



RALLIS INDIA LIMITED  
A **TATA** Enterprise

# LIVELIHOOD TRAINING CENTRE DHASAI

## OUTCOME ASSESSMENT STUDY



Submitted by:



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Towards Contributing to The National Agenda and  
To Develop a More Effective Skilling Ecosystem in  
Rural India.



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# EXECUTIVE SUMMARY



Skill development is an important tool for overcoming skill gaps in the workforce. The 2015 Report on National Policy on Skill Development and Entrepreneurship reported that only 4.7% of India's workforce had undergone formal skill training and efforts were required to make it more inclusive. The Ministry of Skill Development and Entrepreneurship's Vision 2025 aimed to unlock human capital to trigger a productivity dividend and bring aspirational employment and entrepreneurship pathways to all. Pradhan Mantri Kaushalya Vikas Yojana (PMKVY), 3.0 was launched in 2021 to train youths, focusing on fresh skills of school/college dropouts and unemployed youths.

Towards contributing to the national agenda and to develop a more effective skilling ecosystem in rural India, with the implementation support of Light of Life Trust (LOLT), Rallis India set up the Livelihood Training Center in Dhasai village of Murbad Taluka in Thane District. From 2019 to 2022, around 1300 beneficiaries received skill-based training across all the project villages.

This study to assess the impact of the project found that 50% of the trainees belonged to the household income category of less than 1.5 lakhs per annum, indicating that a significant population of the beneficiaries were below the poverty line. The project was implemented in remote locations where lack of good road access and limited transportation posed challenge in mobilization and enrollment. Around 84.02% of female beneficiaries had attended training courses. Though the youths who enrolled in the courses were educated, the area's poverty and illiteracy were still a key challenge during the search for employment. .

Most of the beneficiaries were women and preferred Tailoring and sewing and beauty care courses over other courses. Even though entrepreneurship and businesses are developing among the beneficiaries, the activities are limited and still need handholding and support.

The study showed that more than 50% of beneficiaries enrolled in the courses to acquire new knowledge and gain additional income. More than 96% of beneficiaries expressed satisfaction with the training sessions and the trainers' knowledge, which indicates effective delivery. Around 81.44% of beneficiaries were very satisfied with the program's ability to provide the necessary skills and knowledge. Around 50% of participants received job/business opportunities or set up businesses, indicating the success of the training and the project's contribution towards skilling India and decent work (SDG-8). Post-training completion, more than 65% of beneficiaries were still in touch with the LOLT team; this shows the project's sustainability and its outcome for alumni of the training courses.





# 1. INTRODUCTION

## 1.1 Background

India is a country of youths, with more than 54% of its total population below 25 years, and more than 62% of its population in the working age group (15-59 years) . As per the Ministry of Finance report of 2023, among persons aged 15-59 years, just about 3.6% are reported to have received formal vocational training . The 2015 National Policy on Skill Development and Entrepreneurship Report substantiated the fact of gaps in skilling. A skill gap study conducted by the National Skill Development Corporation (NSDC) over 2010-2014 indicated an additional net incremental requirement of 10.97 crore skilled workers to meet industry demands, showing the dire need for skilling in India. As per the India Skills Report 2023, 4.69% of the Indian workforce has been trained, even after multiple initiatives from the government .

Looking at the present gap in skilling, India needs to equip its workforce with employable skills and knowledge to contribute substantially to overcoming poverty and becoming self-sufficient. Around 70% of the population lives in villages, necessitating the creation of a skilled ecosystem in rural parts of India with a focus on the youth, women, disabled people, and other disadvantaged groups.

To reduce skill gaps and increase employment avenues, government skill development initiatives like the National Policy on Skill Development and Entrepreneurship, the National Skill Development Mission, and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) played a significant role in the past. The National Policy on Skill Development and Entrepreneurship 2015 aimed to align supply with demand, bridge existing skill gaps, promote industry engagement, operationalize a quality assurance framework, leverage technology, and promote apprenticeships to tackle the identified issues. It also promoted equitable skilling opportunities for socially/geographically marginalized and disadvantaged groups and women. Government initiatives contributed to skilling the target population in the past.

For the success of all the initiatives on skills, there is a need to remove the disconnect between demand and supply of skilled workers, build a quality vocational and technical training framework, upgrade and build new skills, and use innovative thinking to get absorbed in the present and future job market . With government and private sector initiatives, rural India can be converted into the most potential livelihood and economic avenues .

To develop a more effective skilling ecosystem in rural India, with the implementation support of Light of Life Trust (LOLT), Rallis India set up the Livelihood Training Center in Dhasai village of Murbad Taluka in Thane District. Eight courses were introduced for women and youths from the underprivileged sections to acquire different skills. These courses were aimed at attaining employment, becoming self-employed, reducing poverty, providing livelihood opportunities, and enhancing living standards.

## 1.2 Project Introduction

Rallis India, a subsidiary of Tata Chemicals and part of the TATA Enterprise, specializes in Farm Essentials and is a prominent player in India's crop care industry. With a network of 2,300 distributors spanning over 40,000 retail outlets nationwide, Rallis has a formidable presence, covering more than 80% of

<sup>2</sup><https://msde.gov.in/sites/default/files/2019-09/National%20Policy%20on%20Skill%20Development%20and%20Entrepreneurship%20Final.pdf>

<sup>3</sup><https://pib.gov.in/PressReleasePage.aspx?PRID=1894912>

<sup>4</sup>[https://do3n1uzkew47z.cloudfront.net/siteassets/pdf/ISR\\_Report\\_2023.pdf](https://do3n1uzkew47z.cloudfront.net/siteassets/pdf/ISR_Report_2023.pdf)

<sup>5</sup>Home | Ministry of Skill Development and Entrepreneurship | Government Of India (msde.gov.in)

<sup>6</sup>A Roadmap for Skill Development in Rural India Rex Journal Volume 3 Issue 4 Page | 351



India's districts. Rallis India is dedicated to Corporate Social Responsibility (CSR), striving to serve society, create lasting positive impacts, engage stakeholders in volunteer efforts, promote inclusive growth, and support sustainable agriculture through initiatives like C-SAFE, aligning with legal requirements and Tata Group values.

Since Rallis India specialises in farm essentials and works in the crop care industry, its CSR activities focus on sustainable agriculture and supporting the livelihoods of people in rural India. In this context, a project was ideated to address skill gaps and empower youths towards employment and entrepreneurship.

Light of Life Trust is a non-governmental organisation working with a vision to transform the lives of underprivileged rural communities. The organisation works through two verticals, i.e., Anando (Education) and Jagruti (Community Development). Jagruti also focuses on livelihood-focussed training programs.

Identifying a suitable location for the training centre and equipping it with basic amenities is considered crucial to good skilling interventions. The LOLT team initiated the search for optimal space to operate the Livelihood Training Centre in Murbad Taluka in April 2019. The team shortlisted five locations - Murbad, Tokawade, Saralgaon, Mhasa, & Dhasai. Based on the local community's needs, Dhasai village and the surrounding areas were selected to set up and run the Livelihood Training Centre in partnership with Rallis India. The space for the Livelihood Training Centre was finalised in 2019, followed by the formalities for the rent of the space. The rental building later underwent changes, creating a formal structure of the centre, which included basic amenities like a toilet, bathroom, water connection, cleanliness, the colouring of the walls, ceilings, etc., making the centre space more engaging and attractive.

Further, a comprehensive community need assessment through qualitative interactions with youth and women was undertaken by collecting basic information about the 60 surrounding villages from which the team would enroll the trainees at the centre. Central places and villages like Saralgaon, Dhasai, Tokawade, Mhasa, etc., were focused. Village mapping was performed based on the information gathered through the study to understand the skills required and gaps in skills in the area, and eight focus villages were chosen. Based on the analysis and several brainstorming sessions at different levels, Dhasai Livelihood Training Centre introduced eight courses: sewing & tailoring, beauty care, computer, short-term courses, English communication, training, entrepreneurship, goat rearing, and poultry farming.

The project was initiated with the following objectives :

- To impart vocational skills, enabling beneficiaries to live a life of dignity and independence with specialised training in various vocations.
- To develop entrepreneurial qualities amongst the beneficiaries to enable them to initiate small-scale activities, participate within a group of small traders, or participate in activities organised by LOLT.
- Empowerment of beneficiaries so they can access a career of their choice and employment, better opportunities, and reasonable remuneration.
- To bring about change in societal attitudes and community practices through the active participation and involvement of both men and women.

### **Training Programs offered at the Dhasai Livelihood Training Center**

**1. Sewing and Tailoring Course** - The training course was conducted for three months, during which the beneficiaries were provided theory and practical training.

**2. Beauty care Courses** – This training course was conducted for three months to equip the beneficiaries with

basic and advanced beautician skills. The beneficiaries were also provided with entrepreneurship guidance to set up their businesses.

**3. Computer Training Courses :** The following computer-based training courses were provided to students through these courses to make them technologically proficient

- a. Basic Computer Course : Duration - two months. A completion certificate was given at the end of the course.
- b. Tally: This training course was conducted for three months. A MKCL certificate was provided at the end of the training.

**4. Agriculture-Based Training -** The training was introduced in 2020 - 21. The training covered both theory and practical sessions and gave extensive knowledge to the beneficiaries in the selected area.

- a. Goat rearing Training : This training course was conducted for three months, and a Certificate is provided at the end.
- b. Poultry Training : This training course was conducted for three months, and a Certificate is provided at the end.

**5. Short-term courses :** The following short-term courses were conducted at the Dhasai Center to enable beneficiaries to generate subsidiary occupational opportunities:

- Jewelry making: Duration - 1 month
- Mehndi design: Duration - 12 days
- Toran Making: Duration - 12 days

**6. English Communication Course :** A spoken English course specially developed for rural youth (YUVA English) to enhance students' employability was conducted for 3 months, and a course completion certificate was given to each student at the end of the course.



## 2. METHODOLOGY



Livelihood Training Center in Dhasai village of Murbad Taluka, in Thane District, implemented by Light of Life Trust (LOLT) with the support of Rallis India Ltd has been providing their service since 2019. As part of the monitoring and evaluation of the initiative, Rallis India Ltd has entrusted NuSocia to undertake an outcome assessment study. The objectives of the study are as below:

### 2.1 Objectives

- To understand the impact of skilling on the beneficiaries
- To assess the project's implementation and its effectiveness
- To provide recommendations for scale-up/replication

### 2.2 Analytical Framework: OECD DAC

The OECD DAC Network on Development Evaluation has defined six evaluation criteria that provide a normative framework for program evaluation – relevance, coherence, effectiveness, efficiency, impact, and sustainability. The study used the OECD-DAC 'REECIS' framework to evaluate the impact of the Livelihood Training Center. The current research used a mixed-method approach, using both quantitative and qualitative techniques. Data of both types were gathered and analysed to better understand and correlate program findings. The study leans more towards a quantitative perspective and enriches it by incorporating insights from qualitative data, making the research more comprehensive and relatable to the purpose of the study. The following diagram describes the framework and the 6 components of REECIS.

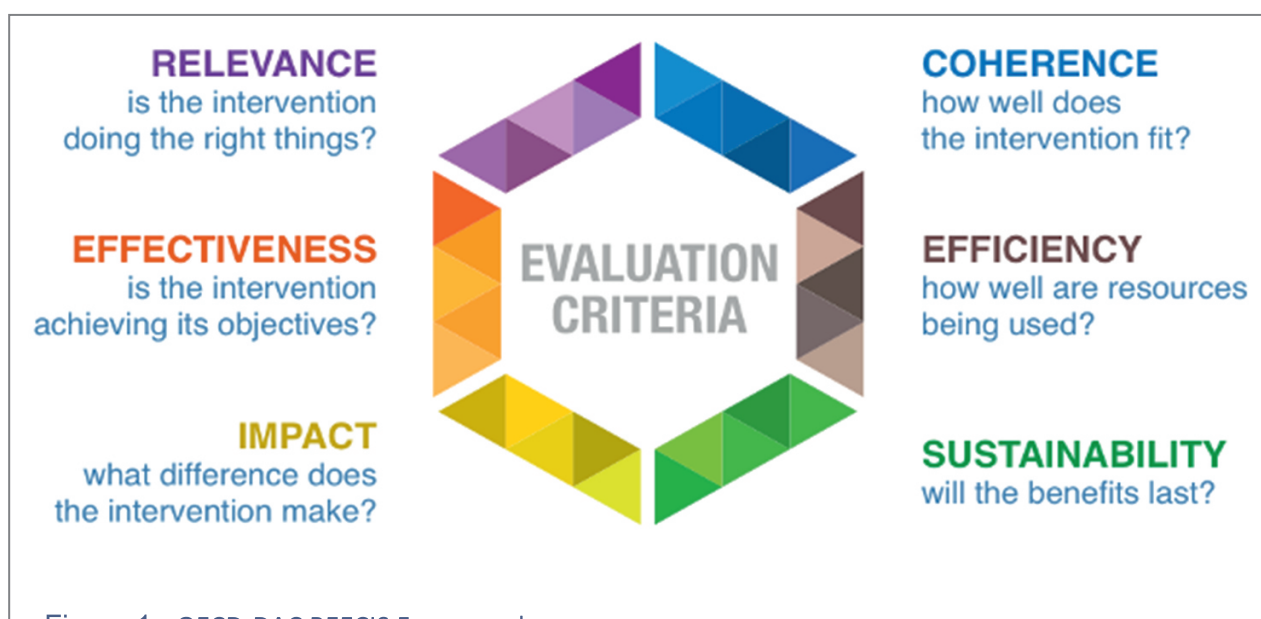


Figure 1 : OECD-DAC REECIS Framework

## 2.3 Sampling

Within the framework of the 'Livelihood Training Centre' project, the intervention was carried out in eight villages, resulting in the training of around 1300 youth through the skilling initiative. The sampling schemes are planned to evaluate the impact of the project intervention. The following images describe the sampling strategy used for the study.

Due to the non availability of the beneficiaries, a convenient sampling method was applied in the selection of study participants. A total of 230 surveys were conducted with the beneficiaries, among which 194 were from livelihood training and the rest from soft skill courses.

Table 1 : Sampling Size (Qualitative and Quantitative)		
Stakeholders	Qualitative Research (Convenience Sampling)	Quantitative Research (Population Proportional to Size of Beneficiaries)
	Key Informant Interviews	Survey
Direct Beneficiaries	11	230
Trainers/Instructors	3	
Light of Life Trust	2	-
<b>Total</b>	<b>16</b>	<b>230</b>

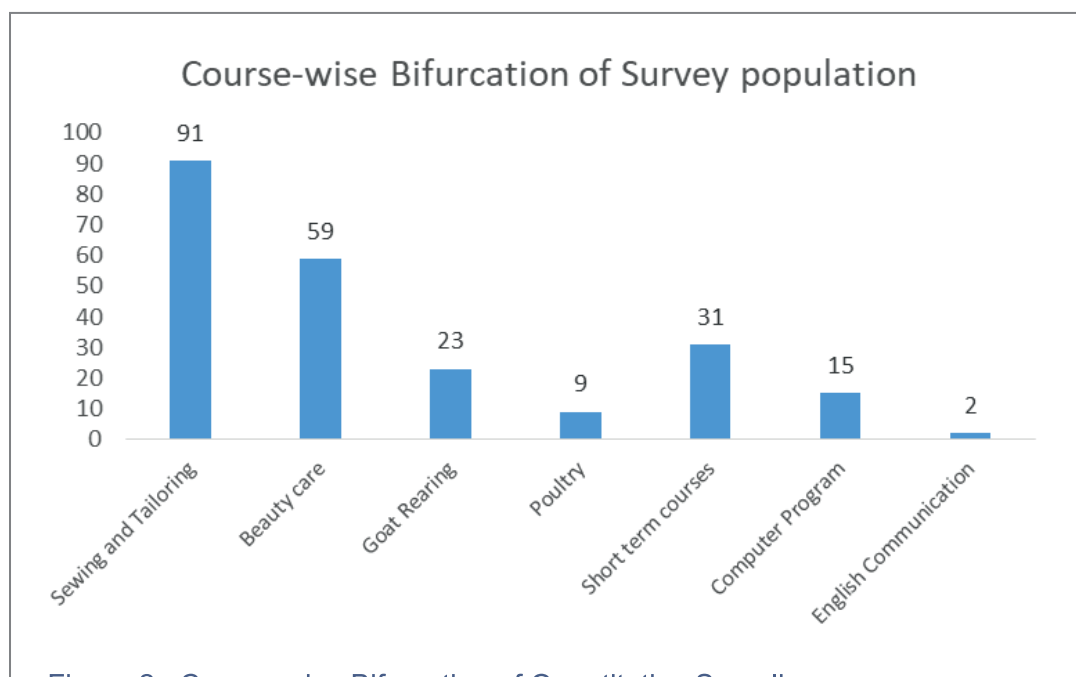


Figure 2 : Course-wise Bifurcation of Quantitative Sampling

## 2.4 Data Collection :

The following methods were used in the data collection for the assessment.

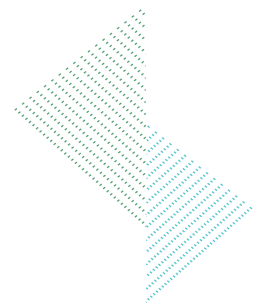
- Desk Research : Secondary data collection and analysis were conducted with the help of various documents, including annual project reports, assessment reports, and other documents provided by the implementation partner and the donor. In addition, the supportive information was collected from open resource data available on the Internet.
- Key Informant Interviews : Key informants from the direct beneficiaries were selected using random sampling from each course. In-depth interviews were conducted with eight key informants with the help of an interview guide consisting of open-ended questions.
- Survey: For the quantitative assessment, a survey technique was adopted. Households were selected through Non-Probability sampling to collect the data through the surveys to draw insights into how this program affected the beneficiaries.







## 3. FINDINGS



### 3.1. Socio-economic profile

The Dhasai Livelihood Development Centre operates in the remote and tribal region of Dhasai and its surrounding villages within the Murbad block of Thane district. This region faces significant challenges, including limited access to livelihood opportunities, inadequate infrastructure, high rates of migration to urban areas, and elevated levels of poverty and illiteracy. Along with that, a lack of important skills among the local population is also observed.

Looking into the socio-economic profile of beneficiaries who participated in the assessment under the Dhasai Livelihood Development Centre, the majority followed Hinduism, constituting 89.18%. 78.87% of beneficiaries belong to the Other Backward Classes (OBC) and 15.98% are from the Scheduled Tribe (ST) population. The gender distribution of project beneficiaries underscores a significant female majority at 84.02%, reflecting the vocational courses' alignment with skill sets traditionally associated with women, such as beauty care, tailoring, mehndi design, and toran-making.

Examining the marital status, 62.37% of beneficiaries were married, and others were single women or widows. The educational landscape shows that the highest proportion, 32.47%, completed junior college education. Notably, 67.01% of respondents were not currently pursuing any form of education. In terms of income sources, 34.54% cite business as their primary source, with 19.59% relying on agriculture. More than 50% depend solely on a primary source of income. Government documents like Aadhar cards, ration cards, and bank account passbooks were commonly held. The majority of respondents (more than 50%) fall within the income category of below 1 lakh to 3 lakhs, indicative of modest financial means within the community.

### 3.2. Trade-Wise Findings

The introduction of two courses, namely Sewing & Tailoring and Beauticare, focused on empowering women to initiate home-based entrepreneurship. This initiative arose from the recognition of two key challenges faced by women: the constraint of leaving their homes and the absence of nearby livelihood opportunities such as factories. The primary goal was to facilitate immediate enterprise development within the home environment, acknowledging that many women aspire to engage in livelihood activities, contribute to household income, and enhance their respect and dignity within the community.

#### 3.2.1. Sewing & Tailoring

A total of 317 beneficiaries, predominantly women representing various castes and classes, enrolled in the Sewing & Tailoring course. The appeal of the course lies in its simplicity, making it accessible for individuals with varying levels of education, and its practical training approach. Illiteracy posed no barrier, and there was no age limit, making it inclusive for all. At the introduction of the program, fewer people were engaged in tailoring at home, presenting a significant opportunity for business development.

Upon course completion, each participant received a startup kit comprising essential tools such as

scissors, a scale, tweezers, a cutter, an opener, measuring tape, sewing needles, and more. Additionally, a completion certificate acknowledged the achievements of the training. Notably, some wives took on the role of instructors, teaching their husbands tailoring skills. Post-training, a few participants engaged in tailoring part-time while also working in industry or agriculture. After course completion, 156 were self-employed (working from home by taking orders), and a few expanded their tailoring shops to include the sale of jewellery and other beauty products.

Earnings during peak seasons ranged from Rs.2,000 to 5,000 per month, while off-seasons yielded incomes between Rs.500 and 1,000 per month. Importantly, all participants maintained a connection with the LOLT centre for potential refreshment sessions.

Challenges in the project arose with half of the beneficiaries migrating after marriage, posing a potential disruption to their careers. However, a diligent follow-up system by the trainers and mobilizers sought to address this challenge. Only 19 individuals dropped out over the three years, showcasing a high retention rate. The overall attendance for the course stood at 78.74%, underscoring the program's effectiveness in sustaining engagement and fostering tangible outcomes for the participants.

### 3.2.2. Beauty Care

Out of a total of 225 participants in the beauty care course, a relatively lower number of 44 women joined from tribal regions, highlighting a caste-based cultural preference for the course. The training methodology predominantly adopted a practical mode, where the trainer conducted demonstrations followed by hands-on practice for the trainees. The stepwise approach ensured comprehensive learning, and trainers actively facilitated the assessment process. In instances where individual trainees faced challenges, personalized support was provided to address their concerns and clarify any doubts.

The training infrastructure and facilities provided for the Beauticare course were suitable and well-equipped. All the necessary equipment was present and was found adequate for effective training. Initially, trainees exhibited hesitancy, particularly in performing tasks such as waxing. However, through thorough training, they gradually overcame their reservations, demonstrating a commendable level of proficiency in the practical aspects of the course. The average attendance of the course is 78.55%.



Figure 3 : Tailoring beneficiaries working from home



Figure 4 : Beneficiaries opened a small shop

Upon successful completion of the Beauticare course, each beneficiary received a completion certificate and a comprehensive start-up kit. This kit included essential tools like scissors, a spray bottle, a facial belt, an apron, a manicure set, and eyebrow thread. The strategic provision of this kit, combined with the certificate, aimed to empower individuals not only with the necessary skills but also with tangible tools essential for initiating their entrepreneurial journey. Some beneficiaries also mentioned receiving a parlour kit- an advanced support package that encompassed crucial equipment such as a chair, mirror, hair dryer, banner, and visiting cards. This additional support further contributed to the holistic preparation of individuals entering the beauty care business. From the data of follow up reports, 138 women started home based parlour after course completion. The average income for those who completed the training ranged from Rs.500 to 1k per month. Those who worked in bridal make-ups, earned up to Rs.20k during wedding seasons.



I received a Parlor kit with essential equipment like a chair, mirror, hair dryer, banner, and visiting cards. I learned new skills and was able to set up a business. Yes, it has brought confidence. I have learned through schooling it is not essential to get a job. We can start a small business if we have skills. This business has supported very well in terms of economic gains.

KII with Beneficiaries Beauty Care Course



My role was to motivate trainees to start new enterprises at household level. I trained them for setup for home based parlor, product guidance, business setup guideline. We trained them with new trends and market requirements of beauticare with the help of a digital platform where we had demo sessions with trainees. We provided quality training and ensured that they understand market trends through training. That helped increase the applications in our program. I also guided trainees to establish enterprises establishment, business setup, and also guided them for what kind opportunities availed in the market. This is helping trainees to set their business and earn from the business.

KII with Trainer Beauticare



Moreover, certain beneficiaries who received training from LOLT are actively inspiring others in their vicinity to undergo similar training. These individuals have taken on the role of trainers, conducting sessions for girls and women and forming a small team under their leadership. During the wedding season, this team of beauticians collaborates to manage the high demand, offering their services to numerous clients simultaneously. This not only facilitates efficient work during peak times but also contributes to the generation of employment opportunities for others in the community.

However, a noteworthy challenge arose as 51 trainees migrated, primarily due to marriage, similar to the sewing and tailoring course. This trend, while common in many



Figure 5 : Beauty Care Training



regions, underscores the need for continued support and follow-up to ensure that the skills acquired during the post-training phase are maintained. Field observations show that post-course completion, beneficiaries reported receiving orders, particularly during the wedding season, for bridal makeup. However, they reported facing challenges in accessing makeup kits and having to travel long distances to Kalyan City for purchases.

### 3.2.3. Agriculture-Based Training

#### 3.2.3.1. Goat rearing course



Figure 6 : Demo Sessions

In total, there were 44 beneficiaries of the goat-rearing course. The beneficiaries who completed the course were provided with goats to start an entrepreneurship activity. 13 beneficiaries got 2-unit of goats after completion of training of goat training to ensure they could initiate a means of livelihood themselves.

“ I received 4 goats after the course's completion, and trainers visited farms post-training for follow-up and guidance. I have seen a lot of changes in myself after the training. I have become the owner of a small business.

KII with the beneficiary of Goat Training ”

“ I am from the 2019-20 batch. Before joining this program, I was a housewife with no livelihood support. I have attended all the sessions in three months. The sessions were conducted in person. They were very helpful. I got 2 goats, from which we now have 20 goats, and it has improved my income .

KII with the Beneficiary of Poultry Course ”

The below narration from KII with a trainer of goat rearing and poultry can also substantiate the contribution of the course in changing the life of one of the beneficiaries through expanding goat-rearing activities.

11 trainees dropped out of the course out of 44 total, which makes goat rearing the course with the highest number of dropouts.

“ I have a success story of a male to be told. Before joining the project, he was not working, but soon after he got to know about the LOLT training centre from his friends, he enrolled in the program and started coming for goat-rearing training. After completion of the training, he received two goats, and from those two goats, he now has 25 goats. He still wishes to grow more. He has inspired his friends to work as well. He also guided the new goat rearers.

KII with Trainer of Goat Rearing and Poultry ”



Figure 7 : Beneficiaries' goat rearing setup



Figure 8 : Training on goat rearing

### 3.2.3.2. Poultry Course

In total, there were 25 beneficiaries of the poultry course. As a startup, 10 chicks were provided to the beneficiaries to put their learnings into practice. Post-completion, interested beneficiaries of the poultry course were provided with additional support to initiate an enterprise and earn more for their families. For the poultry course, the study module also included an exposure visit to a farm along with class based education on poultry.

I, along with my brother, joined the 2020-21 poultry training batch. We started a poultry farm together on our land. I received 10 chickens after completion of the course, and I sold 100 chickens. I also started a small eatery and served country chicken to tourists. The poultry business supported my family in terms of children's education, daughter marriage, and household repair. I could see a huge change in income, which supports my other business too. Last year I earned 1-2 lacs from the poultry business.

KII with the Beneficiary of Poultry

Through these training sessions, we intend to teach them about poultry and goat-rearing techniques, which can be pursued as an alternative livelihood skill. Also, we intend to teach modern and sustainable methods of breeding. These courses are based on the basics; they speak about all the basic on-ground requirements. So the study module that is used consists of basic knowledge of poultry and goat-rearing and also consists of the regular challenges and experiences of the students. This course has changed life for many students as they have initiated their enterprise.

Trainer of Poultry and Goat Rearing

Even though the training was reported to be of satisfactory quality, the utilisation of the training afterwards was found to be less. Only two beneficiaries are currently operating a poultry farm together in a successful way. The mortality of the chickens during the course of farm development was reported as the major challenge to establishing business in this field.

The two active beneficiaries have created a separate area with compound for the chickens. They are also well aware about the health conditions and availing necessary medical treatments whenever required for the chickens, resulting in successful business. Whereas for other beneficiaries, mortality due to unsuitability of climatic conditions and attack by stray dogs was noted.



Figure 9 : Training session



Figure 10 : English speaking session

### 3.2.4. Computer Training Courses

276 beneficiaries participated in the computer training course. Field observation shows that the majority of school and college going students preferred computer training courses. The course was offered in 2 domains, basic computer skills and Tally.

### 3.2.5. English Communication Course

In the English Communication Course, there were 73 beneficiaries who were mostly students. A spoken English course specially developed for rural youth (YUVA English) to enhance students' employability was conducted for 3 months. Observation from the field shows that mostly students in grades eight to ten attended this course, and they mainly joined to learn English for academic accomplishment.



### 3.2.6. Short-term courses

In total, 264 beneficiaries attended short-term courses at the centre. The following short-term courses were conducted to enable beneficiaries to generate subsidiary occupational opportunities.

- Jewelry making - 1 month
- Mehndi design - 12 days
- Toran Making - 12 days

From the field visit, it was observed that most trainees from beauty parlour courses also opted for Mehndi courses. Along with beauty parlour activities, they were able to use Mehndi designing to earn more. But it mainly helped women during the wedding season. Jewelry and toran-making course beneficiaries mostly did not continue with their entrepreneurship.

**Table 2 : Trade-wise**

Sl.no	Courses	2019-20			2020-21			2021-22		
		Target	Achieved	%	Target	Achieved	%	Target	Achieved	%
1	Computer Training Course	80	94	17.5	100	76	-24	100	105	5
2	Sewing & Tailoring	80	81	1.25	100	100	100	100	102	2
3	Beauty care	80	91	13.75	100	62	-38	100	71	-29
4	Shirt & Pant making	40	47	1.75						
	Goat Rearing				30	24	-20	30	20	-33.3
	Poultry training				30	7	-76.6	30	17	-43.3

5	Toran making	60	35	-41.6						
	Jewellery Making	60	35	-41.6	45	12	-73.3	45	27	-40
	Mehendi Design	60	54	-13.3	45	43	-4.4	45	57	26.6
6	English Communication Training	50	20	-60	50	24	-52	50	28	-44
7	Entrepreneurship Development Training	60	60	100						
	<b>Total</b>	570	517	-9.2	500	348	-30.4	500	427	-14.6

The evaluation of the Program enrollment reveals nuanced patterns across various courses over the three-year period. In the first year, the overall program demonstrated impressive success, surpassing 90% of the target, showcasing robust enrollment. However, in the subsequent years, a gradual decrease was observed, with approximately 70% achieved in the second year and a notable recovery to 85% in the third year.

In terms of computer courses, the initial year exceeded the target, showing high demand and interest. Subsequently, there was a decrease in the second year, yet a commendable 5% increase was witnessed in the third year.

The sewing and tailoring course consistently outperformed the set targets in all three years, suggesting sustained interest and relevance in skill acquisition related to garment making. In contrast, beautycare experienced a surge in enrollment in the first year but encountered a decline in the subsequent years. Despite this, the course maintained a consistent participation rate of 60+ trainees annually, highlighting sustained interest.

Certain courses witnessed alterations in their trajectories. Shirt and pant making, initially introduced as a separate course, was discontinued in the first year. The introduction of agriculture-based courses in the second year, specifically goat rearing, demonstrated a halved target achievement in both years, indicating potential challenges or lower interest in these specialized programs.

Short-term courses experienced varying outcomes. Toran making was discontinued after the first year due to diminished interest, while jewellery making achieved around half the target. In contrast, mehendi design demonstrated robust participation, with 125% of the target in the third year, indicative of its popularity and demand. English language courses achieved approximately half the target, implying a need for further exploration of strategies to enhance participation in language-based skill development.

To sum up the trade-wise impact, the courses significantly contribute to the income through their enterprises. So, with the help of different trades, beneficiaries were found running home-based enterprises. Some of them were successful in getting job opportunities at nearby companies. The key success of the program is that most of them are independent and could succeed as microentrepreneurs.

### 3.3. Effectiveness of Training

The project implementation followed all the necessary processes and phases of skilling interventions - mobilisation, enrollment, training, gainful engagement, and post-gainful engagement.

#### 3.3.1. Mobilisation

Through mobilization, LOLT brought together as many stakeholders as possible to raise awareness about the livelihood development centre and the programs offered, assist beneficiaries in accessing services, and strengthen community participation in the program. The team conducted rallies for mobilization at the project's beginning and mobilized the community with the help of Gram panchayat members. Multiple strategies were used for the mobilization of beneficiaries, including rallies in the Sunday weekly market, village-level meetings, SHG meetings, and the distribution of pamphlets amongst the villages. Community mobilizers from the organisation also conducted household visits in the village to promote the centre. Each village averages 1km to 20km from the Dhasai Center. The lack of roads and transportation facilities in the tribal villages created challenges in the mobilization process.



Figure 11 : Rallis

Throughout our engagement with beneficiaries, the community are well aware of LOLT and their work. But there is a lack of awareness regarding Rallis' role as the funding partner among beneficiaries. The visibility of Rallis within both the trainee cohort and the broader community is notably limited and therefore requires active brand visibility activities to be conducted.



Figure 12 : Village-level meeting

### 3.3.2. Enrollment

The LOLT team encouraged aspiring candidates to register for skill training, with a nominal fee of Rs 500 collected during the enrollment process. The fee was kept in order to build ownership and responsibility among the trainees and to ensure their complete focus and attention towards the course. The process was considered smooth by the beneficiaries, who had to submit the essential documents along with the application form to the centre. The beneficiaries also reported appreciation for the support provided by mobilizers during the process. A total of 1300 beneficiaries underwent skill-based training, enhancing their employability and income prospects while learning new skills. A single beneficiary was allowed to enroll in multiple courses at the same time which meant there were repetitive beneficiary names observed in various courses. While this gave an opportunity for individual trainees to expand their skill sets, this also caused disruption due to time management, lack of focus, and irregular attendance during the course.

Beneficiaries reported the user-friendly nature of the enrollment process while facilitating beneficiaries with the programs. Positive feedback from beneficiaries also emphasized the ease of the enrollment process, smooth document submission, and comprehensive course explanations by trainers.



My experience was new. I am pursuing an education. The enrollment process was smooth and easy; I submitted my documents as required to join the course and enrolled in the course.

KII with a beneficiary of poultry course





After learning about the LOLT, I went to the centre, and they were very kind to provide me with more required information. The process of enrolling was easy and well-explained. The classes started soon after, and they were easy to understand as the trainers made it easy for all of us in the batch.

KII with a beneficiary of beauty care and sewing

The enrollment process was based on individuals' willingness to join the course without any age restrictions. Adolescent girls, currently engaged in formal education at the school or college level, are enrolling in this vocational course mostly. One challenge identified is the observed trend of teenage girls enrolling and subsequently discontinuing the course at their convenience. There were 77 students under the age of 18 in the batch 2019-20 and 70 in the batch 2021-22.

### 3.3.3. Training

The centre provided training in mainly livelihood skills. Training courses like Sewing and Tailoring, Beauty care, Computer training (Basic Computer Course, Tally), English speaking, Agriculture-Based Training (Goat rearing and poultry Training) and Short-term courses (jewellery making, Mehndi design, and Toran making) were offered at the centre.

The data reveals insights into the training centre, highlighting the diverse facilities available for beneficiaries. The centre provided good infrastructure for the learning environment with essential amenities such as seating areas, training spaces, washrooms, and drinking water facilities.

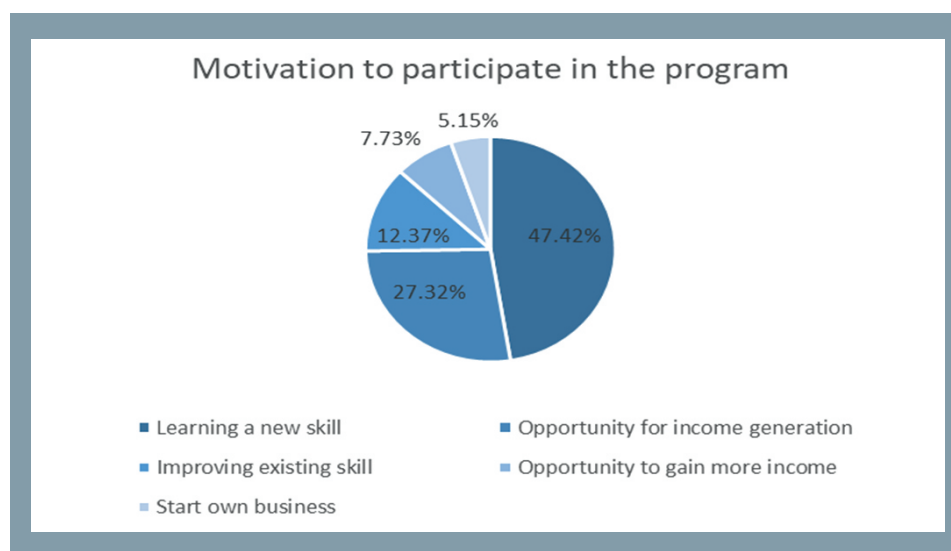


Figure 13 : The motivation behind participating in the program

The table illustrates the motivations behind beneficiaries' participation in the Dhasai training centre. Notably, 47.42% joined to acquire new skills, while 27.32% sought income-generation opportunities. Improving existing skills motivated 12.37%, and 7.73% aimed to increase their income. Additionally, 5.15% were motivated to start their businesses, highlighting the need for post-training support. Qualitative observations from KII interviews echo these motivations, with participants expressing a desire to overcome financial challenges and support their families.



I thought learning new skills would support my financial crises as our family expenses were high and we only had one earning member, so I just wanted to support my husband as he works very hard but earns less

KII with beauty care and tailoring course



I observed that I can see my changes in adopting new skill sets, enterprise awareness and development, business scale, and market linkages. After completing training, I started a poultry farm and utilized the training, learning, and experience that helped me set up and run a business smoothly and successfully. Talking about income growth, I sold 1000 chickens, and I also started a small eatery and served country chicken to tourists.

KII with the beneficiary of the Poultry course



The teaching methodology of the institute emphasized simplicity in learning through easy steps. YouTube videos, practical books, and hands-on demonstrations were utilised in the sessions for effective learning. The training pedagogy also included alumni-led peer learning sessions. Alumni shared personal experiences, motivating beneficiaries and fostering an open feedback environment. Frequent follow-ups, brush sessions, and the annual alumni meet were also integral practices that provided ongoing support and contributed to the sustainable setup of businesses. Qualitative interactions suggest that these practices enhance the overall learning process, creating a supportive learning environment for beneficiaries.



The alumni delivered sessions based on personal experience to motivate the beneficiaries. After every session, there was a small discussion round where we, the trainers, asked questions about the sessions and any improvements if required. The beneficiaries were always given free space to speak and give feedback, which helped us improve.

KII with Trainer LOLT Poultry and Goat Training



We took frequent follow-ups with the beneficiaries, and without any hesitation, they visited the center and discussed their challenges. This was one of the most likely practices that we provided through this program. We also provided brush sessions. Annual meetings of alumni were organised to understand their status at work. We provided training and support for the sustainable setup of business.

KII with Trainer of Goat and Poultry Training



The findings underscore a high level of satisfaction among respondents with the training program. Out of 194 participants, approximately 97.42% were content with the trainers' knowledge and experience, with only 1.03% expressing neutrality and a minimal 1.55% reporting some dissatisfaction. Moreover, 96% of beneficiaries were satisfied with their engagement in training sessions, showcasing the presence of qualitative and engaging learning modules. While a small percentage (1.55%) had a neutral experience, 2.06% expressed dissatisfaction with the training sessions. Insights from somewhat satisfied and dissatisfied students should be carefully considered for course improvement.



The sessions were conducted normally; the trainer showed us a demo and then asked us to do the same. This way, we could practice and learn from our mistakes. I had attended all the sessions in three months. The sessions were conducted in person. The staff was supportive and helpful.

KII with the beneficiary



Furthermore, the diverse preferences of the majority, with 41.75% appreciating the overall quality of training, 28.87% acknowledging the value of post-training supplies, and 12.37% positively noting trainers' engagement, highlight the multifaceted impact of the training program. Specific preferences for training sessions, consultations, and support for job opportunities among respondents (ranging from 1.55% to 3.09%) further underscore the comprehensive and practical utilization of training learnings.

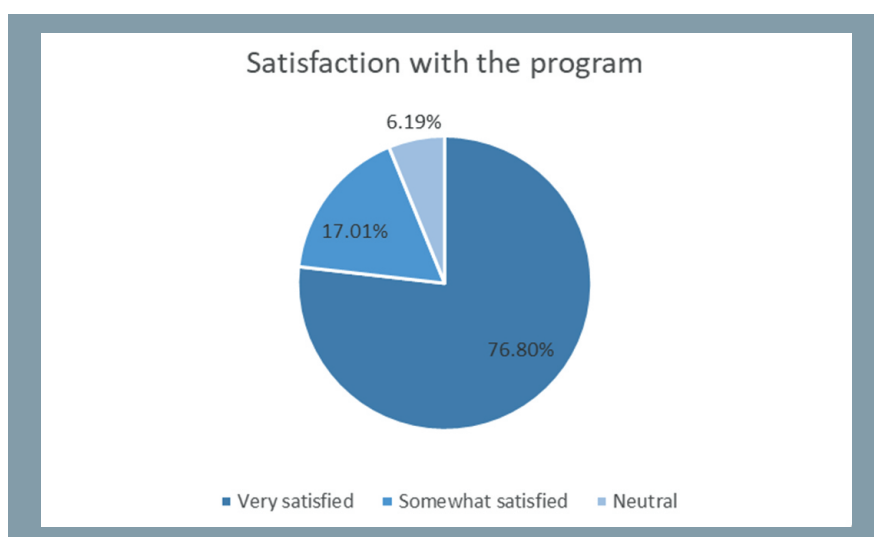


Figure 14 : Satisfaction with the overall training program

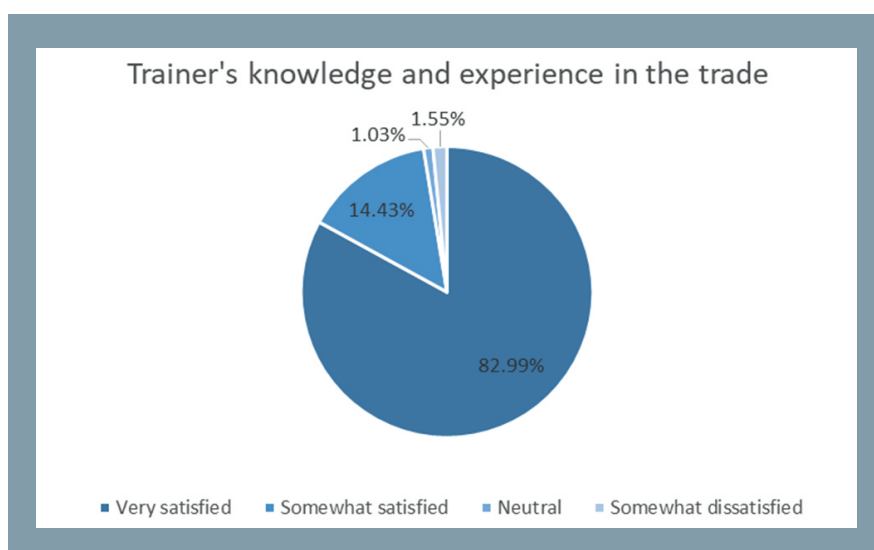


Figure 15 : Beneficiary feedback on the trainer's knowledge and experience in the trade focused on the training

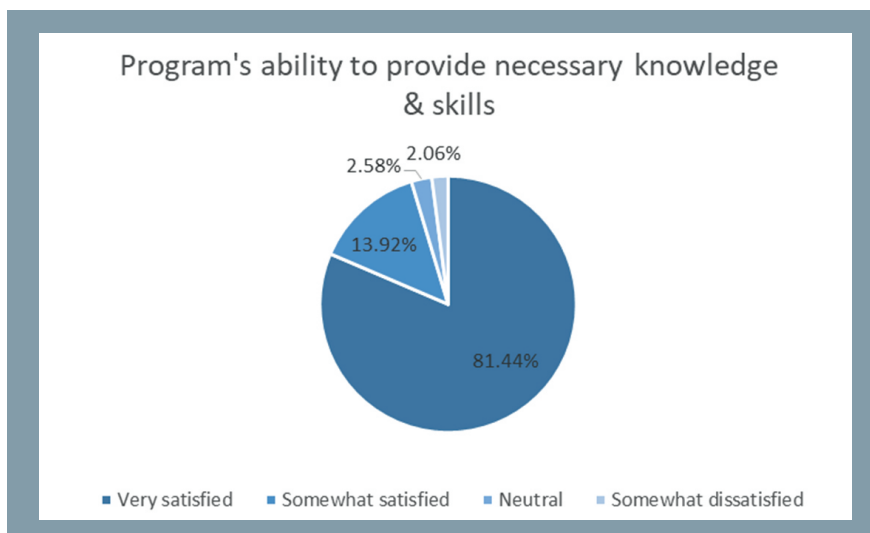


Figure 16 : Beneficiary Feedback on the training program's contribution to providing skills, knowledge, and jobs

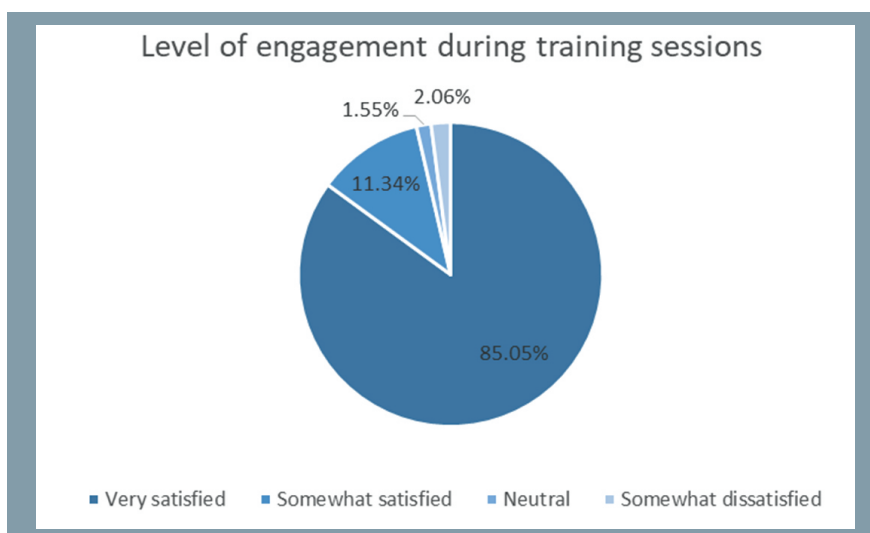


Figure 17 : Rating to training sessions by beneficiaries

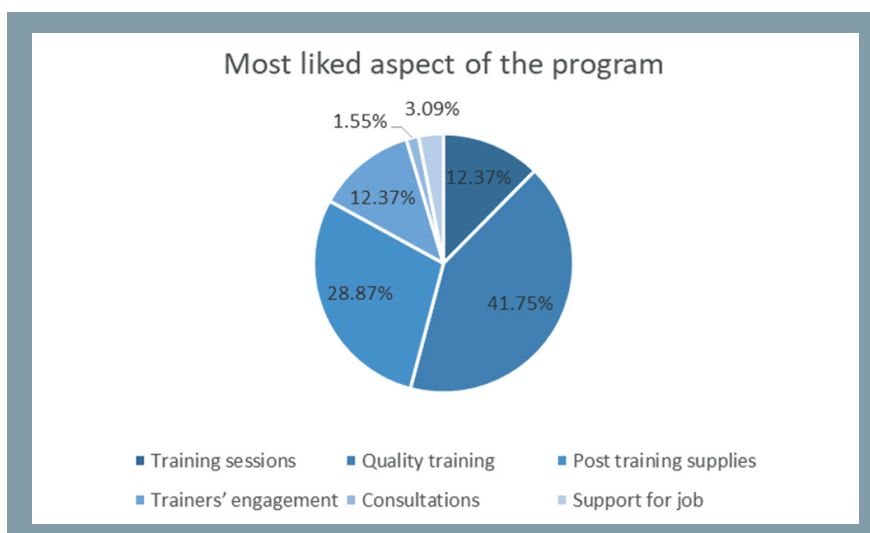


Figure 18 : Most liked aspects of the training



### 3.3.4. Gainful Engagement

A substantial majority, accounting for 76.80%, expressed high satisfaction with the overall training program, with an additional 17.01% reporting some satisfaction. Only 6.19% of respondents felt neutral, indicating a notably high average satisfaction level among beneficiaries. This highlights the effectiveness of the training and its positive impact on the learning experience.

The following additional efforts were taken by LOLT to ensure gainful engagement during the training.

- **Strategic Networking for Equipment Access:** Facilitated beneficial connections with a tailoring machine vendor in Ulhasnagar. This initiative allowed trainees to purchase sewing machines at a reduced cost, enhancing their access to essential equipment.
- **Empowering Entrepreneurship Mindset:** Conducted targeted entrepreneurship training programs for beneficiaries. The goal was not just to sensitize participants but also to instill a mindset conducive to self-employment and business venture initiation.
- **Financial Literacy Empowerment:** Financial literacy sessions were organized for trainees across various courses. Representatives from esteemed institutions such as the Reserve Bank of India, Mumbai, IDFC FIRST Bank, and Rallis India Ltd led these sessions. Topics covered included income management, expense tracking, savings concepts, and exploration of various government schemes and investment options.
- **Continual Support for Self-Employability:** Implemented a robust follow-up system by conducting home visits for course-completed beneficiaries. The aim was to assess the impact of the training and motivate beneficiaries to apply their acquired skills for income generation.
- **Effective Networking for Employment Opportunities:** Engaged with Techno Craft Garment Factory in Murbad, connecting with the Deputy General Manager and representatives. This networking resulted in three beneficiaries securing employment with a monthly salary of Rs. 6000/- each. In total, 20 girls/women were successfully employed at Techno Craft Garment Factory, showcasing the positive outcomes of the initiative.
- **Shop Act Licensing Awareness and Facilitation:** A session on the importance of obtaining licenses before setting up one's shop was conducted. Following this session, beauty care course beneficiaries actively applied for and received Shop Act licenses, ensuring compliance and legal recognition.
- **Comprehensive Networking Initiatives:** Engaged with entities such as Pragati Computer Centre, Dhasai, and Murbad for MS-CIT courses. Networking extended to collaboration with organizations like HAQDARSHAK Sanstha, MAVIM, MSW Belapur College, local Gram Panchayats, and local schools and colleges. Additionally, meetings with the Bank of Maharashtra Manager (Loan Department) and Self Help Group Federation Manager Murbad Block were conducted, establishing a robust network for holistic support.

### 3.3.5. Post - training

The majority, representing 65.46% (127 out of 194), have maintained an enduring connection with the LOLT team and the Dhasai centre post-training, showcasing the lasting impact of the support and resources provided. However, 34.54% reported no longer being connected, suggesting a potential area for re-engagement or addressing changing needs among a portion of beneficiaries

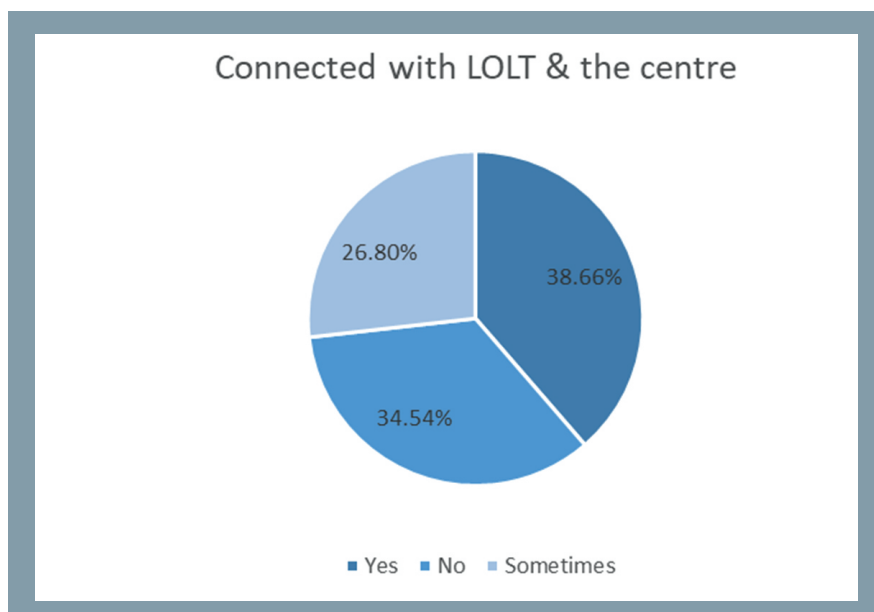


Figure 19 : Connected with LOLT team and Dhasai Training Centre

Of those in touch, a substantial 72.68% expressed satisfaction with the follow-up system and post-training support, with an additional 9.28% being somewhat satisfied. A minor percentage of 8.76% were dissatisfied. This nuanced feedback indicates the effectiveness of the follow-up system and support, with opportunities for refinement to address concerns among a minority of beneficiaries. Qualitative feedback also shows that there was an increase in personal growth and confidence boost after the completion of training.



Post training, I have seen a lot of changes in my personality. I had no skills or knowledge about the business. In the past, I was even afraid of thinking of opening a business. Then, these training sessions taught me that there are various opportunities if we are determined to find them. Now, I am the owner of a small business. It has increased the level of confidence and income source in the family

KII with beneficiary of beautician course



The trend from the findings underscores a predominant satisfaction with the post-training engagement. However, the data suggests room for improvement in the follow-up system and post-training support to address the concerns of a minority of beneficiaries. Attention should be given to addressing neutrality and dissatisfaction, ensuring that the impactful outcomes of the training programs meet the diverse needs of all beneficiaries.

The post-training gains affirm the significant impact of the Dhasai Livelihood Training Centre on skilling beneficiaries, emphasizing the need for ongoing support and follow-up. While a substantial number of women have successfully initiated home-based enterprises, there is room for improvement in providing job and business opportunities to further contribute to the income of trainees. Specialized training for women to evolve into independent entrepreneurs will be crucial for their continued success and empowerment. The findings highlight the positive strides made while emphasizing the evolving nature of the support required for sustained impact and growth.

## Post training follow up and support

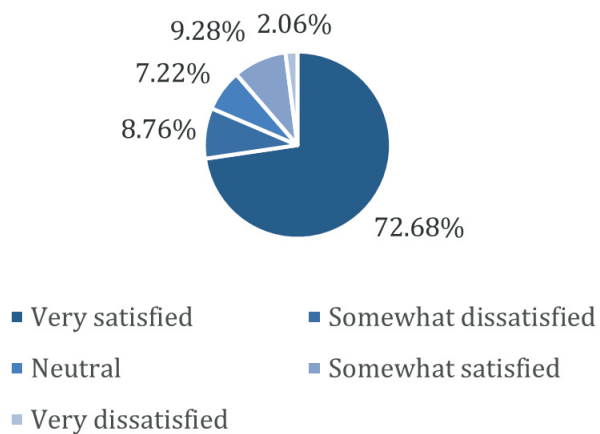


Figure 20 : Feedback on the post-training program's follow-up and support





## 4. ANALYSIS



### Relevance

Relevance, the first criterion in the REECIS framework, refers to how well the goals and structure of the intervention align with the needs, policies, and priorities of the beneficiaries, the global community, the country, and partner institutions. It also considers whether the intervention can adapt to changing circumstances and contribute to meeting those needs.

The livelihood training program in Dhasai and surrounding villages is highly relevant to the needs of its beneficiaries. This relevance is underscored by the challenging socio-economic context of the project area, characterized by its remoteness, tribal nature, inadequate livelihood opportunities, lack of infrastructure, and high rates of poverty and illiteracy. The project targets explicitly the vulnerable population in this region, with 84.02% of beneficiaries being women. The considerable representation of women indicates a strategic alignment of the program with the demographic that benefits the most from the interventions.

Furthermore, the educational backgrounds of the surveyed beneficiaries, the majority being school graduates, highlight the necessity for a skills-based training program in this region. The data emphasizes the significance of such training programs for this community, especially considering that most respondents (67.01%) are not currently pursuing any form of education. This implies that acquiring vocational skills becomes crucial for the community to break the cycle of poverty and lack of opportunities. The diversity of courses offered at the institution, including beauty care, goat rearing, and poultry, also reflects a clear understanding of the context as well as varied interests and potential livelihood avenues in the community.

Additionally, the livelihood centre stands as an example of relevance in addressing the skilling needs of India and aligning with Sustainable Development Goal 8. In a country like India, striving for sustained economic growth and full employment, the centre plays an important role. Its focus on providing vocational training tailored to the local context directly contributes to the broader goals of employability and economic empowerment. By targeting a region marked by socio-economic challenges, the centre aligns with the national agenda in the promotion of skilling.

### Effectiveness

This criterion of the evaluation framework looks into the analysis of the intervention's effectiveness, studying the extent to which it attained its objectives and generated tangible outcomes. The intervention's primary goals were clear: to provide vocational skills for dignified livelihoods, instil entrepreneurial qualities, and empower beneficiaries for career access, employment, and improved opportunities with a reasonable income. The data shows a commendable 96% satisfaction rate among beneficiaries regarding the training sessions, indicating the success of qualitative and engaging learning modules. Testimonials from beneficiaries also corroborate the transformative impact on confidence and entrepreneurial qualities, aligning with the program's overarching objectives. Increased respect and dignity at the community level and household level reported by the beneficiaries also support this.

However, a nuanced analysis reveals areas for improvement, particularly in the post-training phase. While 51.03% reported job and business opportunities, the substantial 39.69% not receiving such opportunities raises critical questions. This discrepancy suggests potential issues such as course relevance, applicability, low market demand, or excessive competition for acquired skills, along with the socio-cultural context of the beneficiaries, which requires high consideration. The level of proactive engagement in seeking opportunities is also a crucial factor to consider. A portion of beneficiaries also chose not to pursue the opportunities they have received, which suggests a need to align offerings with participants' preferences or circumstances.

Preference and success in a few courses, such as tailoring and beauty care, are observed from the study findings, while a few other courses, like poultry, are less pursued. This is especially evident in the less active involvement in the course and minimal business ventures post-training. This also highlights a need for revisiting the program design, training modules, and follow-up procedures specific to these courses.

Moreover, the near-even split between participants experiencing unchanged and increased income post-training suggests a divergence in achieving the objectives related to employability and income generation. While the program effectively imparts skills and knowledge, a targeted review is necessary to improve the practical effectiveness of converting acquired skills into sustainable employment and income growth.

## Efficiency

The third criterion of the evaluation framework assesses the efficiency of the intervention, looking at the extent to which it delivers results in a cost-effective and timely way. The program's short duration, spanning from 12 days to a maximum of 3 months, is particularly well-suited for efficient outcomes in the targeted area, where beneficiaries, predominantly women, are primarily homemakers with household responsibilities. This adaptability addresses the practical constraints of the beneficiaries, allowing them to participate in courses even amidst their domestic duties and agricultural labour. The outreach strategies employed by LOLT, including rallies, village-level meetings, and referrals, coupled with active mobilizers from the institution, also show efficiency in disseminating information within the community. Overcoming challenges such as inadequate transportation and road facilities, the team's direct engagement with households through mobilizers demonstrates their commitment to reaching beneficiaries. While these efforts are commendable, there's potential for improvement through incorporating social media awareness, given its widespread reach and effectiveness in mobilization.

The enrollment process is reported by the beneficiaries to be a straightforward and smooth experience, reflecting an organized and streamlined approach. Throughout the training, the utilization of diverse tools, including live sessions, videos, and on-site visits, increases the ease of understanding the modules for beneficiaries with varying educational backgrounds. In addition, training quality was well appreciated among the trainees, with 41.75% choosing it as the best practice. Introducing alumni sessions into the program design further strengthens participants' understanding of the practical application of training in real-life scenarios, as well as boosts confidence in its practicality. LOLT also changed their target number of beneficiaries each year, looking at the success and performance of each course. The strategic networking with stakeholders, organization of entrepreneurship programs, and financial literacy sessions indicate a proactive approach to utilizing resources efficiently and providing comprehensive support to beneficiaries. The program demonstrates commendable efficiency in its design, implementation, and resource utilization, with areas for improvement in post-training program outcomes. However, Utilization reports for grants were unavailable,

preventing the analysis of efficiency in budget utilization. Therefore, it is recommended to maintain a CA-certified budget report of the program for each year.

Additionally, while the trainers are skilled and knowledgeable in their respective domains, their current workload includes multiple responsibilities such as training, documentation, follow-up, and mobilisation. This multi-tasking approach has resulted in a lack of efficiency. To alleviate this issue, local community mobilizers can be integrated into the program to assist with the mobilisation at the community level. By adopting this approach, the efficiency and effectiveness of our training programs can be increased, along with rapport building.

## Impact

The evaluation's fourth criterion looks for the livelihood program's impact, exploring the depth of its positive or negative, intended or unintended, as well as higher-level outcomes. The impact analysis for this particular initiative can be focused on four dimensions: skills and knowledge acquisition, employability/business development, income change, and personal growth.

The major impact of the study is observed in the generation of skills and knowledge among the participants. The data indicates a generally positive impact on skills and knowledge, with a notable 48.97% learning to set up businesses. Also, 50.52% reported utilising the knowledge gained through training in their business operations, and 27.32% sometimes applied the knowledge from the training sessions, which implies that there has been effective utilisation of the learning from the sessions in practice.

The centre's success is further supported by 51.03% of beneficiaries securing job or business opportunities post-courses, showcasing heightened employability and entrepreneurship. In terms of income generation, the intervention has positively impacted nearly half of the beneficiaries (45.88%), who reported an increase in income. While precise figures for the income increase among all beneficiaries are unavailable, qualitative interactions with the beauty care and sewing course beneficiaries and observations indicate an average income boost ranging from 1000 to 6000 rupees. Regarding personal growth, testimonials and interviews show the transformative journeys from entrepreneurial hesitancy to proud small business ownership, reflecting increased confidence levels among the beneficiaries who have undertaken the business/employment opportunities.

The impact analysis of the training centre, when viewed through a gender lens, demonstrates a transformative journey for women beneficiaries, significantly contributing to the reduction of gender disparities in socio-economic standing. The findings show the active participation of women, comprising the majority of engaged beneficiaries, showcasing their heightened interest in acquiring skills for income generation during leisure time. The profound impact is evident in the post-course endeavors of women who ventured into entrepreneurship. Some initiated their own businesses, while others efficiently worked from home by actively taking orders. Interestingly, there were instances where women shared their acquired knowledge with their husbands, reflecting a ripple effect of empowerment within households. Moreover, participants expressed that the training increased their decision-making capacity at the household level, marking a positive shift in their roles.

The analysis also sheds light on significant life events, such as marriages, which pose potential disruptions to women's careers. Tailored interventions with strengthened follow-up and motivation to continue their career must be developed to address these challenges, ensuring a sustained and profound impact within this demographic. The incorporation of courses like sewing and mehendi highlights the centre's commitment to



providing relevant and impactful training, and overcoming challenges related to dropouts. Despite the hurdles, the centre prioritized women's skill development and entrepreneurial aspirations, aligning with international goals, particularly SDG 5 (Gender Equality). By fostering inclusivity and empowerment, the initiative not only contributes to the socio-economic upliftment of women but also plays an important role in building a more resilient and equitable community.

## Coherence

Coherence, the fifth criterion in the evaluation framework, examines how well the program aligns with other interventions at local and national levels. The livelihood training initiative extends beyond individual skill development, contributing significantly to societal and community advancement. The incorporation of initiatives like entrepreneurship training and financial literacy into the program design demonstrates alignment with the overarching objectives of improving employability, promoting economic empowerment, and overall leading to community upliftment. The program's goals align with key national and international policies and initiatives, including those outlined in initiatives like "Skilling India," the National Policy on Skilling, and the National Education Policy. Moreover, the program resonates with the Sustainable Development Goal (SDG) 8, which promotes sustained, inclusive, and sustainable economic growth, along with full and productive employment and decent work for all. This comprehensive alignment shows the program's coherent integration into larger frameworks, ensuring its effectiveness in supporting broader socio-economic development goals.

## Sustainability

The sixth and final criterion of the framework analyzes the extent to which the net benefits of the intervention continue or are likely to continue. Multiple factors support the sustainability of the program in this context. The reported satisfaction of beneficiaries, continued engagement with the LOLT team, and the utilization of acquired knowledge in business operations contribute to the long-term sustainability of the skills imparted. Efforts to connect beneficiaries with job opportunities, entrepreneurship programs, and financial literacy sessions increase the potential for beneficiaries to sustain themselves economically. The reported connectivity of 127 out of 194 beneficiaries with the LOLT team indicates ongoing support and potential for sustained impact. However, there is room for improvement in extending support and handholding to those motivated to start their businesses post-training, suggesting an opportunity for program expansion or extension to address this specific need.

## 5. RECOMMENDATIONS FOR PROGRAM ENHANCEMENT

### Rallis Brand Visibility

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- Increase Rallis Brand Visibility through mention of their logos in course material, infrastructure and other communication collaterals.

### Strengthening Follow-Up Procedures

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- Recognize the impact of marriage and other life events on dropout rates and implement a more robust follow-up system.
- Introduce personalized follow-up strategies, considering individual circumstances and evolving needs, to re-engage beneficiaries and address potential dropout risks.

### Feedback Mechanism Enhancement

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- Develop and implement a comprehensive pre and post-training feedback system to gather insights on satisfaction levels and areas for improvement.
- Analyze neutral or dissatisfied responses to identify specific challenges and areas requiring improvement in the training delivery process.
- Utilize continuous feedback loops to adapt and enhance training methodologies, ensuring a dynamic and effective learning environment.

### Evaluation & Documentation

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- Conduct thorough pre and post-training evaluations to quantitatively measure the increased depth of knowledge among participants throughout the program.
- Implement assessments that gauge the practical application of acquired skills, providing valuable insights into the program's effectiveness.
- Maintain CA certified grant utilization reports for each year to document the progress of the program.

### Activities for Mobilization

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- Leverage the widespread reach and popularity of social media platforms to enhance program mobilization efforts.
- Implement targeted campaigns, utilizing various social media channels, to create awareness about the program, encourage participation, and attract a diverse pool of beneficiaries.
- Conduct brand visibility sessions integrating fun activities to increase awareness of the funding partners among the community.

### Entrepreneurship Support Initiatives

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- Establish entrepreneurship and self-employment incubation centres to provide ongoing support for beneficiaries interested in starting their businesses.
- Facilitate access to seed money for aspiring entrepreneurs, fostering the initiation and sustainability of their business ventures.
- Organize advanced training sessions post-course completion to empower entrepreneurs with additional skills and strategies for scaling up their existing business activities.

### Financial Literacy Integration

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- Mandate financial literacy components within every entrepreneurial course, ensuring participants acquire essential skills for effective business management.
- Promote scalable business practices by equipping entrepreneurs with the knowledge and tools needed to manage finances efficiently.

### Post-Project Financial Support

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- Explore opportunities for post-project financial support, such as linking beneficiaries to government loan schemes, to enable them to scale up their business activities successfully.
- Provide guidance and assistance in navigating available financial support avenues, fostering sustainable growth and economic empowerment for beneficiaries.

## Priority of Recommendations

Based on the community feedback and our research experience, below are the priority and top recommendations for the project,

1. Setting up Beneficiary Selection Criteria to ensure the right set of community members are targetted for the program
2. Visioning Exercise with the Beneficiaries during the enrolment phase to encourage retention and promote gainful engagement after the training.
3. Rallis Brand Visibility to focus upon for the program to enhance its impact and credibility

## 6. CONCLUSION

The findings and analysis of the assessment show that the Dhasai Livelihood Development Training Centre has made significant progress in skilling and generating entrepreneurship and self-employment activities in the project villages. The project has actively benefited the majority of female beneficiaries and made a unique contribution to addressing gender gaps in terms of the socio-economic status of society. The training courses were aligned with the local needs and demands, focusing on agriculture, beauty care, and tailoring. The primary and secondary sources of income underline the significance of agriculture and business; however, it also urges the need for training programs to enhance the skill set of the non-earning and agricultural labour to increase their income level.

Enrollment data reveals the popularity of sewing and tailoring programs among female beneficiaries, aligning with motivations centred on acquiring new skills for income opportunities in their leisure time. This highlights the motivation of the female population to explore for new skills and to gain a growth mindset. High satisfaction levels and positive feedback on trainers' knowledge affirm the training sessions' effectiveness, despite the need to highlight satisfaction and neutral reactions through organizing special training sessions. Somewhat dissatisfaction urges refreshment sessions of trainers to enhance capacities for effective delivery. Post-training gains indicate that Dhasai Livelihood Training Centre is a significant success in providing job and business opportunities and contributing positively to the training participants' income. The delivered courses have significantly helped female youths set up entrepreneurship activities and get decent jobs. Since most beneficiaries keep in touch with the Dhasi training centre and LOLT staff, it also helps in post-gainful engagement. This also helps with the post-project sustainability of the project. While overall satisfaction with the courses is high, addressing neutrality and dissatisfaction is crucial for ensuring more impactful outcomes for future training programs. Continued support and follow-up post-training are imperative for sustaining beneficiaries' success.

In summary, the Dhasai Livelihood Development Training Centre has achieved significant success not only in improving the economic prospects of the surveyed population but also in empowering them to gain confidence in setting up entrepreneurship activities; this is contributing to the Skill India initiative and international goals like SDG 1 No Poverty, SGD 4 Quality Education/Vocational Education, and Goal No. 8 decent work, which is bringing smiles into the lives of marginalized people. To enhance effectiveness, targeted awareness campaigns, improved mobilization, social media outreach, digital learning material, and sustained post-training support are recommended, providing a roadmap for empowering more individuals and communities in the region.











✉ [contact@nusocia.com](mailto:contact@nusocia.com)

🌐 [www.nusocia.com](http://www.nusocia.com)

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**A BRIEF REPORT ON**  
IMPACT ASSESSMENT ON IMPLEMENTATION OF **UNNAT GRAM PROJECT**  
**'HOLISTIC EMPOWERMENT OF UNDERPRIVILEGED TRIBAL'**



**SUBMITTED TO**  
**RALLIS INDIA LTD. CORPORAL SOCIAL RESPONSIBILITY**

**BY**  
**INSTITUTE OF SOCIAL TRANSFORMATION**  
**PUNE**

**March 2024**

## 1. INTRODUCTION

A 3-year CSR Unnat Gram project entitled 'Holistic Empowerment of Underprivileged Tribal' had been implemented in Mograj, Saraiwadi and Tadwadi, the three Tribal hamlets of Mograj, Boriwali and Pathraj Gram Panchayats (hereafter referred as 'GP') respectively located in Karjat block of Raigad district. The project was implemented during 2020-2023 by All India Institute of Local Self Government (hereafter referred as 'AIILSG') under Corporate Social Responsibility programme of Rallis India Limited, a TATA Enterprise (hereafter referred as 'Rallis India Ltd. CSR').

### 1.1 Project location(s)

Karjat block of Raigad district has 29% Tribal population with very high prevalence of poverty. The Tribal communities have been away from the mainstream development despite being close to Mumbai. These Tribal lives in extremely difficult geographical terrain as a results there is difficulty in access. While many of the villages still do not have motorable roads, some villages get disconnected from the outside world during monsoon. Considering the findings of the situation these gram pranchayats were selected for implementing the project.

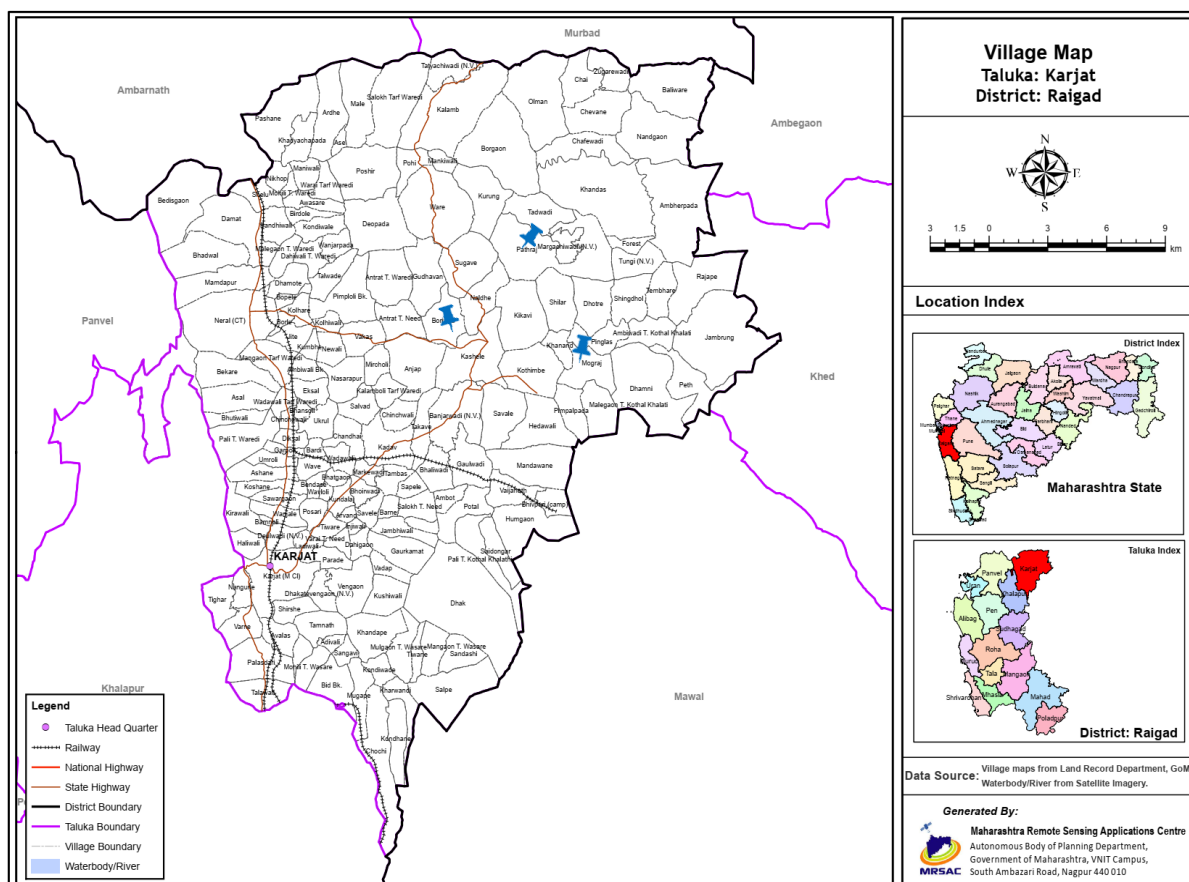


Figure 1: Project villages pinned in map of Karjat block

### 1.2 Major Interventions/Activities

The project adopted integrated approach in the identified hamlets under its Unnat gram, i.e. Model Tribal village. Thus, the project activities were mainly designed as per the need of the communities to develop them as a model village. As such, the project activities mainly involved education, health and livelihood components of Tribal families, viz. Shikshan Ranjan Kendra (SRK), TARFAH, MAMTA Kitchen garden, Health awareness generation programmes, vegetable cultivation, tailoring training and sewing machine, oil press machine, support to youths to appear in competitive examinations and so on.

## 2. About Impact Study

As part of the CSR policy of Rallis India Ltd., this report of the project implemented in above mentioned three hamlets has been prepared to document the impact brought by the project in the



lives of Tribal beneficiaries in Mograj, Saraiwadi and Tadvadi hamlets of Karjat block. Specifically, the study aims to-

- i. Witness the post-project situation in the project villages to make a comparison with pre-project situation as regard to education, health and nutrition, livelihood and empowerment aspects;
- ii. Explore the avenues created by project and how it is being captured by the Tribal beneficiaries in terms of contribution made by the project;
- iii. Identify the gaps in sustaining the impacts brought by the project and document local expectations as a way-forward;

## **2.1 Methods of data collection**

This impact assessment is evaluation research designed with collecting and analysing both qualitative and quantitative data empirically as well as through desk study of existing data, literature and documents related to the project implementation. As part of collecting primary data, survey, focused group discussions and purposeful observation have been used.

Separate surveys with the Tribal beneficiaries of various project activities was organised during survey covering at least 150 beneficiaries from three villages through 504 interviews. The survey was conducted in between December 2023-January 2024. Also, focused group discussions with various beneficiary groups were also conducted for understanding their opinion, benefits they received as well as expectations.

## **2.2 Tools of Data Collection**

Structured questionnaires to interview with beneficiary groups of various project activities was prepared to understand the present situation and impact brought by the support of the project. Similarly, FGD checklists were prepared for conducting focused group interviews with children, women and youth groups in the Tribal communities.

## **3. Overall Impact of the project**

As the names suggests, the project on holistic development of underprivileged Tribal implemented in hamlets of Karjat block has made seamless contribution in the overall development of the selected Tribal hamlets. In the poverty ridden Tribal communities, the project has reported to have brought numerous opportunities for the whole family; not only in terms of academics, but also in terms of livelihood development to bring about positive change in the lives of Tribal people.

Some of the impacts brought by project are as follows:

The project adopted integrated model of development for the communities to cover entire population comprising all age-groups and gender (children, youths, men and women).

1. The project focused on environment protection through organic farming.
2. For children, interventions emphasized on academic development and scholastic performance of children. It also focused on their personality development inculcating hygienic habits, study habits, reading and writing skills, skills related to mathematical operations, peer group co-operation, team spirit and artistic skills.
3. For youths, especially interested in Government jobs, the project provided arrays of books that are used to prepare for various competitive examinations.
4. The support for kitchen garden, vegetable seeds has not only provided the families with a mean of living within their residential premises, but also made the vegetable consumption accessible.

As such, overall impact brought by the project activities on the lives of Tribal communities through the project is presented in the succeeding sections:

### **3.1 Education**

#### **3.1.1 Academic achievement of children**

The establishment of SRKs in each Tribal hamlet have brought all the children together to work on their academic performance. By attending SRK regularly, children sought assistance in the subjects

they found it hard and that ultimately helped them in improving their academic achievements. Among the parents interviewed, all the parents accepted the fact that their children have started giving focus on their studies, performed well in their examinations.

Another aspect that contributed in learning achievement of children at SRK is through setting up the library within SRK. The library in SRK helped children to inculcated reading habits, which ultimately contributed in improving their reading skills given the situation of poor reading skill among school-going children prevailing across the country. As such, the project was able to develop the academic culture and sense of competitiveness which was totally absent in pre-project period. All students got clarity in basic concepts of the sciences. Improvement in grade is an excellent indicator for academic development. Every year there gradual shift of the students in higher grade (D to C , C to B and B to A grade).

### **3.1.2 Personality development of children**

At SRKs, children are able to develop and showcase their artistic skills. Particularly, children prepared clay oil lamp, lampshade during Diwali festivals. Numerous day celebrations in the SRK curriculum also hold significance as Tribal children are oriented about the significance of such festivals or days.

Similarly, the activities such as street play performance, organizing rally, puppet shows on various social issues not only helped children to showcase their talent, but also proved in the community that children are agents of change in the society by leaning and advocating on social issues such as child marriage, child education, demerits of deforestation.

### **3.1.3 Development of sportsmanship**

Throughout the program period, in SRK numerous indoor and outdoor sports activities have been conducted for children. With this, the project was able to provide children with the exposure to sports sector and help them develop the sense of sportsmanship.

Even after closure of SRK for more than a year, children are still mesmerized to share how excited they felt when they took part in sports activities. While interacting with SRK graduated children too, majority of them expressed their hobbies as playing kho-kho, kabaddi and cricket, which reflects how deeply inspired they are. Also, the choice of career those children have aimed, i.e. either police or army which demands physical fitness also reflects how sports have inspired them to set their aim. It also helped in strengthening the attention span in academics. The ground activities helped substantially to develop positive attitude towards various sports. Some of the students were also able to reach district level competitions.

### **3.1.4 Grade 5 and Grade 8 Government Scholarship examination**

Children developed interest in other academic aspects such as Government scholarship examination that they were informed through SRK. Many children showed interest to prepare for scholarship examinations. In fact, few students did appear for scholarship exam for grade 5 and 8 after being selected from the school. For an instance, in Saraiwadi, two boys appeared for grade 8 scholarship exam in 2022; three boys from grade 8 were preparing to appear for scholarship exam at the time of this assessment. Also, another boy from Grade 5 was encouraged by his school teacher to appear for Grade 5 scholarship examination.

Awareness about Govt. Scholarship was grossly lacking in the initial period. Over the period of year several students came forward to appear for Scholarship exam conducted by Govt. Though, none of the children from Saraiwadi have passed the scholarship examination, the project was able to inform the children about existing Government schemes (e.g. scholarship) and instil the positive attitude on them about the same.

### **3.1.5 Mainstreaming Tribal children**

Being a 100% Tribal locality, educational support to Tribal children is of foremost importance and the project was able to respond to the academic needs and demands of children in the project locations through a dedicated programme, 'SRK'. Having edutainment as the focus, children in SRK also learned art and craft and also about the days and festival celebration. For an instance, children were engaged in making fort (killa) during Diwali, not only helped children in practicing the art, but also

informed them about what importance it holds. In other words, they have information of festivals and days on same pace like other children in mainstream.

### 3.1.6 Competitive examinations

The reservation system in Government employment has a very favourable side as regard to Tribal communities, who are termed as Scheduled Tribes category. While the Tribal communities in the project hamlets were away from the mainstream information about such opportunities, the project was able to inform the Tribal youths about existence of such opportunity. As such it was noted that youths are actively preparing for competitive examination in all the project locations as the reference books are provided by the project.

### 3.1.7 Impact of SRK as per parents' perspectives

As per the respondent parents who were interviewed to study the impact of SRK in the project locations, most particularly on their children:

- 87.3% parents have visited SRK and 82% had interacted with the SRK teacher.
- Overall, 96.7% respondents have positive attitude towards SRK and its activities,
- 76.7% openly complimented the contribution of SRK teacher in their children's lives.
- 69.3% respondents have observed visible change in their children's lives after being part of SRK.

Please refer the adjoining chart for village-wise impact.

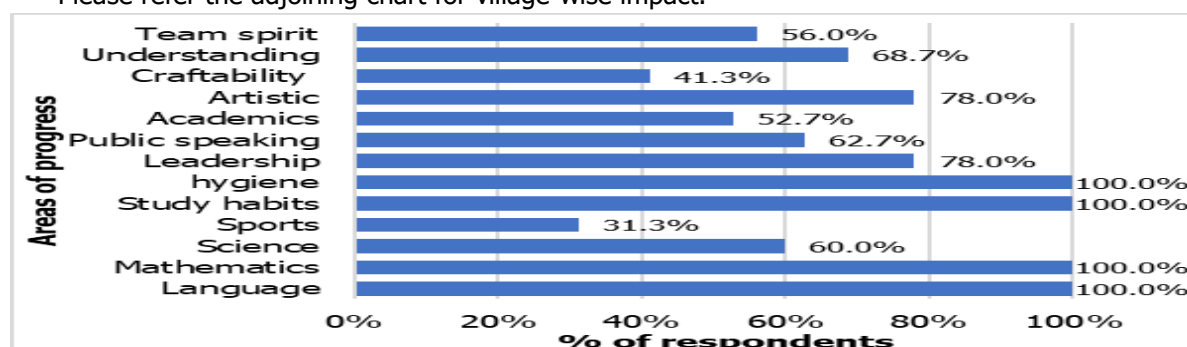


Figure 2: Progress reported among children due to SRK

Among the various areas of progress as reported by parents:

- All the respondent parents unanimously agreed that there is a significant improvement among children in Language and (English, Marathi, Hindi), Mathematics.
- In case of Science, it is 60% parents witnessed the progress
- 52.7% parents agreed that due to SRK there is academic progress in their children.

In terms of inculcating study habits and hygienic practices in their daily lives:

- All the parents unanimously agreed there is positive change.
- 78% respondents stated artistic development and leadership traits and 68.7% stated level of understanding has increased.
- 62.7% observed development of public speaking skills and 56% expressed they witnessed team spirit among their children.
- 41.3% stated development of crafting skills and 31.3% stated progress in sports.

## 3.2 Health

### 3.2.1 Development of nutrition culture

While 29% of total population is Tribal population in Raigad district, the major Tribal groups found are Katkari, Mahadevcoli, Thakur, Gaund and Bhilla. Each Tribal community have own unique feature and history, still the most common feature of the Tribal communities is that they have been depended upon the natural resources, particularly forest products for their daily subsistence and basically not on the farming products. However, with the change in time and/or Government policies, Tribal communities were also forced to change their life style from forest-driven to village-driven. As

most of the Tribal communities are likely to be landless, they mostly worked as agricultural labour and sometimes even in slavery like conditions at other's farms.

Due to these circumstances, malnutrition among the Tribal people especially children, adolescent's girl and lactating women is rampant. The project had responded to these circumstances through supporting the Tribal families in setting up kitchen garden and planting the horticulture saplings. After the project closure tribal didn't continue Kitchen garden, but they did accept the fact that they did not stop vegetable consumption even if they have to buy from neighbourhood or nearby local market.

It is significant to report that many of the beneficiary families in Tadvadi had continued the kitchen garden on their own through cultivation they had learned during the project period. They have even fence their kitchen gardens to protect it from animal invasion utilizing the local resources, sometimes even the old sarees.

As such, the project is able to develop the vegetable culture among the Tribal communities who used to feed themselves from anything that's available in forest or afford as per their daily wages to vegetable products from own farm.

### 3.2.2 Impact of Kitchen Garden on family health

Due to kitchen garden initiative, all the three hamlets have accepted vegetables consumption as their basic food habit. The villagers have developed kitchen garden in the vicinity of their house. Due to heavy rainfall and prolonged rainy season, Tribal shared its challenging to grow vegetables, however most of the tribal made sincere efforts to produce the vegetables.

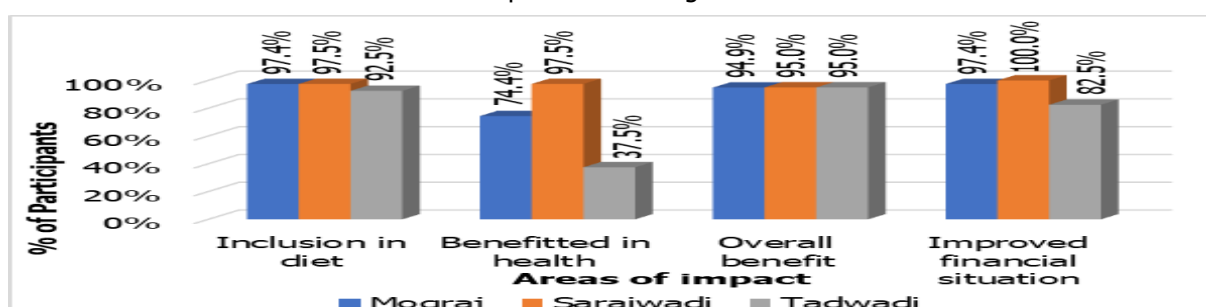


Figure 3: Impact of MAMTA Kitchen Garden in Tribal Families

- 95.8% (97.4% in Mograj, 97.5% in Saraiwadi and 92.5% in Tadvadi) have included vegetables in the daily diets for children.
- As a result of vegetable consumption, more than two-third (69.7%) have stated that it has benefitted to improve the family health.
- 95% participants gave affirmative response as regard to benefit of kitchen garden in their family.

However, when it comes to adequacy of vegetables produced from kitchen garden, majority of the participants (88.2%) shared that it is enough for up to 30 days in a year, whereas 5.9 per cent, 4 per cent and 0.8 per cent stated its adequacy for 30-40 days, 40-60 days and 60-90 days respectively.

## 3.3 Livelihood

### 3.3.1 Visible decrease in seasonal migration

As the project has envisioned, significant changes have been observed as regard to migration of the Tribal families for employment. Anecdotal evidences suggest that Tribal families travel seasonally in search of livelihood alternatives in nearby villages, farmlands as agricultural labour, to city and sometimes even to Mumbai as construction labour. Considering the fact, the project had emphasized on livelihood generation focusing both landless and landholder families so as to create sustainable income generation activities and prevent their seasonal migration for earning.



It is remarkable to note that the rate of Tribal families moving for the earning has been decreased as per the project expectations. By the type of interventions:

- 71.9% beneficiaries of vegetable farming have reported that seasonal migration from their family has reduced
- 93.4% beneficiaries of kitchen garden and 79.8% beneficiaries of TARFAH have reported that their family members still go for seasonal migration but there is reduction in period.
- 22.2% beneficiaries of Tailoring skill reported existence of seasonal migration in their families.

### 3.3.2 The need-based tailored approach in TARFAH

In the project area there was poor survival rate of horticulture saplings provided by project team. Fruit trees typically die because of improper watering, environmental stress, lack of nutrients, and disease. When it comes to the TARFAH plants, there were some specific reasons for the plants not being able to survive and grow to give a fruit. Continuous and heavy rainfall after plantation is one of the major reasons for plant mortality. Around one-third (32.7%) respondents stated that lack of protection was another major reason for not being able to revive. Lack of protection includes their inability to fencing the saplings when they were young, which ultimately were affected by adverse climate or due to human/animal activities. To handle the situation, 99 per cent respondents boasted that they did their best to protect the TARFAH plants from being eaten / stepped by animals. For that they put fencing around the plants, which was supplied by the project.

### 3.3.3 Self-employment under Tailoring

As the project envisaged, Tribal women who have received stitching training with support of the project have started working on their own after getting tailoring machine. Though, there is no much high demand within the hamlet having 20 trained women mainly specialized in blouse stitching in a merely 80 household hamlet, women are still positive about sharpening their skills to grow their business.

It is to note that such opportunity not only impacted the women who attended training and received tailoring machine, but also their children, particularly adolescent girls. For an instance, an adolescent

#### A Dream Machine

Ms. Deepika Jugre, a 17-year old student in Saraiwadi is also a self-trained tailor. In the morning, she goes to Bhausaheb Rao Junior college, Kashele where she is a full-time student for Grade 11 Arts, and in her leisure time apart from her studies, she practices stitching clothes.

At present, she not only takes orders to stitch blouses from ladies in her neighbourhood, but also challenges herself with more and more patterns and designs for other ladies wears.

Recalling about how she got indulge into this career-to-be hobby, she shares a very interesting story. During COVID-19 lockdown days back in 2021, when physical schools were closed with few hours of online classes, she started watching the YouTube videos related to clothing and manufacturing. Coincidentally, it was the same time their family (mother) received a brand new tailoring machine from the project (run by AIILSG in support through Rallis India Ltd.) as part of livelihood support.

As her mother already had another tailoring machine, she allowed her to use the spare one. Deepika then did not stop. She started with stitching blouses for her mother under her guidance and continued with fulfilling orders by her customers in the neighbourhood. As of now, she can easily adapt any design she has watched online for blouses, baby frocks, and kurtis.

Proudly showing some of her products, she shares her future plan to join fashion designing course after she completes Grade 12. She then plans to work for couple of years in a major garment company to gain hands-on-experience and market related knowledge. In a long run, she plans to open her own boutique though she has not thought about location and name of her boutique as of now.

She also shows her deep gratitude to the project which brought her dream together. It was the spare stitching machine that helped her to grow, if not, she may not had chance to explore her talent in a single machine that her mother uses for her own livelihood option.



girl in Saraiwadi not only learned stitching on her own with help of her mother and internet (YouTube videos) and started taking stitching order from her neighbours, but also aspired to become a professional fashion designer in future.

### 3.3.4 Increased area under vegetable cultivation post-project

As part of vegetable cultivation programme, landholder Tribal families opt to start vegetable cultivation in their farmlands. Among the respondents interviewed, highest number of respondents (71.4%) did cultivation in approximately 10 guntha<sup>1</sup> land, followed by 18.6 per cent did in 10-20 guntha land, and 10 per cent claimed they did cultivation in 30-40 guntha land.

Through the vegetable cultivation, 61.4 per cent families reported that they made not less than ₹ 25,000 in a particular season, followed by 19.8 per cent having ₹ 25,000-35,000, 12.9 per cent earning ₹ 35,000-45,000, whereas 5.9 per cent also reported that the income is not fixed and are unable to

quote any amount. As such, across the villages, **82.1 per cent respondents have considered vegetable cultivation as a profitable business to sustain the family income.**

It is noteworthy that some of the families have still continued to pursue the vegetable cultivation post-project independently involving all the members in the family both in cultivation and harvesting as well as transporting and marketing. As such, vegetable cultivation has been developed as a family business.

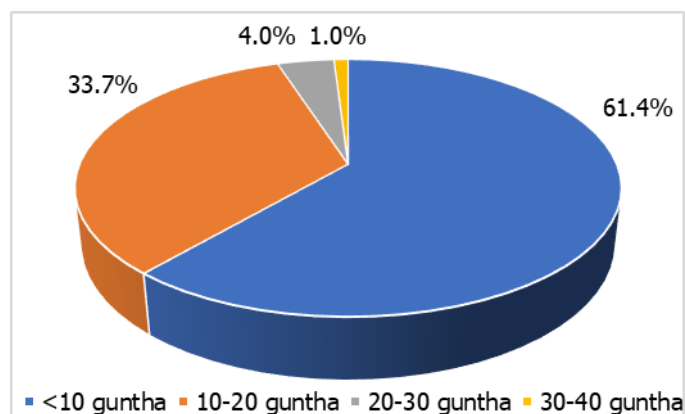


Figure 4: Land under vegetable cultivation by area

## 4. WAY FORWARD

On the basis of the findings and discussions of the impact study, following way-forwards have been formulated to bring about positive change in the lives of Tribal families

- ✎ Project should at least needs to be available for **five years**, so that **significant changes** can be **made visible** in these project hamlets given the target community being comparatively marginalized;
- ✎ Despite the documentation of numerous positive strengths and constraints of the project by the impact study, it is still recommended to return after few more years to **track the footprint of** the project, especially for **TARFAH**;
- ✎ More intensive Behavior Change Communication (BCC) efforts needs to be undertaken to alter the family food habits focusing on nutritionally dense food rather than food that involves cost.
- ✎ Extensive **coordination between SRK and local school** with adequate handholding support to the school, interventions of the SRK can be extended by the local school taking over efforts made by/through SRK;
- ✎ It would be appreciable if the project could provide **support for sports development** both in terms of materials and facilities so that children can continue to flourish their sportsmanship and physical fitness;
- ✎ It would be still a benefit for the community that **Gram Panchayat members** are well-equipped with information about various Government schemes that benefits the community along with necessary skills to make such schemes available for the community members through **capacity building initiatives** of the project;
- ✎ The future projects should equally focus on the **interventions focusing Tribal youth**, so that they can strongly act as a maker of social change;



<sup>1</sup>1 guntha is equivalent to 1089 sq.ft. land.