

Impact Assessment of Livelihood Training Centre

In Akola (Shivar) Districts in Maharashtra

of



Prepared by



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CONTENTS

Executive Summary	3
1. Introduction	4
2. Research Methodology	6
3. Findings	9
3.1 Livelihood & Skill Development Training Center (LTC), Shivar - Akola	
3.2.1 Project Implementation	
3.2.2 Impact	
4. Analysis	23
5. Recommendation	27
6. Closure	30
7. Annexures	31

List of Figures

Figure 1: OECD-DAC REECIS Framework

Figure 2: Lifecycle framework for skilling programs

List of Tables

Table 1: Livelihood Sampling

Table 2: Bifurcation based on the total number of beneficiaries from each course.

Table 3: Course-wise and year-wise breakup of LTC beneficiaries

Table 4: Primary income sources of LTC's beneficiaries

Table 5: Sources of training information

Table 6: Impact of training over the beneficiaries

Table 7: Per beneficiary cost of Livelihood center

List of Chart

Chart 1: LTC beneficiaries age distribution

Executive Summary

The Rallis LTC Impact Assessment Report highlights initiatives addressing vocational challenges in rural Maharashtra. The region faces limited employment opportunities that further perpetuate socio-economic challenges, particularly for women and youth.

The Livelihood and Skill Development Training Centre (LTC) equipped women and youth with market-relevant skills in 12 trades, such as sewing, beautician services, and computer applications, empowering beneficiaries economically. Over three years (2021–2024), LTC benefitted **1,520 individuals**.

Impact Highlights

Vocational Training Outcomes:

- Women earned between **₹2,000–₹8,000 monthly** through home-based businesses.
- Male participants reported **doubling** of income through additional work.

Recommendations

Despite significant achievements, challenges remain in assessment rigor and alignment with market demands. The report suggests enhancing evaluation tools and diversifying training programs to sustain long-term impact.

The LTC programs have effectively improved educational outcomes and empowered rural communities economically, marking a vital step towards addressing socio-economic challenges in the intervention villages. Continuous evaluation and adaptation will ensure their sustained success.

1. Introduction

1.1 Background

Employment Opportunities for Rural Youth

Rural youth in India face significant challenges in finding gainful employment. Limited skill development opportunities, lack of awareness about job opportunities, and a mismatch between the skills provided and industry demands contribute to high unemployment rates. For instance, only 2% of India's workforce receives formal training compared to higher rates in developed nations like Germany and South Korea. Additionally, rural youth often face mobility and accessibility issues, limiting their participation in skill development programs or accessing better jobs in urban centers.

Reports by Smile Foundation¹ highlight that unemployment among rural youth, particularly females, remains disproportionately high. Furthermore, rural areas lack sufficient infrastructure and industry linkages to support job creation and practical skill training, worsening the employment crisis.

To bridge these gaps, initiatives like the Skill India Mission and schemes like PMKVY aim to enhance vocational training for rural youth. However, awareness and outreach remain significant hurdles to their success in remote areas.

State Level: Maharashtra

Being an industrialized state, Maharashtra offers relatively more employment opportunities than other states. However, rural youth in Maharashtra, especially in districts like Akola, often need more skills and qualifications to access these opportunities.

District Level: Akola

- **Akola:** The Akola district primarily relies on agriculture and allied sectors for employment. Limited industrialization and a lack of skill development centers restrict employment opportunities for rural youth.

The challenges in quality education and the inability to find gainful employment are closely intertwined. The rural youth cannot compete for skilled jobs in urban areas or pursue higher education without adequate foundational education. This vicious cycle perpetuates poverty and underdevelopment in rural areas.

¹ Smile Foundation. 2023. *"Skill India and Opportunities for Rural Youth in India."*

The National Education Policy (NEP) 2020 emphasizes experiential learning, critical thinking, and skill-based education to improve the quality of lower and middle-standard education. However, implementing these reforms is challenging in rural areas due to infrastructure deficits, teacher shortages, and resistance to change in traditional teaching practices. With a growing youth population, India has a demographic advantage in skilling and employment, but this can only be leveraged if the youth are adequately skilled. The mismatch between educational outcomes and industry requirements remains a persistent issue.

1.2 Project Introduction:

Improving the quality of middle-standard education and aligning it with employment opportunities are crucial for India's socio-economic development. On the employment front, expanding skill development initiatives, reducing the digital divide, and promoting entrepreneurship are crucial to ensuring sustainable livelihoods for rural youth.

To comprehensively tackle the challenges of low educational attainment and limited employment opportunities, Rallis India, a Tata Chemicals subsidiary, has worked with Light of Life Trust (LOLT) as part of their Corporate Social Responsibility (CSR) initiatives, by launching the below program:

1.2.1 Livelihood & Skill Development Training Center (LTC):

The Livelihood & Skill Development Training Centre in Shivar, Akola district, Maharashtra, was a collaborative initiative by Rallis India Limited and the Light of Life Trust (LOLT). Established to empower rural underprivileged communities, especially women and youth, the project offered vocational training in diverse fields to enhance employability and promote self-reliance.

The program aimed to:

- Equip beneficiaries with specialized vocational skills for independent and dignified livelihoods.
- Develop entrepreneurship capabilities for initiating small-scale enterprises.
- Facilitate access to employment opportunities and improve the socio-economic conditions of rural families.

From 2021 to 2024, the center trained 1,520 beneficiaries, with 97% completing certifications in areas such as sewing and tailoring, computer applications (e.g., Tally, advanced Excel), bike and mobile repair, beautician skills, and short-term courses like jewelry-making and ceramic painting. This initiative focused on women, who constituted over 84% of the participants.

2. Research Methodology

Upon the successful completion of Livelihood and Skill Development Training Center programs for the last three Financial Years from 2021-24, benefitting rural youth, and women, Rallis India has entrusted NuSocia, an impact advisory firm to undertake the impact assessment study to understand the effectiveness of the program and to learn from the research findings to come up with better projects in the future.

2.1. Objectives of the study

- 2.1.1 To understand the impact of the project on beneficiaries
- 2.1.2 To assess the project implementation and its effectiveness
- 2.1.3 To provide recommendations for scale-up/replication

2.2. Research Framework

The study combined Qualitative and Quantitative research based on appreciative inquiry. It used the globally renowned OCED-DAC 'REECIS' (Relevance, Effectiveness, Efficiency, Impact, Coherence, and Sustainability) framework² to assess the program's impact on educational initiatives and a Lifecycle Framework for the skilling initiatives covering the integral aspects of Mobilization, Enrollment, Training, Gainful engagement, and Post gainful Engagement.



Fig 1: OECD-DAC REECIS Framework

² [Evaluation Criteria - OECD](#)

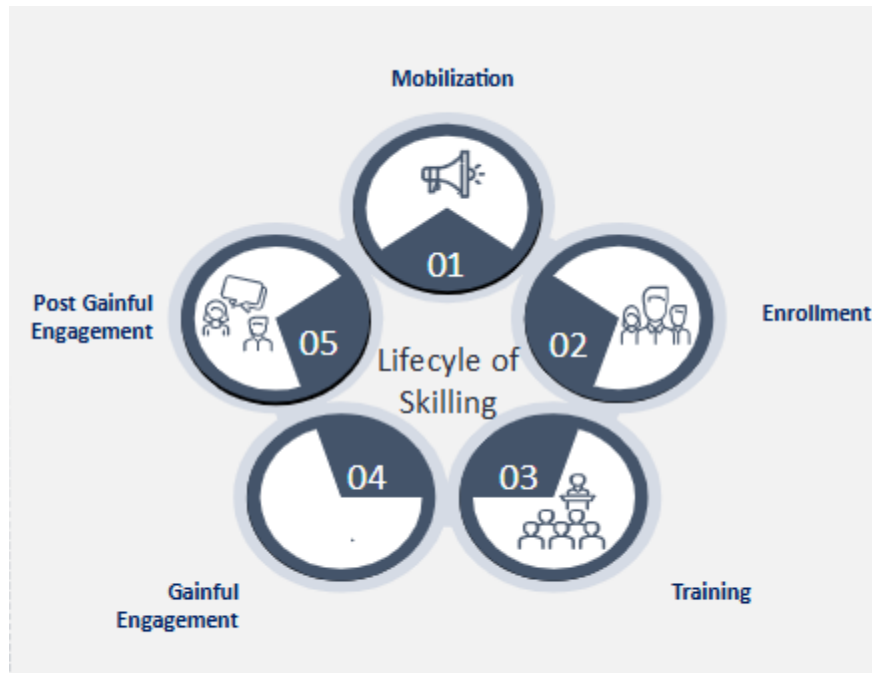


Fig 2: Lifecycle framework for skilling programs

2.3. Sampling

The projects have benefitted 1520 women and youth directly and indirectly benefitted the NGO's team members and other stakeholders involved with the project. To understand the project's impact and get an unbiased representation of the beneficiaries, the research team used Stratified sampling³ quantitative inquiry and Purposive and Convenience sampling methods for the qualitative investigation to select the respondents for the primary research.

Livelihood Sampling:

Stakeholders	Qualitative Research (Convenience Sampling)	Quantitative Research (Population Proportional to Size of beneficiaries)
	Key Informant Interviews	Survey
Direct Beneficiaries	56	216
Trainers/Instructors	6	

³ **Stratified sampling** has been used to identify the survey & KII participants with different course type and year of training as strata.

Light of Life Trust team	4 (Mobilizer, Centre head, Project Coordinator, Director)	-
Rallis India team	2	
Total	68	216[#]

Table 1 : Livelihood Sampling

Survey sample size is statistically significant with a 95% confidence level, 20% population proportion, and 5% margin of error.

Sl No	Course	Total Beneficiaries	Key Informant Interviews	Sample for Survey
1	Sewing & Tailoring	476	7	216
2	Beauty care	409	7	
3	Computer	401	7	
4	Bike Repairing	58	7	
5	Mobile Repairing	36	5	
6	AC, Fridge, Washing Machine Repairing	20	3	
7	Welding	40	5	
8	Jewellery Making	20	3	
9	Ceramic Painting Course	20	3	
10	Candle Making	20	3	
11	Incense Stick Making	10	3	
12	Cake Making	10	3	
	Total	1520	56	216

Table 2: Bifurcation based on the total number of beneficiaries from each course.

2.4. Data Collection

2.4.1 Desk research: Desk research was conducted with the help of annual project reports, assessment reports, and other documents provided by implementation partners and the donor, along with open resources available on the Internet.

2.4.2 Key Informant Interviews: In-depth interviews with the help of an interview guide consisting of open-ended questions were conducted with Beneficiaries, Trainers, Implementation Partners, and the Donor to understand the project's effectiveness.

2.4.3 Surveys: To understand the project impact from a larger sample pool, researchers gathered answers through the surveys from the beneficiaries selected through stratified sampling in proportion to the beneficiaries in each course.

A detailed set of questions asked for each group of respondents can be found in Annexure.

3. Findings

The study utilized distinct sets of questions to evaluate the effectiveness of each program individually, considering the differing objectives of LTC.

3.1 Livelihood & Skill Development Training Center (LTC), Shivar - Akola

The Livelihood & Skill Development Training Centre, initiated by Rallis India Ltd. in partnership with the Light of Life Trust (LOLT), aimed to empower underprivileged communities in Shivar and surrounding villages began with a needs assessment in Akola Taluka, focusing on the socio-economic challenges of the local population. A survey of 10 surrounding villages, including Shivar, was conducted to map the demand for skill-based training. The training center was established in Shivar after refurbishing a dedicated space with essential amenities to make it functional and accessible for the community.

Training Programs

The center offered various vocational training programs to enhance employability over the 3 years, with 1520 participants trained in 12 different programs.

Sr. No.	Training Program	Year			
		2021-2022	2022-2023	2023-2024	Total
1	Sewing & Tailoring	160	196	120	476
2	Beauticare	153	150	106	409
3	Computer	165	122	114	401
4	Bike Repairing	18	20	20	58
5	Mobile Repairing	23	13	0	36
6	AC, Fridge, Washing Machine Repairing	0	0	20	20
7	Welding	0	0	40	40
8	Jewellery Making	0	0	20	20

9	Ceramic Painting Course	0	0	20	20
10	Candle Making	0	0	20	20
11	Incense Stick Making	0	0	10	10
12	Cake Making	0	0	10	10
	Total	519	501	500	1520

Table 3: Course-wise and year-wise breakup of LTC beneficiaries

3.1.1 Project Implementation:

To understand the project implementation on the ground and its impact on the beneficiaries, the study undertook 68 interviews with beneficiaries and stakeholders involved in the project and 224 surveys with trainees from different courses.

Of the 224 people surveyed, 154 were female, and 70 were male, with the age groups ranging from below 20 to above 35, where most were aged 31 to 35. Regarding religion, Hindus comprised 69.64%, Buddhists comprised 25.89%, and the remaining 4.46% were Muslims. OBCs were the highest social category at 55.36%, followed by SC/ST at 32.59%, and the remaining belonged to the General and Other categories.

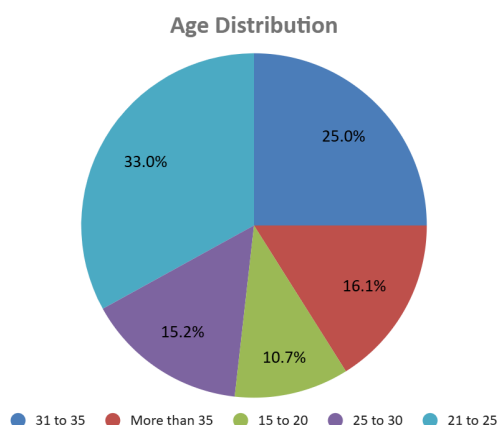


Chart 1: LTC beneficiaries age distribution

Most respondents (97.7%) had at least upper primary education (7th standard and above), where 36.16% were graduates, 57.59% had high school degrees, and 4.02% had upper primary education. Only less than 2% had below primary school education.

Primary source of income	Frequency	Absolute Frequency (% of total)
Private Job	86	38.39%
Business	60	26.79%
Industry Labour	53	23.66%
Others	8	3.57%
Agriculture Labour	17	7.59%
Total	224	100.00%

Table 4: Primary income sources of LTC's beneficiaries

When inquired about the respondent's primary income sources, the majority were involved in private employment (38.39%), Business (26.79%), and Industry labor (23.66%), with only 7.59% of them depending on agriculture as agriculture laborers. In terms of family income, 70% of the population had less than 2 lakh rupees of annual income, while the remaining 30% had an annual income between 2-5 lakh rupees.

As part of the project implementation, the LOLT followed the structure of Mobilization, Enrollment, Training, Gainful Engagement, and Post Gainful Engagement with the students as detailed below:

Mobilization

The mobilization began with targeted outreach efforts to raise awareness about the Livelihood & Skill Development Training Centre in Shivar, Akola. LOLT employed a variety of methods, including:

1. **Pamphlet Distribution and Banner:** Informational materials were distributed across Shivar and surrounding villages to inform residents about the available training programs.
2. **Community Meetings:** Village-wise and area-wise meetings were organized to interact with potential beneficiaries, individually and in groups.
3. **Social Media Outreach:** LOLT leveraged digital platforms to connect with younger audiences and create awareness about the training opportunities.

Through the interactions with the beneficiaries of all 12 courses and the different stakeholders involved, such as trainers and the implementation partners, it was evident that the local aspirations and potential employment opportunities and self-employment were considered while designing the courses through community engagement and direct outreach to beneficiaries.

“The selected courses, such as computer training, tailoring, and beauty services, were aligned with the local market demands and the aspirations of the beneficiaries. These skills were identified as having good employment potential and the ability to generate income for the participants.” - Center Head, LTC.

Through the localized mobilization activities, reaching out to participants door-to-door and explaining to them the benefits of the course and the low fees has helped the project to gather required students and also create additional training facilities, such as satellite training centers, whenever there were considerable interest in one particular course, this removed the need for traveling for many women.

“The need for specific courses in the project geography was identified through community engagement and direct outreach efforts. We conducted surveys, door-to-door visits, and distributed pamphlets, particularly targeting marginalized groups such as Scheduled Castes (SC), Scheduled Tribes (ST), and economically disadvantaged individuals. This grassroots approach allowed for a better understanding of the community's needs and aspirations.” - Mobilizer, LOLT.

A survey of 224 beneficiaries revealed that 60% of respondents learned about the training center through friends and family members who had already participated in the courses. While significant effort was required during the initial year to engage the community and conduct door-to-door visits for enrollment, positive word-of-mouth subsequently became the primary driver of student participation in the program.

How did you come to know about the Training Programme?	Frequency	Absolute Frequency (% of total)
Through training center visit	25	11.16%
Through Friends/Family	135	60.27%
Through Social Media	6	2.68%
Others	1	0.45%
Through community mobilization or mobilizer of LOLT	55	24.55%
Through local institution (Gram panchayat)	2	0.89%
Total	224	100.00%

Table 5: Sources of training information

“I learned about the Rallis Livelihood Training Center from women in my area who were already attending the sessions. Their positive feedback inspired me to join. I was a part of the 2022 batch for Basic Computer and the 2023 batch for Tally.” - Beneficiary of Computer training

The mobilization process benefitted from the positive reviews and referrals by the women and youth to their neighbors, friends, and family members, which helped mobilize the required candidates.

Enrollment

The enrollment process was streamlined to ensure accessibility for the underprivileged community:

1. **Initial Interaction:** Prospective participants were invited to visit the center, where staff explained course offerings and addressed queries.
2. **Application:** Interested individuals filled out an admission form, providing details such as educational background, household income, aspirations, and reasons for joining.
3. **Documentation:** Applicants submitted supporting documents, including identification proof, photographs, educational certificates, and address proof.

The mobilization meetings were conducted with the help of local leaders by the trainers and mobilizers in the communities of surrounding villages, and the trainers informed the community about the available courses and their structure.

Once interest is generated, potential beneficiaries proceed with registration; interested individuals submit their Aadhaar card, a Transfer Certificate (TC), passport-sized photographs, and a nominal fee of 250-500 rupees. During registration, beneficiaries receive counseling that outlines the training syllabus, duration, and costs.

“The counseling process involved guiding potential beneficiaries through the enrollment steps, explaining the training syllabus, and addressing any questions they had. The approach included offering incentives, such as a free kit in return for Rs 500 as an investment, to encourage enrollment.” - Mobilizer, LOLT.

The selection criteria focused on recruiting participants who are 18 years or older and prioritize admission for individuals from marginalized communities, such as Scheduled Castes (SC) and Scheduled Tribes (ST).

“There are no educational barriers for this course, making it accessible to everyone. The only criterion is that beneficiaries must be 18 years or older. This approach ensures inclusivity by providing equal opportunities for individuals from diverse backgrounds to participate and benefit from the program.” - Trainer, Stitching, and Tailoring.

The mobilization and enrollment processes benefitted from the engagement of local community leaders, positive recommendations from those who attended the training courses from the center,

the engagement of trainers at the village level, and low entry barriers regarding education requirements and fees.

Training

The training programs were designed to empower participants with vocational and entrepreneurial skills. Key elements of the training process included:

1. **Structured Courses:** Courses ranged from three months (e.g., Sewing, Beautician, and Technician programs) to one month (e.g., Jewelry Making and Ceramic Painting). Training sessions included lectures, demonstrations, hands-on practice, and exposure to real-world applications.
2. **Evaluation and Certification:** Participants underwent a practical examination at the end of each course. Successful candidates received certification, equipping them for job opportunities or self-employment.
3. **Supplementary Support:** A startup kit was provided for all upon successful completion, such as sewing and beautician courses, enabling participants to apply their skills post-training immediately.

The training syllabus for the Livelihood Training Programs was developed through a collaborative approach involving local experts/trainers, industry professionals, and community feedback. This ensured that the courses were relevant to the local market needs and aligned with recognized standards, such as those set by the National Skill Development Corporation (NSDC) for some of the courses.

“The training syllabus is developed through collaboration with local experts, industry professionals, and community members to ensure it meets local needs and recognized standards like those of the NSDC. The syllabus covers basic to advanced bike repair techniques with a strong focus on hands-on training. I incorporate NSDC guidelines, including core competencies and safety standards, to meet recognized standards.” - Trainer, Bike Repairing.

Across the various courses, the syllabus was designed to cover a range of skills from basic to advanced levels, tailored to the specific course offered. For instance:

- Tailoring Course: The syllabus progressed from simple sewing techniques to more complex designs, such as "designer blouses, palazzos, and pants," ensuring that participants build a solid foundation before advancing.

“The practical training starts with fundamental skills such as threading the bobbin, needle threading, and fabric cutting. Once these basics are mastered, beneficiaries start stitching simple items like kids' frocks to develop finishing skills. They advance to sewing simple dresses, blouses, and more intricate items such as designer blouses, palazzos, and pants. This step-by-step

approach ensures a solid foundation and practical expertise, making the training comprehensive.” - Trainer, Stitching and Tailoring.

- Beauty Care Course: Trainers have taken the initiative to expand the syllabus by including additional hairstyles beyond those provided initially. One trainer remarked, *"I made sure that I teach my students even more than those,"* reflecting a commitment to enhancing the learning experience.

MKCL (Maharashtra Knowledge Corporation Limited) officials regularly reviewed the training materials to ensure quality and adherence to educational standards. Integrating assignments, periodic tests, and peer learning opportunities further reinforces the educational framework.

In terms of teaching methods, it was observed that a variety of teaching methods were employed to facilitate effective learning:

- Hands-On Training: Practical demonstrations were emphasized, allowing students to apply their skills in real-world scenarios. This method was particularly effective for adult learners who benefit from experiential learning.

- Interactive Sessions: These sessions encouraged engagement and discussion among participants, making concepts easier to understand and recall. Trainers utilized simple language and repeated content as needed to ensure clarity.

- Peer Learning: Students who grasp concepts quickly were encouraged to assist their peers, fostering a collaborative learning environment. This approach not only aids understanding but also builds confidence among participants.

“I use hands-on demonstrations, step-by-step sessions, and real-world examples to ensure concepts are easily understood and engaging. I also incorporate visual aids, videos, and group discussions for better engagement and understanding. Feedback sessions and quizzes help clarify any doubts.” - Trainer, Mobile Repairing.

Another trainer who taught stitching and tailoring also noted the effectiveness of these methods: "To ensure concepts were easily understood and engaging, we used straightforward language, repeated the content multiple times, and focused on practical demonstrations.

Each training course typically spanned two months, with classes conducted daily for 2-3 hours. This structure allowed for comprehensive syllabus coverage while accommodating participants' other commitments. In addition to specific course content, several additional skills were integrated into the training programs:

- **Soft Skills:** Courses included training on communication, teamwork, and problem-solving skills, which were essential for workplace success.

- **Business Skills:** Participants received entrepreneurship and financial literacy guidance, preparing them for self-employment opportunities.
- **Practical Proficiency:** Given that many students came from underprivileged backgrounds without access to technology, hands-on practice was strongly emphasized during class hours. This approach ensured that students gained practical proficiency in their chosen fields.

One participant highlighted the importance of these additional skills: *"The training not only taught me tailoring but also how to communicate effectively with clients,"* demonstrating the program's holistic approach.

When beneficiaries were asked to rate the training sessions based on engagement, 97.32% of students reported being very satisfied, while 2.68% were somewhat satisfied, and none rated the sessions negatively. Regarding the trainer's knowledge and expertise, out of 224 beneficiaries, 222 (99.11%) rated themselves as very satisfied with the trainer's knowledge.

The responses were similar in the in-depth interviews conducted with the beneficiaries; no single student had a negative experience with the training conduct and trainer's ability to engage with them.

"The training delivery was excellent. I knew nothing about sewing, not even how to thread the needle. However, the trainer was very patient and taught me step by step. After the class, I practiced at home, and if I faced any issues, I didn't hesitate to call the trainer. She built a strong, supportive relationship with every student." - Student, *Stitching and Tailoring*.

Gainful Engagement

The objectives of the LTC were to train the women and youth in specialized vocational skills, empower them to start their businesses, and facilitate employment opportunities for those looking for formal employment; in an attempt to achieve the said objectives, the project included below activities to provide gainful engagement to the trainees, in addition to the skill training.

1. **Entrepreneurship Training:** The project included training sessions to foster self-employment and prepare beneficiaries to start businesses. This training emphasized developing a mindset conducive to employability and business initiation.
2. **Networking for Employment Opportunities:** The LOLT team actively networked with local vendors and businesses to create job opportunities for graduates.
3. **Financial Literacy Sessions:** Financial literacy was integrated into the training programs to equip beneficiaries with essential budgeting and financial management skills for sustaining their businesses or employment.

The entrepreneurship training included sensitization of beneficiaries on the fundamentals of starting and managing a business, including market analysis, product pricing, and customer engagement. The training also encouraged beneficiaries to think critically about their business ideas and equipped them with an entrepreneurial mindset.

The training has equipped participants with the essential skills to start and grow their businesses. Many beneficiaries have reported feeling more confident in creating business plans, managing finances, and effectively marketing their products or services. - Mobilizer, LOLT.

The program also provided each participant with a startup kit upon course completion, which included essential tools for their respective trades, further enabling them to kickstart their businesses. A respondent noted, *"The entrepreneurship training helped me understand how to manage my own tailoring business effectively."*

The program also facilitated networking between beneficiaries, local vendors, and employers to enhance employment prospects. Key activities include:

- Vendor Connections: The LOLT team has established relationships with local vendors for materials related to various trades, such as jewelry making and tailoring. This provided beneficiaries access to affordable resources and encouraged local economic engagement. One beneficiary stated, *"I was able to purchase my sewing machine at a lower cost through the connections made by the LOLT team."*

- Job Placement Support: The program has successfully linked beneficiaries with job opportunities in local factories and businesses. For instance, after networking with Shri Toys Factory, six beneficiaries secured jobs with a monthly salary of ₹5,400. A participant shared, *"Thanks to the support from LOLT, I found a job that allows me to support my family."*

"To raise awareness about entrepreneurship and livelihood opportunities, I inform the beneficiaries about various options available in the local market, including job openings and self-employment ventures. For example, I encouraged some women to consider joining a toy-making company. Additionally, I shared information about a tent stitching unit that was set up near my home, and two women from the training program joined that initiative." - Trainer, Stitching and Tailoring

Also, financial literacy is a critical component of the program, aimed at empowering participants with essential financial management skills. These sessions covered basic accounting, where beneficiaries learned how to manage their finances effectively, including budgeting and record-keeping, the importance of saving, and how to make informed investment decisions.

A respondent emphasized the value of these sessions: *"Understanding how to manage money has been life-changing for me; it has helped me save for my children's education."*

Post-Gainful Engagement Activities

The Livelihood Training Program emphasized continuous support and engagement for beneficiaries after they completed their training. This post-gainful engagement involves various activities to ensure that participants can effectively utilize their skills in the job market or through entrepreneurship.

1. **Follow-Up Support:** After completing their training, beneficiaries received regular follow-up visits from the LOLT team to assess the impact of their new skills and motivate them to apply what they have learned in real-world scenarios.
2. **Production Units:** Establishing production units allowed trained women to collaborate on uniform production and bag-making projects. This provided income and fostered teamwork and community spirit among participants.
3. **Recognition Events:** Special events like Women's Day celebrations recognized the achievements of female beneficiaries who have successfully launched small businesses post-training. These events included competitions and awards, enhancing community engagement and motivation.
4. **Continuous Learning Opportunities:** The project encouraged ongoing education through additional short-term courses in jewelry making and cake baking, which helped beneficiaries diversify their skills and income sources.

Post-training, the program maintained regular contact with beneficiaries through various channels:

- WhatsApp Groups: Beneficiaries were added to WhatsApp groups to share updates, seek assistance, and stay connected with trainers and peers.

"I usually attend all the classes, but whenever I miss some classes, I'm connected on a WhatsApp group where I get information to attend the same class later." - Student, Computer Course.

- Regular Meetings: Monthly check-ins were conducted to assess progress and provide additional support to foster a sense of community among participants, allowing them to share experiences and challenges. The program also facilitated networking events that connect beneficiaries with local businesses and potential employers:

- Job Placement Assistance: Beneficiaries were informed about job opportunities as they arose.

"After training, we inform beneficiaries about job opportunities available in the area. For example, there is a toy-making company in the MIDC that offers employment to those willing to work outside their homes. However, a significant percentage around 80-90% of the women choose to start their own businesses, either from home or outside." - Trainer, Stitching & Tailoring.

- Community Events: Regular community events, such as Women's Day celebrations, are organized to keep beneficiaries engaged and connected. One trainer expressed, "*We invite them to participate in special programs like Women's Day celebrations or skill enhancement workshops.*"

3.2.2 Impact

The project provided vocational training to 1520 women and youth over the 3 years and helped the beneficiaries in various ways; from the interactions with beneficiaries, the below aspects have been found to have impacted their lives.

Skill Improvement:

From the on-the-ground observations, it was observed that the women in the surrounding villages had restrictions in stepping out of their homes for work and had limited options to utilize their education due to their conservative families, limiting them from pursuing opportunities. Thus, the local women preferred the skilling center with a localized vocational skilling that suited earning income out of homes.

"I used to go out to wash dishes, but my in-laws and husband didn't like me working in other people's houses, so they asked me to stop. So I was not earning at all." - Participant, Tailoring & Stitching.

"Before the training, I was not employed. I was focused on household responsibilities and had never stepped out for work." - Participant, Jewelry making.

Of the 1520 beneficiaries over the 3 years, 1288 were female, 885 were in the Stitching and Tailoring and Beautician courses alone, and 323 were in the computer courses. Just three of these courses accounted for 1208 women (94% of the women), while the remaining classes, like jewelry making, cake making, incense stick making, ceramics, and candle making, were taken up by the remaining 80 women.

There were clear preferences by gender, where courses like welding, bike repair, AC and washing machine repair, and mobile repair were only taken up by men, who constituted 15% of the overall beneficiaries. The only courses taken up by both genders were related to computer courses, where skills like Excel, Tally, and Digital learning courses were taught.

The vocational courses were created specifically to address the local earning opportunities for women and youth based on the insights from community engagement. It was reflected in the kind of courses introduced in the year 2023-24, where seven new courses such as AC, Fridge,

Washing Machine Repairing, Welding, Jewellery Making, Ceramic Painting Course, Candle Making, Incense Stick Making, and Cake Making were introduced.

It was also noted that due to the proximity of towns like Akola, where there is a high Buddhist population, there was a need for candle making as the community lit candles as part of their prayers. Also, due to the proximity of the towns, the beauticians are in demand, and each female participant created their clientele and took up individual assignments, earning 5000-8000 rupees monthly.

“The selected courses, such as computer training, tailoring, and beauty services, were aligned with the local market demands and the aspirations of the beneficiaries. These skills were identified as having good employment potential and the ability to generate income for the participants.” - Centre Head, LoLT.

When asked how the skilling initiative has impacted their skills and knowledge, 209/224 respondents mentioned they had learned new skills. At the same time, most of them also mentioned they could improve their existing skills through the program. Thus, improvement in the skills had a clear impact on the beneficiaries.

How has the training impacted your skills and knowledge?	Frequency	Absolute Frequency (% of total)
Improvement in existing skills	166	18.42%
Increased self-confidence	173	19.20%
Learn new skills	209	23.20%
Increase in income	183	20.31%
Able to contribute to household income	65	7.21%
More work opportunities	89	9.88%
More awareness of entrepreneurship	16	1.78%
Total	901	100.00%

Table 6: Impact of training over the beneficiaries

Increased Income through Employment Generation:

Of the 224 surveyed respondents, 183 (82%) mentioned improved income after the training. Many had no income before the training and started earning some income right after the training by undertaking self-businesses such as tailoring, beautician assignments, cake making, etc, or joining entry-level positions in nearby offices.

“After completing the tailoring training, I started stitching blouses from my home within just one month. Currently, I am earning between ₹2,000 and ₹5,000 per month through this activity.” - Participant, Tailoring and Stitching.

“Before this, I was earning 4000 per month. But after completing the course, I now earn around Rs. 12000/month.” - Participant, Computer Course.

“The income has changed significantly. Since completing the jewelry-making course, I now earn approximately ₹3,000 monthly. My current role involves designing and creating trendy jewelry pieces, which I can do from home.” - Participant, Jewelry making.

These instances highlight how the training has helped these women earn a decent livelihood at home or near their villages.

The training didn't only create earning opportunities for women participants; even the men who participated mentioned they had seen improved earnings after the training.

“My employment and income source have significantly changed since the training. Earlier, I worked as a laborer in a cement shop, earning around ₹10,000 per month. Now, I have a job at D-Mart, where I earn ₹15,000 per month, and I also do mobile repair work in the evenings, which brings in an additional ₹9,000–₹10,000 per month. This means my total monthly income has increased to ₹25,000.” - Participant, Mobile Repairing.

“My income has increased. Earlier, my daily income was ₹500-₹600, but now it is ₹1,000-₹1,200 per day.” - Participant, AC, Washing Machine, and Fridge Repairing.

From the interactions with the male participants, most of their income has improved to an average of 15,000 or more after the training. At the same time, most women have started making additional income from the comfort of their homes, while other women took up jobs in local offices as data entry operators, and accountants.

Increased Self-Confidence and Contribution to Household Income:

The addition of new skills has improved the women's self-confidence in setting up their home-based businesses and venturing into full-time employment, and contributed to increased self-confidence.

“I am the second youngest in my family, and everyone used to think I was immature. However, after attending this course and starting my own business, my family's perspective of me has

completely changed. I am much more confident now, personally and professionally.” - Participant, Tailoring and Stitching.

“You can see a lot has changed in me. Before joining this course, I only attended college and returned home, not doing much else. However, after joining this course, I learned important workplace skills like behaving professionally, interacting with seniors, and handling customers. Where I work now, I manage customers independently, provide product knowledge, prepare invoices, and assist with my senior's tasks from 7 AM to 12 PM. This course has transformed my approach and confidence in handling responsibilities.” - Participant, Computer Course.

Due to the contribution of the women economically to household income, it was observed that the family's behaviors were also changed, and the women felt more involved in their families' financial and overall decisions.

“The training has been highly relevant to my goals and current needs. It helped me address challenges at home, as being in a joint family brought some issues. After completing the training and starting to earn, the behavior of my family members towards me changed positively. While tailoring is a common business, its success depends on skills and effective customer management, making the training highly valuable in meeting the demands of my community.” - Participant, Tailoring & Stitching.

“I earn around ₹3,000 per month now. This additional income has given me a sense of independence and helps support my family's expenses.” - Participant, Jewelry Making.

The livelihood training and skill center was successful in bringing the women out of their homes and providing employment opportunities which resulted in increased self-confidence and dignity among the family members. The participated youth also saw improved incomes almost doubling in some cases. However, the project's limitations were in its selection of traditional vocations which have a quick saturation point, especially when many from the same villages get trained in the same vocation, and may not be particularly useful for graduates and post-graduates who wish to undertake advanced skill training.

4. Analysis

The observations and findings through primary research of the LTC projects have been analyzed on the OECD-DAC global framework REECIS as below:

4.1 Relevance:

The first criterion in the REECIS framework, Relevance, evaluates how well an intervention's goals and structure align with the needs, policies, and priorities of the beneficiaries, the global community, the country, and partner institutions. It also considers the intervention's adaptability to evolving circumstances to ensure its continued relevance.

Women in the region faced socio-economic and cultural constraints that confined them to their homes. To address this, the program established a training center offering vocational courses tailored to local opportunities. These courses emphasized skills that could be practiced at home or near home with minimal investment, such as tailoring, jewelry making, and candle making for women, and bike repairing, mobile repairing, etc for men. By empowering women and youth with marketable vocational skills, the initiative aimed to foster confidence, enable income generation, and break poverty cycles within families.

By and promoting vocational skills for women and youth—the project aligned with local needs while also supporting national and international priorities. Specifically, the initiative contributed to the Sustainable Development Goals (SDGs):

- **Gender Equality (SDG 5):** Empowering women through skill development and entrepreneurship.
- **Decent Work and Economic Growth (SDG 8):** Enabling livelihood opportunities and self-reliance.
- **Reduced Inequalities (SDG 10):** Bridging socio-economic gaps through targeted interventions.

Through these efforts, the program promoted lifelong learning and economic resilience. However, to enhance its impact, there is a need to refine the implementation methodology for educational initiatives and diversify the training center's course offerings to better align with evolving market demands, at least for those with relevant education to pursue advanced courses.

4.2 Effectiveness:

The second criterion of the framework analyzes the effectiveness of the intervention, the extent to which the intervention achieved its objectives, and the results.

The objective of the project was to bring women out of their homes and create economic opportunities for women and youth locally through the skilling center. Both of these have been achieved to an extent as the beneficiaries of both the projects expressed satisfaction, and recommended the projects to their peers.

The LTC initiative successfully empowered beneficiaries by improving their skills, confidence, and income levels. By creating tailored opportunities for women and youth, it addressed local socio-economic challenges effectively.

Post-training, 82% of participants reported increased income, with women earning ₹2,000–₹8,000 per month from home-based businesses, and men seeing substantial gains; and the youth seeing improvement of their monthly earnings from ₹10,000 to ₹25,000. The improvements were directly attributable to the project and the center achieved its objectives of training women and youth to create local employment opportunities.

4.3 Efficiency:

The third criterion of the framework analyzes the efficiency of the intervention, The extent to which the intervention delivers, or is likely to deliver, results in an economical and timely way.

The Livelihood Center invested over ₹58.4 lakh across three financial years, training 1,520 participants in 12 different vocational courses, each lasting 2–3 months. This amounted to an average cost of ₹3,844 per beneficiary over the three years. The cost invested for the skilling center has been well utilized in generating additional income for the participants.

LTC	FY	Funds utilized (Rs)	No. of Beneficiaries	Per Beneficiary Cost (Rs)
1	21-22	1591257	519	3066
2	22-23	2024947	501	4042
3	23-24	2226403	500	4453
	Total	5842607	1520	3844

Table 7: Per beneficiary cost of Livelihood center

4.4 Impact:

The fourth criterion of the framework analyzes the Impact of the intervention, The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level impacts.

The livelihood initiatives in Akola made significant strides in addressing foundational gaps in learning and employability. The LTC had an equally commendable impact, empowering 1,520 beneficiaries, with 84% women participating in vocational training. Courses like tailoring, beautician services, and computer skills equipped women with income-generating abilities, enabling them to earn ₹2,000–₹8,000 per month. Male participants reported significant financial gains, with a mobile repair trainee increasing monthly income from ₹10,000 to ₹25,000 and an appliance repair trainee doubling daily earnings from ₹500–₹600 to ₹1,000–₹1,200. Beyond income, 77% of beneficiaries experienced enhanced confidence, fostering greater socio-economic participation. The program's use of localized mobilization strategies and tailored courses ensured accessibility and relevance for rural communities, contributing to breaking gender and economic barriers.

Despite these achievements, this initiative exhibited notable limitations. For LTC, while income generation was a success, the program leaned heavily on basic vocational skills with limited scalability. Women's earning potential remained capped, with tailoring and beautician work offering relatively low returns compared to technical courses pursued by men. The absence of advanced skill training and weak market linkages further constrained long-term economic opportunities for participants.

To enhance their impact, the livelihood program needs to diversify its course offerings, introduce advanced skill options, and strengthen entrepreneurial support to ensure sustainable and transformative outcomes.

4.5 Coherence:

Coherence, the fifth criterion of the framework, examines how well the intervention aligns with other local and national initiatives.

On the skill training front, the program addressed local employment needs by identifying opportunities suitable for women, such as tying up with toy shops and establishing candle-making businesses for women. This focus on independent, home-based employment aligns with national priorities to create economic opportunities for women and youth.

However, several gaps in coherence remain. The project lacked connections to government facilities or partnerships with organizations that could provide financial or mentoring support and advanced skill training for the entrepreneurs and job seekers.

4.6 Sustainability:

The sixth and final criterion of the framework assessed the sustainability of the program's benefits over time.

Challenges to sustainability were identified. Skill saturation within communities posed a risk of diminishing program value over time, emphasizing the need for continuous innovation and fresh content and courses to maintain engagement. Reliance on external agencies for teacher training and resource provision raises concerns about long-term resilience if partnerships or funding declined. Thus, raising the need to build the capacities of existing teachers over multiple interventions eating into the limited school time.

Overall, while the program demonstrated promising sustainability through strong community support, teacher capacity building, and curriculum relevance, addressing challenges such as resource dependence and maintaining innovation will be critical. Continuous engagement with beneficiaries and proactive adjustments are essential to preserving the program's long-term impact.

5. Recommendations

5.1 Livelihoods

The livelihood center which has been serving the local employment needs by training the participants in 12 different courses has a scope to improve the offerings as suggested below:

1. Marketing Tools for Women Entrepreneurs: Interactions with beneficiaries of self-employment-oriented courses have revealed a significant demand for training on marketing tools and brand identity creation. Women entrepreneurs are seeking support to develop online presence, business cards, and other promotional tools to effectively showcase their work to customers.

To address this need, Rallis can draw inspiration from programs implemented by the Mann Deshi Foundation⁴. The foundation has successfully trained rural women entrepreneurs in key areas of business management, including obtaining shop licenses, leveraging digital tools, and enhancing their online presence through platforms like WhatsApp and Facebook. Mann Deshi's comprehensive approach equips women with skills to maintain their businesses and expand their reach in competitive markets. Implementing similar initiatives will empower women with practical marketing strategies and tools, enabling them to establish stronger customer connections and achieve sustainable growth.

2. Introduction of advanced courses for Graduates: There was a demand for advanced skills, among graduate and postgraduate participants who constituted 36% of the beneficiaries in livelihood training programs. With the job market rapidly evolving, traditional vocational training in trades like tailoring or beautician services is no longer sufficient to meet the aspirations or employability needs of these individuals. Beneficiaries increasingly seek courses aligned with modern technological advancements and sustainable practices, which are essential for securing high-value employment and achieving long-term economic independence.

Integrating 21st-century skills into the livelihood center can significantly enhance the relevance and impact of the program. By equipping participants with in-demand competencies, such as digital literacy, renewable energy technology, or programming, these centers can prepare beneficiaries for better job opportunities in both local and global markets. This shift would not only improve employability but also attract a more diverse participant base, fostering broader community engagement and inclusivity. Such initiatives can also position beneficiaries as contributors to sustainable development, addressing economic and environmental challenges simultaneously.

⁴ Mann Deshi Foundation. (<https://www.manndeshi.org>) – Training rural women entrepreneurs in digital and business skills.

To implement advanced courses effectively, the center should consider forming partnerships with educational institutions, offering specialized workshops, creating mentorship programs, and leveraging online learning platforms. This multifaceted approach can create a robust training ecosystem that meets modern workforce demands. Additionally, providing placement opportunities after training can significantly enhance the program's appeal and outcomes by ensuring participants transition seamlessly into the workforce.

Additionally, focusing on market diversification is critical; reliance on trades with limited earning potential and localized demand, such as tailoring, risks quick saturation if multiple participants from the same community are trained. Instead, centers should prioritize vocations with broader market applicability or establish strong market linkages for locally produced goods to ensure sustainable income streams and greater economic resilience for beneficiaries.

3. Expansion for other locations: The skilling project has reached a saturation point in the nearby villages, where many women have successfully completed courses in tailoring, beauty parlors, and other vocational skills. This saturation limits the pool of new participants, making it increasingly challenging to engage the same community with identical training offerings. While the project has initially met its enrollment targets, recent trends indicate a decline in new participants, highlighting the need for a strategic shift.

To address these challenges and enhance the project's impact, it is essential to conduct a feasibility study aimed at identifying new locations for training centers. This study should focus on assessing market demand for advanced skill sets that extend beyond traditional courses. Skills such as electric vehicle technology and artificial intelligence could be introduced to align with current market trends. Additionally, engaging with communities through grassroots mobilization will help uncover their aspirations and needs, ensuring that the new offerings are relevant and impactful. By expanding course offerings to include more advanced skills and ensuring that training centers are equipped with modern tools and accessible infrastructure, the project can revitalize its impact and continue empowering women, and youth through skill development.

4. Building Economic Opportunities and Community Connections: Developing a dedicated handicraft website or sustainable brand to showcase and market products made by women beneficiaries trained at the center can significantly enhance their economic prospects and entrepreneurial opportunities. The platform could feature a diverse range of products, such as handmade garments, accessories, and home decor items, emphasizing the artisans' craftsmanship and the unique stories behind each creation. This personalized narrative can appeal to consumers seeking authentic, ethically sourced products, thereby adding value to the brand.

To further support the artisans, the initiative could include provisions for assisting with raw material purchases. Ensuring access to affordable, high-quality materials is crucial for maintaining product standards and enabling the women to scale their production. This support

could be in the form of bulk procurement arrangements, collaborations with local suppliers, or establishing a raw material bank at the center.

To boost visibility and market reach, the initiative could establish partnerships with local businesses and participate in craft fairs, exhibitions, and online marketplaces. These efforts would not only increase sales but also foster a sense of community among the women by encouraging collaboration, peer support, and collective growth. Creating a recognizable and robust handicraft brand could serve as a powerful tool to connect these women with broader markets, ensuring steady demand for their work.

By integrating such strategies, the center can offer sustainable employment opportunities that enable women to leverage their skills and creativity while contributing to the local economy. This model not only promotes financial independence but also highlights the unique cultural and artistic heritage of the community, positioning the brand as a symbol of empowerment and innovation.

5. Biometric Attendance Systems: Introducing a biometric system for capturing trainee attendance will be a significant step forward from the traditional register method currently used to capture trainee's attendance. Biometric systems provide an accurate and tamper-proof way to record attendance, eliminating issues such as proxy marking and manual errors. This technology fosters accountability among trainees by ensuring their presence is authentically recorded, thereby promoting higher adherence to training schedules, and eliminating absenteeism. Additionally, biometric systems streamline data collection and reporting, offering real-time insights into attendance trends. This helps trainers and administrators identify patterns of absenteeism and address them proactively. Ultimately, the shift to biometric systems enhances the efficiency, transparency, and overall effectiveness of attendance management, contributing to improved participation and discipline among trainees.

6. Remedial Classes: Remedial classes are essential in short-duration technical courses designed for women and youth from rural areas, as they address the varying levels of educational preparedness among participants. Many beneficiaries may lack foundational skills or struggle with the pace of the curriculum due to limited prior exposure to technical concepts. Remedial classes bridge this gap by reinforcing basic knowledge and providing individualized support, ensuring all participants can keep up with the course. Additionally, these courses must incorporate strategies to address absenteeism, as irregular attendance can hinder skill acquisition and overall effectiveness. Flexible scheduling, regular follow-ups, and motivational initiatives can encourage consistent participation, ensuring beneficiaries gain the maximum advantage from the training program.

6. Closure

The impact assessment report for the Rallis India initiatives under the LTC offers a thorough evaluation of the educational and vocational training efforts aimed at enhancing learning outcomes and improving employability among rural communities.

The LTC aims to empower rural communities through vocational training targeted at women and youth. Over 1,520 beneficiaries have received training in various market-relevant skills such as sewing, computer applications, and beautician services.

The LTC successfully trained individuals in skills that directly enhance employability, with 97 participants receiving certifications. Beneficiaries reported increased income levels; women earned between ₹2,000 to ₹8,000 monthly from home-based businesses, while men experienced substantial earnings growth through vocational training. This initiative also contributed to increased confidence among participants - beneficiaries of the LTC reported improved self-esteem and socio-economic participation.

Key achievements of these initiatives include high engagement rates, diverse training offerings tailored to local employment needs, and a positive impact on community involvement. The LTC provided a wide range of courses that effectively addressed socio-economic challenges faced by beneficiaries.

Despite these successes, several areas for improvement were identified. The need for more rigorous assessment tools was highlighted; simplistic testing methods limited the ability to measure true progress effectively. Regular updates to training materials are essential to maintain relevance, along with the inclusion of marketing skills for women entrepreneurs. Additionally, establishing stronger follow-up mechanisms for beneficiaries post-training could significantly enhance long-term success and sustainability of outcomes.

In conclusion, the LTC initiatives have made remarkable strides in empowering rural communities through skill development. While the achievements are commendable, implementing the recommended improvements will further enhance program effectiveness. Continuous evaluation and adaptation are crucial to ensuring that these initiatives remain responsive to evolving community needs and contribute meaningfully to the socio-economic development of rural Maharashtra.

Annexures

Annexure A : Primary Research tool for Livelihood training program

1. Beneficiaries KII

Sr. No	Questions	Probe
1	Tell us about yourself - name, age, gender, family background, educational qualifications Describe your main roles and responsibilities	<i>Tweak questions if students are already placed and working in such industries</i>
2	What was your employment or primary livelihood activity prior to participating in the training?	
3	Do you have access to any social entitlement documentation, such as a ration card, ID, or other government-provided benefits?	
4	How many earning members do you have in your family? How would you describe your family's primary sources of income?	
5	Has your employment or income source changed since the training, and if so, what is your current role or livelihood activity?	
6	According to you, What challenges do people in this area were facing in finding stable work or improving their livelihoods?	<i>Lack of Industries, Lack of opportunities for skill building, Lack of matching skill set, Lack of initiatives for entrepreneurship, Reliance on farming, lack of motivation, lack of modern techniques, traditional methods, insufficient funds, sustainable methods, medication of livestock, etc</i>
7	How did you come to know about Rallis Livelihood Training Center, What inspired you to join this project? Which batch were you a part of? OR When did you finish your training? which course/trade?	
8	How relevant do you feel the training is to your personal career goals or current job needs? Are they aligned with the types of jobs or businesses that are in demand in your community?	

9	<p>Did you attend any informational or mobilization meetings before enrolling?</p> <p>Tell us about enrollment, the training, and the employment process that you have received or know about.</p>	
10	<p>Was any counseling provided to help you understand the program?</p> <p>Do you know of any participants who left the program? If so, do you know their reasons for leaving?</p>	
11	<p>Tell us about various types of skill training provided and what is taught in those training sessions, how are these sessions conducted? (online or in-person or hybrid).</p>	
12	<p>Was the training delivered in a way that was easy to understand and engaging?</p> <p>How well do you remember the concepts taught, and how likely are you to apply them in real-life or work situations?</p>	
13	<p>Did the program help you with job placement, and how was the process managed?</p> <p>How organisation helped you to connect with government scheme?</p>	
14	<p>Have you noticed if more people are interested in joining this program after hearing about your experience?</p> <p>did you recommend this program to anyone? why?</p>	
15	<p>How many sessions were conducted out of which how many have you attended? If you or anyone is not able to attend the session do anyone keep track of it and follow up with you for not attending the sessions? how do you catch up with that missed session?</p> <p>After completing the training, did you receive any additional support or guidance to help you succeed in your job or business?</p>	

16	Do you think the Rallis training project was necessary? if yes, then how did it help you? How has your awareness about skill development and training opportunities changed since you joined this program?	
17	What new ideas or opportunities for earning a livelihood have you learned about through this program? Do you feel better prepared to start your own business or pursue self-employment?	<i>Any Soft-skill training which helped to access of job opportunity</i>
18	Have these sessions brought any change in your overall behavior (boost up your confidence, inspiration, etc.) and professional level (increase income, multiple opportunities for livelihood, etc.)	
19	How has this program contributed to your personal growth or professional goals?	
20	Since completing the training, has there been an improvement in your income? If so, how has this impacted your life? Does the income growth matches their expectations or outcome expected from the course?	
21	What aspects of the training or program do you think were especially helpful or well-organized? any particular practices in this program that you think should continue for future participants?	
22	Were there any challenges you faced during the program that you feel could be addressed to help future participants?	
23	Are you aware of any government schemes or policies that are aligned with skill training and job replacements? If yes, then how did you come to know about it?	

2. Trainer KII

Sr. No	Questions	Probe
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1	<p>Name, Age,gender Tell us about your educational background and your relevant work experience.</p> <p>How long have you been working at this training center, and what are your responsibilities in your current role?</p>	<p><i>How he got to know about this position and his selection process?</i></p> <p><i>Any support in in-service skill upgradation</i></p>
2	<p>Can you provide a brief overview of the livelihood patterns and challenges faced by the community in this region?</p>	<p><i>Income bracket of beneficiaries</i></p> <p><i>Major source of earnings, and involvement of youth in traditional and non-traditional livelihoods.any trends of migration?</i></p>
3	<p>According to you, what are the specific needs within the project geography?</p>	<p><i>Employement/livelihood demand</i></p>
4	<p>What skills or knowledge do you believe beneficiaries should gain from this intervention?</p> <p>Are you familiar with how the courses have been selected and finalized for the training program?</p>	
5	<p>What criteria do you use to select beneficiaries, and how do you ensure inclusivity?</p>	
6	<p>Are you involved in the mobilization process? How would you approach the mobilization of beneficiaries for training?</p> <p>What strategies do you think are effective in motivating people to join the training programs?</p>	<p><i>peer-to-peer (alumnai) influncing strategy is put in use</i></p>
7	<p>What steps are involved in the counseling and enrollment process for beneficiaries?</p> <p>What is the current dropout rate, and what factors contribute to beneficiaries dropping out?</p>	
8	<p>Can you provide details on the development of the training syllabus? How do you ensure it meets recognized standards (e.g., NSDC, Farmers' Field School)?</p>	

9	<p>What training methods do you use to ensure concepts are easily understood and engaging for beneficiaries?</p> <p>Duration of each training courses, timings?</p> <p>Could you please share whether soft skills, business skills, or other horizontal skills are included in your program, and if so, what is your perspective on their importance for the participants?</p>	
10	<p>What is the job placement process for beneficiaries after training?</p> <p>what percentage successfully secure employment?</p>	
11	How has the number of applicants for courses changed in recent terms compared to previous ones, and what factors do you think influence this trend?	
12	How do you monitor the progress of beneficiaries during and after the training, and what methods do you use to assess their skill development?	
13	What all methods are used to assess whether project objectives are met based on the outputs achieved?	
14	What strategies do you have for post-skilling support and ensuring beneficiaries engage gainfully in their respective fields?	<i>Any soft skills or intrerpersonalskills, team skills, decision making skills aided them post-skilling</i>
15	What all methods are followed to measure the targets versus achievements in enrollment numbers and job placements for the training program?	
16	<p>What methods or tools do you use for monitoring the progress of beneficiaries at different levels within a project?</p> <p>How do you ensure that project objectives are being met in terms of output and impact</p>	
17	Can you provide the overview of the selection and deployment of other team members/ staff in the training program?	
18	<p>How do you ensure that your training aligns with government initiatives and industry demands?</p> <p>Does any government initiatives or schemes are helping the</p>	<i>relevance of bringing instructors to a particular standard for quality delivery of course</i>

	beneficiaries post training?	
19	What strategies have you employed to increase the number of applicants in subsequent cycles of skilling courses?	<i>change in mobilisation process or increase in outreach etc</i>
20	What efforts have you made to raise awareness about entrepreneurship and available livelihood opportunities among beneficiaries? Can you share any success stories related to beneficiaries pursuing entrepreneurial ventures?	
21	Have you observed any changes in the behaviour as a result of the training and engagement? How do you support beneficiaries post-training? Can you describe your management process in this regard?	
22	Can you provide examples of individuals who have experienced notable personal and professional growth through your training?	
23	According to you, What are the good/innovative practices of the training programs?	
24	Do you think there should be any improvement in the training programs to make it more effective? If yes, please share your suggestions	
25	What strategies do you employ to ensure the sustainability of outcomes and the continuity of training activities in the long term?	
26	What measures are in place to ensure the continuity of activities post-training, and how do you plan to keep beneficiaries engaged long-term?	

3. LOLT Team KII

Sr. No	Questions	Probe
1	Can you provide basic details about the beneficiaries	(name, age,gender caste, education level, and socioeconomic background)?
2	How was the need for specific courses identified in	

	the project geography? Was a needs assessment conducted?	
3	What was the rationale behind selecting the particular courses for training, and how were they aligned with beneficiary aspirations and the demands of the local market?	
4	What process was followed for identifying and selecting beneficiaries for each training program?	
5	How many mobilization meetings were held, and how effective were those meetings in creating awareness and interest among potential beneficiaries?	<i>Any specific efforts to ensure female enrolment?</i>
6	Can you describe the counseling and enrollment processes? What was the dropout rate, and what were the main reasons for dropouts?	
7	How were the training syllabi developed, and did they align with any standard frameworks?	
8	What training modes and methods were employed to ensure that concepts were easy to understand and recall for the beneficiaries?	<i>Convinient time of Training?</i>
9	Was there any feedback mechanism in place to assess the engagement level of beneficiaries and their ease of understanding?	
10	What percentage of beneficiaries achieved job placement or self-employment after completing their training? What challenges, if any, did they face in securing jobs?	
11	How were job placements facilitated, and what steps were taken to establish partnerships with employers?	
12	What monitoring mechanisms were used to track the progress of beneficiaries throughout their training and post-training?	
13	How was the project's success measured against its objectives? Were there any targets for enrollment and placement, and how close did the project come to meeting these targets?	<i>change in courses offered or addition of courses</i>

14	Has there been a change in the number of applicants for training courses over time? What factors influenced any increase or decrease in enrollment?	
15	Was there an increase in awareness about skill development or entrepreneurship among the local population, as evidenced by subsequent training cycles?	
16	How has the project contributed to changes in beneficiaries' skills, social dignity, decision-making abilities, and overall quality of life?	
17	What has been the impact of the project on personal and professional growth?	such as income improvements, increased self-confidence, or improved social standing

4. Rallis Team KII

Sl. No	Questions	Probe
1	Name: Designation: Can you tell us about yourself? For how long have you been associated with the Rallis India? What is your role in the program?	
2	What factors influenced the selection of these specific locations for the project, and why was skill development chosen as the primary intervention in these areas? How were project beneficiaries identified and selected?	<i>try to understand how the project has been conceptualised?</i>
3	Before implementing the project was there any study conducted? If yes, on what insights shaped the selection of training courses? Are the selected trades and training topics aligned with current market demands?	

4	<p>How does the training module compare to recognized standards? are they aligned with the National Skill Development Corporation (NSDC)?</p> <p>What is your observation on the training module? Are there any gaps in the syllabus or content that should be addressed?</p>	<i>Incorporation of Soft skills in the modules</i>
5	Are you part of the quality check of the training and engagement plant of the project? What is your observation on the quality of the training?	
6	What is the status of the trainees after completion of the course?	
7	What is your feedback on the mobilisation, enrollment and job placement process?	
8	<p>How many internal and external staff members are involved, and how is their engagement managed?</p> <p>What was the selection process for the deployment of the staff members?</p>	
9	<p>How is budget utilization tracked, and what procedures are in place for budget management?</p> <p>Could you outline the project's monitoring procedures across its various phases (Mobilization, Enrollment, Training, Employment, and Post-Employment)?</p>	
10	<p>Are there any collaborations with government schemes or programs for skill development and employment? What other employment agencies or government departments are involved, if any?</p> <p>If not, Are there plans to collaborate with government programs to support beneficiaries through various schemes?</p>	
11	<p>In the past 3 years, has the number of applicants increased across subsequent training cycles? If so, by what percentage?</p> <p>How this project has impacted the trainees? How would you explain the level of awareness change observed in all 3 years?</p>	<i>How did different courses perform? Were there any changes or new courses introduced?</i>
12	What kind of job placements are being offered, and how closely are these aligned with beneficiaries' training?	

13	How has the project impacted beneficiaries' awareness of entrepreneurship and livelihood opportunities?	
14	What are the changes that have been observed in trainees personal and professional life?	<i>try to know the impact at individual, families level</i>
15	According to you let us know if the project was able to achieve the objective of the study. If yes, how? If no, what were the challenges faced in achieving the objectives?	
16	Have you placed any surprise visits on the field to monitor the entire process? Tells us about the monitoring, documentation and reporting process.	
17	What post-skilling support is available to beneficiaries to help them transition into sustainable livelihoods?	<i>Any relevance of imparting of soft skills</i>
18	Could you share any good practices observed during the project, as well as areas for potential improvement?	
19	Are there any future plans to expand or enhance this skill training program?	

5. Survey Tool

Sr. No	Type	Question	Answer
1	Select One	In which course are you enrolled in the project of LOLT?	Sewing & Tailoring
			Beauticare
			Computer
			Bike Repairing
			Mobile Repairing
			AC, Fridge, Washing Machine Repairing
			Welding
			Jewellery Making
			Ceramic Painting Course

			Candle Making
			Insence Stick Making
			Cake Making
2	Text	Name of the respondent	
3	Select One	Gender of the Respondent	Male
			Female
4	Select One	Age of the Respondent	15 to 20
			21 to 25
			25 to 30
			31 to 35
			More than 35
5	Select One	Religion	Hindu
			Muslim
			Christian
			Buddhist
6	Select One	Caste	General
			SC
			ST
			OBC
			Other
6a	Text	If Other, please specify	
7	Select One	Marital status	Married
			Divorced
			Widow
			Single

8	Select One	Qualification	Not attended school
			Primary (1st to 5th)
			Upper Primary (7th to 8th)
			Higher School (9th to 10th)
			Junior Collage (11th to 12th)
			Graduate
			College drop out
			ITIs/Diploma
			NA
9	Select One	Primary source of income	Private Job
			Business
			Industry Labour
			Agriculture Labour
			Others
9a	Text	If others, Please mention	
9b	Select One	Secondary source of income	Only have one source of income
			Private Job
			Business
			Industry Labour
			Agriculture Labour
			Others
9c	Text	If others, Please mention	
10	Multiple Option	Available official government documents	PAN Card
			Aadhar card
			Job card
			Bank account
			Caste certificate
			Land documents

			Ration card
11	Select One	Average Annual family income	0-19,000
			20,000-50,000
			51,000 to 99,000
			1 lac to 1.5 lac
			more than 1.5 lac
			don't want to say
		Before Training Occupation & Income	
12	Select One	Occupation	Student/Pursuing education
			Unemployed
			Self-Employed/Business
			Part time employed
			Full time employed
			NA
12a	Select One	What was your monthly income?	Less than ₹5,000
			₹5,000 - ₹10,000
			₹10,000 - ₹15,000
			Above ₹15,000
			NA
Relevance & Effectiveness			
13	Select One	How do you came to know about the Training Programme?	Through community mobilisation or mobiliser of LOLT
			Through Friends/Family
			Through local institution (Gram panchayat)
			Through training center visit
			Through Newspaper Advertisement
			Through Social Media
			Others

13a	Text	Others (Please specify)	
14	Select One	What motivated you to participate in the Training program?	Will help to get a job
			Will help for self employment
			Wanted to Learn a new skill
			Improving existing skill
			Opportunity for gaining more income
			Lacked clarity and joined based on a referral
			Others
			None
14a	Text	If, Others Please Specify	
15	Select One	Rate the training sessions based on the level of engagement	Very satisfied
			Somewhat satisfied
			Neutral
			Somewhat dissatisfied
			Very dissatisfied
16	Select One	Rate the level of trainer's knowledge and experience in the trade focused on the training	Very satisfied
			Somewhat satisfied
			Neutral
			Somewhat dissatisfied
			Very dissatisfied
17	Select One	Rate the training program's ability to provide the necessary skills, knowledge and job opportunities	Very satisfied

			Somewhat satisfied
			Neutral
			Somewhat dissatisfied
			Very dissatisfied
18	Select One	Was the training module or methods easy to understand?	Very easy
			Somewhat easy
			Neutral
			Difficult
			Very difficult
19	Select One	Rate the training program's follow-up system and support provided after the training program ended.	Very satisfied
			Somewhat satisfied
			Neutral
			Somewhat dissatisfied
			Very dissatisfied
20	Select One	How satisfied are you with the overall training programme?	Very satisfied
			Somewhat satisfied
			Neutral
			Somewhat dissatisfied
			Very dissatisfied
21	Multiple	What challenges did you face during the training program?	Difficulty in understanding the content
			Limited access to practical training

			Insufficient time for practice or exercises
			Difficulty in applying skills to real-life situations
			Lack of interaction or support from trainers
			None of the above
			Other
21a	Text	If Other, Please specify	
22	Select One	Are there any job opportunities after completing these courses?	Yes
			No
23	Select One	Are you still connected with the LOLT team and the center?	Yes
			No
			Sometimes
Post Training			
24	Select One	What is your current employment status after completing the training?	Student/Pursuing education
			Unemployed
			Self-Employed/Business
			Part time employed
			Full time employed
			NA
		If self employed, Ask this question, if not skip this	
24a	Select One	Did you received support from the institute to start your businesss ?	Yes
			No

25	Select One	How soon after completing the training did you find a job or started your own business?	Immediately after completion
			Within 1 month
			1-3 Month
			3-6 Month
			More than 6 Month
26	Select One	Have you been able to apply what you learned from the institute in your job?	Yes, I use it regularly in my work
			Somewhat, but I face challenges in applying it
			Not yet, but I believe it will be useful in the future
			No, I haven't found it applicable
27	Select One	How much is your monthly income with the current job or business?	Upto ₹5,000
			Between ₹5,000 to ₹10,000
			Between ₹10,000 to ₹15,000
			Between ₹15,000 to ₹20,000
			More than ₹20,000
28	Select One	Are you aware of any government schemes or policies that are aligned with skill development or entrepreneurship?	Yes
			No

28a	Text	If yes, please give the names of the scheme you are aware of.	
29	Multiple	How has the training impacted your skills and knowledge?	Learn new skills
			Improvement in existing skills
			Increase in income
			Increased self confidence
			Able to contribute in household income
			More work opportunities
			More awareness of entrepreneurship
			Other
29a	Text	If Other, please specify	
30	Select	What aspects of the training program do you think could be improved?	Training content
			Quality and clarity of teaching methods
			Availability of hands-on practice sessions
			Duration of the training
			Post-training job placement support
			Access to advanced skill-building resources
			Frequency and quality of feedback from trainers
			Support for entrepreneurship opportunities
			Other
30a	Text	If Other, Please specify	
31	Select	What additional resources or support would help you further (Employment & Business)?	Access to advanced training materials and resources
			More hands-on practice opportunities
			Guidance for job search and placement

			Mentorship or career counseling sessions
			Opportunities for further skill advancement
			Networking with employers and industry professionals
			Support for starting a small business or entrepreneurship
			Financial support for tools or equipment
31a	Text	If Other, Please specify	
32	Select	Would you recommend this project to other ?	Yes
			No

Annexure B: About NuSocia

NuSocia (registered as IN2X Sustainability Advisors Pvt Ltd) is an impact advisory and research organization, founded in 2017 by a group of industry experts with nearly two decades of experience across various sectors of the social impact spectrum. Its mission is to strengthen the impact ecosystem through research, advisory, and training support. The organization was incubated at NSRCEL, Indian Institute of Management (IIM) Bangalore. NuSocia collaborates with Corporations, Governments, Foundations, and Nonprofits, helping them maximize, manage, measure, and communicate their social impact. Clients choose NuSocia for its deep expertise and its ability to connect at the grassroots level, allowing for practical, tailored solutions that meet their specific needs.

Through its unique process, commitment to excellence, and vast experience, NuSocia has become one of the trusted social impact consulting partners for clients, delivering and supporting projects nationwide and working with key industry names. Specializing in Program Management, NuSocia offers services across the entire program lifecycle, including strategy, needs-gap assessments, program design, implementation, monitoring and evaluation, impact assessments, program and process documentation, communication, and more.

With a global consulting team, localized partnerships, and a workforce that is 65% female, NuSocia is composed of CSR professionals, management consultants, social sector experts, data scientists, and social researchers, all united by a passion for creating meaningful, people-centered ideas.

The core team consists of members from diverse professional and educational backgrounds, such as Agriculture, Public Health, Environmental Conservation, Solid Waste Management, Watershed Management, Gender, and Social Entrepreneurship, among others. Collectively, the team possesses

functional knowledge of over 10 Indian languages. Led by a woman founder and leader, NuSocia is committed to fostering an inclusive and diverse environment, with a strong focus on equality, empowerment, and mutual respect.