

An Evaluative Study of Skill Development Training Program in the state of Assam (Final Report)

SPONSORED BY: NATIONAL BACKWARD CLASS FINANCE &
DEVELOPMENT CORPORATION (NBCFDC), NEW DELHI

SUBMITTED BY: DR. AMBEDKAR CHAIR, TEZPUR UNIVERSITY, ASSAM

Executive Summary

In the present-day world, acquiring of skill has become an essential condition for better survival and also for social mobility. Thus, skill development training programs could become instrumental in lessening the disadvantaged status in the caste ridden Indian society. Other Backward Classes (OBCs) were lately recognised as the disadvantaged group and towards their amelioration National Backward Classes Finance & Development Corporation (NBCFDC) came into existence in 1992. As a part of their mandate towards enhancement of the status of people belonging to OBC category, NBCFDC has designed a plan to provide remunerative skills to them through training in different parts of the country. In order to make such training truly worthwhile, such skills were designed and imparted through sector skill councils. In order to provide the best training and at the same time safeguarding trainees/beneficiaries from economic exploitation training is provided through credible organizations under the aegis of the government. These are government training institutes/organizations, sector skill councils constituted by ministry of skill development & entrepreneurship, training institutes affiliated National Skill Development Corporation (NSDC) and or Sector Skill Council (SSCs). With an intention of making this skill training exercise a real success, NBCFDC has conceived idea of conducting evaluation study for the training program conducted. The present study was an outcome of such an idea and intended to evaluate skill development training programs conducted under the aegis of NBCFDC in the state of Assam. The objectives (broad and specific) and research questions for the study were:

Broad Objective: To evaluate SDTP scheme (of NBCFDC) in the state of Assam

Specific Objectives:

- 1) To understand the admission process of the training
- 2) To evaluate the training process and its outcome
- 3) To assess the satisfaction level (towards personal, economic and social gain) of the trainees towards training imparted
- 4) To comprehend the viewpoint of trainers/training institute towards SDTP sponsored by NBCFDC
- 5) To provide suggestions for further improvement of SDTP in the state of Assam

Research Questions:

- 1) What is the admission process followed by the training institutions for admitting the trainees?
- 2) What are the experiences of the trainees towards admission process in the program?
- 3) What is the level of satisfaction of trainees towards method and outcome of the training received?
- 4) What is the level of satisfaction (personal, economic and social) of trainees towards training imparted?
- 5) What is the viewpoint of trainers/training institute towards SDTP sponsored by NBCFDC?
- 6) How the SDTP can be improved in the state of Assam?

Four institutions through which NBCFDC sponsored training happened were: Indian Institute of Entrepreneurship (IIE), Textile Sector Skill Council (TSSC), Rubber Skill Development Council (RSDC), and Central Institute of Plastic Engineering and Technology (CIPET). Various skills which formed the part of this evaluation study were:

- Jacquard Weaver Handloom

- Two shaft Handloom
- Pickle Making
- Plastic Engineering
- Bamboo Basketry
- Rubber Skills

Population or universe for this evaluation study was all the beneficiaries/trainees for skill development training program in identified sixteen sites of Assam. To strengthen the scope of generalization for the findings, a truly representative sample of 702 was drawn from the population of 1068 beneficiaries for various years starting from 2017-18. The sample size has been determined in consultation and as per terms of reference given by NBCFDC. Initially, the batch of 2017-18 was fixed for this study however due to certain constraints as availability of the beneficiaries in the selected sites; the period was relaxed by NBCFDC. Apart from the trainees, feedback/responses were sought from the trainers/training providers. On the basis of availability and willingness, sixteen such respondents were made part of this study.

The present evaluation study was done through research tool of questionnaire, each for the trainees and trainers/organisers. The questionnaire comprised of questions/statements seeking objective as well as subjective information on different dimensions such as content of the training, and implementation of the training program from the perspective of trainees and trainers/organisers respectively (see annexures). For the analysis of objective as well as subjective information collected through questionnaire, few descriptive statistics were employed to arrive at generalisations about identified dimensions.

Findings of the report comprised of perspective from the sampled respondents who were trainees as well as few trainers/training providers. Broad dimensions of evaluation (in sync with the objectives) for the trainees were:

- a) Demographic profile to gather and highlight information about age, gender, socio-economic and education status, etc.
- b) About the skill development training conducted which included information pertaining to admission process, infrastructure and equipment, content, trainers' expertise, and stipend.
- c) Training process where emphasis was on knowing about attendance, timetable, medium of instruction, hands on training experience, external assessment, scope of training, support from family members, etc. Through the responses, few desirable dimensions for training which can be considered actionable points were identified. These were: i) internship, ii) interaction with role models, employers, etc., iii) soft skill training, iv) provision/facilitation for upgraded tools/equipment, v) skill according to the local level demand or facilitation of output of such skills to reach the available demand through fairs, etc.
- d) Impact of training received in terms of better economic as well as social status both at individual and family level.

Trainers' feedback was also ascertained to know:

- a) Factual information and implementation of the scheme to notice awareness about the idea and intent of skill development training program sponsored by NBCFDC. It also intended to know if the scheme could be improved at implementation level to achieve the anticipated results.
- b) If the choice of skill for which training imparted was well thought of to receive adequate remunerative returns for the people belonging to OBC community in that specific region irrespective of their gender.
- c) Challenges which could be considered as area of concern for the successful implementation of skill development training program in the state of Assam.

On the basis of results from analysis of responses, the present study has highlighted few recommendations for better implementation of skill development training program in the state of Assam. These were related to:

- a) Proper and timely disbursement of stipend. Also, it'd take into consideration the opportunity cost of the trainers.
 - b) Inadequate toilet/drinking water facility affecting health and hygiene of trainees especially women and other disadvantaged categories of gender.
 - c) Unscientific allotment of duration for the training program.
 - d) Discrepancy related to medium of instruction for evaluation.
 - e) Lack of follow up training program.
 - f) Establishment of linkage between output of skill development training program with the remunerative marketplace.
- Timely and surprise visit monitoring visits during the time of training program.

Chapter Scheme

	<i>Executive summary</i>	1-3
Chapter 1:	Introduction	6 – 11
	1.1 Background	6
	1.2 Objectives of NBCFDC	7
	1.3 Skill development training scheme	8
	1.4 Eligibility	8
	1.5 Age of applicant	9
	1.6 Duration of training	9
	1.7 Stipend	9
	1.8 Third party certification and assessment	9
	1.9 Procedure for selection of trainees by training providers	9
	1.10 Monitoring and tracking	10
	1.11 Rationale for conducting this study	10
	1.12 Objectives of the study	10
	1.13 Research questions	11
Chapter 2:	Profile of the training institutions & skills covered	12 - 15
	2.1 Indian Institute of Entrepreneurship (IIE)	12
	2.2 Rubber Skill Development Centre (RSDC)	13
	2.3 Textile Sector Skill Council (TSC)	13
	2.4 Central Institute of Plastic Engineering and Technology (CIPET)	14
	2.5 Skills covered under the study	15
Chapter 3:	Methodology	16 – 18
	3.1 Research Design	16
	3.2 Universe and Sample	16
	3.3 Sample design	16
	3.4 Sources of data	17
	3.5 Research tools	17
	3.6 Statistical tools	17
Chapter 4:	Findings	19 -41
	4.1 Demographic profile of the trainees	19
	4.1.1 Age profile	19
	4.1.2 Gender of the trainees	19
	4.1.3 Marital status	20
	4.1.4 Educational qualification	20
	4.1.5 Family profession	21
	4.2 About the skill development training conducted	21
	4.2.1 Admission process	22
	4.2.2 Infrastructure and equipment for training	24
	4.2.3 Content of the training	25
	4.2.4 Trainers' expertise	25
	4.2.5 Stipend	25
	4.3 Training process adopted	26
	4.3.1 Attendance	26
	4.3.2 Timetable of the training course	27
	4.3.3 Medium of instruction for training	27
	4.3.4 Hands on training experience	28
	4.3.5 Assessment of training by external agencies	28
	4.3.6 Other information	28
	4.3.6.1 Knowledge about the scope of training	28
	4.3.6.2 Awareness about NSQF	28
	4.3.6.3 Support of family members	29
	4.3.7 Desirable dimensions for the training program (actionable points)	29

	4.3.7.1 Internship	29
	4.3.7.2 Interaction with former learners/role models	29
	4.3.7.3 Interaction with entrepreneurs/employers	30
	4.3.7.4 Soft skill training	30
	4.3.7.5 Upgraded tools/equipment	30
	4.3.7.6 Local level demand for the skill	31
	4.4 Impact of the skill development training	31
	4.4.1 Economic impact	31
	4.4.2 Personal and social impact	40
	4.5 Summary of the findings	41
Chapter 5:	Trainers' perspective	42 – 46
	5.1 Factual information and implementation of the scheme	42
	5.1.1 Awareness about the skill development training program sponsored by NBCFDC	42
	5.1.2 Eligibility, infrastructure and conduct of classes	42
	5.2 Aspects related to skill for which training was provided	45
	5.3 Challenges for the successful results	45
Chapter 6:	Recommendations & Actionable points	47 – 50
	6.1 General recommendations	47
	6.2 Actionable points	48
	<i>Annexures 1&2 Success Stories</i>	51 – 60
	<i>Annexures 3&4 Questionnaires</i>	61 – 85

CHAPTER 1

INTRODUCTION

1.1 Background

In the present-day world, acquiring of skill has become an essential condition for better survival and also for social mobility. Thus, skill development training programs could become instrumental in lessening the disadvantaged status in the caste ridden Indian society. The caste system being deeply embedded in Indian society has resulted in widespread discrimination based on descent and birth. In the wake of such a social reality, several provisions were mentioned to safeguard against discrimination and also to guide governments ensuring affirmative actions towards such groups. Affirmative action refers to policies that are formulated with a view to increase opportunities for minorities or other disadvantaged classes. This principle was evolved in the United States of America and is commonly referred to in India as 'compensatory discrimination'. India's policy of affirmative action comprises a wide range of schemes designed for the progress of the historically disadvantaged classes. The Constitution of India authorises special preferential treatment not only for Scheduled Castes and Scheduled Tribes, but for “other socially and educationally backward classes”.

The term 'Other Backward Classes' (OBCs) is essentially a post-independence development; since a separate class had not emerged prior to independence. The Other Backward Classes comprise those socially and educationally backward sections of the population other than the Scheduled Castes and Scheduled Tribes including Christians and Muslims. Backward Classes may be specified by the Central Government in the lists prepared by the Government of India from time to time for purposes of making provision for the reservation of appointments or posts in favour of backward classes of citizens which, in the opinion of that Government, are not adequately represented in the services under the Government of India and any local or other authority within the territory of India or under the control of the Government of India. The Constitution has also endeavoured to rectify discrimination against a group of people who are known, for the lack of a better term, as the Other Backward Classes through Articles 15, 16, 335 and 340 of the Constitution.

The government under Articles 340(1), 340(2) and 16(4) to promote the welfare of the OBCs.

Article 340(1)- The president may by order appoint a commission, consisting of such persons as he thinks, fit to investigate the conditions of socially and educationally backward classes within the territory of India.

Article 340(2) A commission so appointed shall investigate the matters referred to them and present to the president a report setting out the facts as found by them and making such recommendations as they think proper.

Article 15(4) Nothing in this article or in clause 2 of Article 29 (protection of minorities) shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes.

Article 16(4) Nothing in this article shall prevent the state from making any provision for the reservation of appointments or posts in favour of any backward class citizens which, in the opinion of the state, is not adequately represented in the services under the state.

The Constitution also provides reservation for the upliftment of OBCs. The eligible OBCs are entitled to 27% reservations in public sector employment and higher education.

The affairs of Backward Classes were looked after by the Backward Classes Cell (BCC) in the Ministry of Home Affairs prior to 1985. With the creation of a separate Ministry of Welfare in 1985 (renamed as Ministry of Social Justice and Empowerment on 25.5.1998), matters relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes (OBCs) and Minorities were transferred to the new Ministry. The Backward Classes Division in the Ministry looks after the policy, planning and implementation of programmes relating to the social and economic empowerment of OBCs. It also looks after matters relating to two institutions set up for the welfare of OBCs namely, the National Backward Classes Finance and Development Corporation (NBCFDC) and the National Commission for Backward Classes (NCBC).

National Backward Classes Finance & Development Corporation (NBCFDC) was incorporated on 13 January 1992 as a non-profit company under the Ministry of Social Justice and Empowerment, Government of India to improve and develop the economic activities for the members of the Backward Classes who are living below double the poverty line.

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

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

1.2 Objectives of NBCFDC

There are following broad objectives of NBCFDC:

- To promote economic & development activities for the benefit of Backward Classes.
- To assist, subject to such income and/or economic criteria as may be prescribed by government from time to time, individuals or groups of individuals belonging to Backward Classes by way of loans and advances for economically and financially viable schemes and projects.
- To provide for gainful employment and skill development to the target group.
- To grant concessional finance in selected cases for poor persons belonging to Backward Classes as per annual income criteria defined from time to time (presently Rs. 3.00 lakh).
- To extend loans to the Backward Classes for pursuing general/professional/vocational/technical education or training at graduate and higher level.

- To assist in the upgradation of technical and entrepreneurial skills of Backward Classes for proper and efficient management of production units.

1.3 Skill Development Training Scheme

With an intention of upgradation of technical and entrepreneurial skills amongst the backward classes, NBCFDC has initiated Skill Development Training Scheme. Under the scheme, MoU is agreed between NBCFDC and Government Training Institutes/Sector Skill councils managed by the Ministry of Skill Development and Entrepreneurship/other such renowned training institutes affiliated to National Skill Development Corporation (NSDC) or the Sector Skill Council (SSC) whereby the latter will develop a training program ensuring wage or self-employment for the trainees. Training providers get the financial grant from NBCFDC for the conduct of training for various skills whose course must comply to the norms of National Skill Qualification Framework (NSQF).

1.4 Eligibility

Training under this scheme is provided to the targeted group of NBCFDC who are specifically categorized and certified as mentioned below:

- The beneficiaries under this scheme should belong either to a caste categorized as OBC under state or Central Government with an annual family income of below INR 3,00,000 or communities are classified as De-Notified, Nomadic Tribes & Semi-Nomadic Tribes.
- Individuals from Economically Backward Classes or Senior Citizens, Transgenders, Members of Beggar's Community or Victim of Substance Abuse can also avail this training scheme.
- In case of OBC, confirmation to be appearing in the Center list may be availed at www.ncbc.gov.in or the designated annual family income from all the sources should lie below INR 3,00,000.
- Whereas, in the case of EBC's, there is no requirement of caste certificate. However, the annual family income should be below INR 1,00,000.
- For compliance of yearly family income, the certificate issued by the appropriate authority of the Government or self-certified and duly endorsed by a Gazette Officer which is defined by appropriate Government will be acceptable under the norms.
- It is clarified that the endorsement by public representatives, Councillor, Gram Pradhan, notaries, etc will not be acceptable.
- In other cases of DNT Community, extremely deprived and migratory nature, the exemption has been given for insistence of caste certificate, income certificate, Age Proof and permanent address.
- In the absence of this, the training providers can take self-declaration of candidates endorsed by the local Pradhan. However, it has to be confirmed by the training provider that the candidate falls under the DNT category as defined in the DNT Commission Report.
- In the case of a Senior Citizen, the age of a person should be over 60 years. Age should be authenticated by means of a valid proof or certificate of educational qualification, Pan Card, Aadhaar Card, Driving License etc are also required. There will be no requirement of caste or income criteria for Senior Citizens.
- In the case of transgenders, an exemption has been provided for income limit and caste category. The member of transgender community is expected to obtain a certificate of identity

issued by the District Magistrate based on the recommendation of a District Screening Committee, which comprises of the District Social Welfare Officer, Chief Medical Officer, Psychologist or psychiatrist and a representative from the transgender community.

- In the case of Beggars, according to the Bombay Prevention of Begging Act 1959, the person should be:
 - i. Receiving alms, in any public place under obsolete condition such as singing, dancing, fortune telling or performing tricks.
 - ii. Entering any private area for the purpose of soliciting alms;
 - iii. Exposing with the object of obtaining alms, any sore, wound injury, deformity or disease whether of a human being or an animal;
 - iv. Having no visible means of subsistence and remaining in any public place in such condition or manner to receive alms;
 - v. Humans allowing themselves to be used as exhibits to solicit or receive alms.

1.5 Age of applicant

The training is imparted only to the individuals above the age of 18 on the date of completion of assessment or certification. However, in certain special cases, training may also be imparted to beneficiaries lesser than the age of 18 subjected to the limits defined in the respective qualification packs.

1.6 Duration of training

Based on traditional norms issued by MSDE regularly:

- i) Freshers Training: Minimum 200 hours as per National Occupation Standard (NOS)
- ii) Skill Up-gradation Training (including Reskilling): 32-80 Hours

1.7 Stipend

As an incentive to attend the training program stipend is being provided to non-residential trainees with minimum of 80% attendance. With an intention to cover the minimal expenses for boarding and commuting, a stipend of Rs. 1000/month has been offered to the trainees. The said amount is disbursed through DBT by the training institutes to the eligible trainees at the end of every training program.

1.8 Third party certification & assessment

There's a provision of impartial and independent assessment towards certification of the trainees. In this regard, the training institute is required to arrange for assessment and certification as per Govt. guidelines. In the scheme, assessment charges will be shared, subject to availability of funds, only if the Training programme under NBCFDC scheme is completed within 8 months of sanction of training programmes during financial year.

1.9 Procedure for selection of trainees by training providers

Selection Committee for selection of eligible candidates will be formed at local and comprising of-

- Representative of State Channelizing Agency/ RRB/ Nationalized Bank.
- Representative of Social Welfare Department/Collector Office/ Government officials from District Administrations

- Representatives from concerned industry
- Representative from training institute/SSC/Training Partner
- Representative of NBCFDC

1.10 Monitoring and tracking

There's a provision to monitor information pertaining to training. For this, NBCFDC has access through its systems to all the necessary information from the training institutions. Apart from this, it's mandatory for the training institutions to track the trainees from the date of completion/certification of trainees with respect to their career progression, retention and other parameters.

1.11 Rationale for conducting this study

The present century belongs to the skilled persons, and therefore urgent need is to skill available human resources in a state. India with a peculiar social system of privileges and disadvantages demands for a system of affirmative actions for the latter. Other Backward Classes or OBCs as they are generally called forms 41% of the total Indian population, and constitutionally are entitled for 27% reservation in government institutions. Apart from this, there are different affirmative schemes from central as well as state governments to mitigate the disadvantaged status of people belonging to this category. Such schemes include scholarships at different level of education, training for employment/self-employment generating programs, etc.

National Backward Classes Finance & Development Corporation (NBCFDC) is a dedicated organization committed towards providing substantial skills as well as other support to hitherto disadvantaged classes across the country. Among its various mechanism of providing support, skill development training program is one devoted to skill/re-skill disadvantaged communities that may yield economic and social returns. Regarding skill development training program, it's outlined that skill development training is provided for, a) potential (fresh) talents, and b) up-gradation of previously acquired skills.

In order to provide the best training and at the same time safeguarding trainees/beneficiaries from economic exploitation training is provided through credible organizations under the aegis of the government. These are government training institutes/organizations, sector skill councils constituted by ministry of skill development & entrepreneurship, training institutes affiliated National Skill Development Corporation (NSDC) and or Sector Skill Council (SSCs). These institutions have entered into Memorandum of Understanding (MoU) with NBCFDC before they impart training.

As economic disadvantage apart from social disadvantage is the primary concern of NBCFDC, economic status, i.e. annual income below Rs. 3.00 Lakh (double the poverty line as defined by NBCFDC) of beneficiary (OBCs in state/centre list, DNT, EBCs, Sr. Citizens, Transgender, Member of Beggar Community) is given prime importance for eligibility. For incentivising trainees, a complete fee waiver is provided and provision of stipend (of Rs. 1000/-) for non-residential trainees has been mentioned.

It's rationally understood and agreed that in order to bring empowerment and employment among the disadvantaged classes, a timely evaluation by an impartial and dedicated team becomes inevitable. This shall bring forth critical aspects and thereby strengthen implementation of the scheme.

1.12 Objectives of the study

The present study was an attempt to achieve the following broad objectives:

- To understand the admission process of the training
- To evaluate the training process and its outcome
- To assess the satisfaction level (towards personal, economic and social gain) of the trainees towards training imparted
- To comprehend the viewpoint of trainers/training institute towards SDTP sponsored by NBCFDC
- To provide suggestions for further improvement of SDTP in the state of Assam

1.13 Research Questions

In line with the above mentioned objectives, following research questions were formulated:

- 1) What is the admission process followed by the training institutions for admitting the trainees?
- 2) What are the experiences of the trainees towards admission process in the program?
- 3) What is the level of satisfaction of trainees towards method and outcome of the training received?
- 4) What is the level of satisfaction (personal, economic and social) of trainees towards training imparted?
- 5) What is the viewpoint of trainers/training institute towards SDTP sponsored by NBCFDC?
- 6) How the SDTP can be improved in the state of Assam?

CHAPTER 2

PROFILE OF THE TRAINING INSTITUTIONS & SKILLS COVERED

The present study was done in the context of Assam for the skill development training programs sponsored by NBCFDC. It's found that broadly there were four training institutions through which such training was provided for different skills in various locations/sites of the state. The role of training providers is to arrange for the training as per the guidelines of SDTP and impart training with the help of certified trainers. Four institutions through which NBCFDC sponsored training happened were: Indian Institute of Entrepreneurship (IIE), Textile Sector Skill Council (TSSC), Rubber Skill Development Council (RSDC), and Central Institute of Plastic Engineering and Technology (CIPET). Brief information about these institutions is given below-

2.1. Indian Institute of Entrepreneurship (IIE)

Indian Institute of Entrepreneurship (IIE) is an autonomous organization under the Ministry of Skill Development & Entrepreneurship. The main aim of the institute is to provide training, research and consultancy activities in Small and Micro Enterprises (SME), with special focus on entrepreneurship development. The Indian Institute of Entrepreneurship (IIE) registered under the Societies Registration Act, 1860 was established in the year 1993 in Guwahati by the erstwhile Ministry of Industry (now the Ministry of Micro, Small and Medium Enterprises), Government of India. The Institute began operating from April 1994 with the North East Council (NEC), Governments of Assam, Arunachal Pradesh and Nagaland and SIDBI as its other stakeholders. IIE has been transferred to the Ministry of Skill Development & Entrepreneurship on 22nd May 2015. Headquarter of IIE is located at Lalmati, Basistha Chariali, 37 NH bypass, Guwahati-781029.

Objectives: Institution has mentioned the following six objectives -

1. To promote and develop entrepreneurship.
2. To conduct research and provide consultancy for entrepreneurship development.
3. To coordinate and collaborate with other organizations in undertaking training, research and other activities to increase outreach of the institute.
4. To provide consultancy and monitoring service to MSMEs/ potential entrepreneurs and enhancing employability of participants.
5. To promote greater use of information technology in the activities/ functions of the IIE.
6. To comply with statutory responsibility.

Functions:

1. Designing and organising training activities for different target group and undertaking research in the relevant to entrepreneurship.
2. Improving the efficiency, effectiveness and delivery of the change agents and development practitioners i.e. trainers, support organizations engaged in enterprise building. etc.
3. Provide consultancy service to the prospective and existing entrepreneurs.
4. Increasing the outreach of activities of the institute through collaborative activities and increasing their effectiveness through use of different tools of information technology.

2.2. Rubbers Skill Development Centre (RSDC)

Rubber Skill Development Council (RSDC), a sector skill council for the rubber sector has been set up by AIRIA & ATMA under the aegis of National Skill Development Corporation (NSDC). The purpose was to provide focus on skill development & training needs of the rubber sector. In the wake of lack of professional structured training in the rubber sector, RSDC has developed training programmes with a focus on live-project and on-job training methodology, so the students are readily deployable as per the requirement of the industry. Headquarter of the institute is located at Saket district centre, New Delhi.

Objectives: Institution is having following broad objectives -

- 1) Developing skill competency standards and qualifications
- 2) Conducting Skill Gap Study
- 3) Standardization of affiliation and accreditation process as well as participation in affiliation, accreditation, standardization
- 4) Plan and execute training of trainers
- 5) Promotion of academies of excellence

2.3. Textile Sector Skill Council (TSC)

Textile Sector Skill Council (in short TSC) is a non-profit making organisation having license under Section 8 (1) of the Companies Act, 2013 registered under Companies Act 2013. Textile Sector Skill Council has been approved by National Skill Development Corporation set up by Ministry of Finance, Govt. of India. Institution holds a plan to develop a skilled work force for the textile industry through curriculum for training and accreditation of trade competency. National Skill Development Corporation (NSDC) approved Textile Sector Skill Council (TSC) for development of skill in spinning, weaving, processing and hand-loom sectors of the textile industry. On 6th Sept. 2013, setting of TSC has been endorsed by Ministry of Textiles, Government of India. The TSC is an organization represented by Industry, government and academia to develop innovative skill solutions and to investment in skills and job creation. The key objective of TSC is to define the skill requirement of the industry and to create a deployable talent pool of workforce for the textile industry. The TSC is incubated by textile industry associations and training providers including textile research associations and office of the Development Commissioner of Handlooms. Headquarter is located at Barakhamba road, New Delhi.

Functions:

1. Quality Assurance

Facilitate right kind of training to workers on state-of-the-art technologies:

- Develop standard occupational procedures for various jobs in consultation with stake holders
- Assist mills to establish training centers at the mill premises or at any convenient location(s) & will affiliate them to TSC
- Will undertake third party evaluation of trainees & award certificates
- Train existing workers
- Organize training of trainers (TOT) programs

2. Labor Market Information System (LMIS)

- Identify skill development needs & prepare catalogue of skill types
- Develop skill development plan & maintain skill inventory
- Act as a career guidance for textile sector
- Set up Labor Market Information System to assist planning and delivery of training

3. R&D

- Benchmark international standards
- Productivity analysis of human resources
- Identifying 'technology' to be taken up for teaching & training

In the state of Assam, TSC is operating through two training providers. These are:

1) Valeur Fabtex Private Limited: Valeur Fabtex Private Limited is a National Skill Development Corporation (NSDC) Non-Funded Training Partner, founded in the year 2012. It is instrumental in conducting livelihood generation programmes in North-East India in 17 Sectors. Also, it has been empowering the unemployed youth of North-East by providing them the opportunity to acquire skills, impart financial knowledge, connect to wide markets and provide micro-finance assistance through financial institutions.

2) Scholars Institute of Technology & Management (SITM): Scholar's Institute of Technology and Management is promoted by the Scholar's Academy Education Trust, founded on 8th May 2008 under the Indian Trust Act, 1882. It's located in the city of Guwahati, Assam.

2.4. Central Institute of Plastic Engineering Technology (CIPET)

Central Institute of Plastics Engineering & Technology (CIPET) was established in 1968 by Government of India with the assistance of United Nations Development Programme (UNDP) at Chennai. The main objective of setting up of the institute was to develop manpower in different disciplines of Plastics Engineering & Technology as no similar institute was in existence in the country. Presently, CIPET is having 37 institutions around the country which are broadly divided into three classifications on the basis of type of training being imparted. Three broad classifications are: a) school of advanced research in polymers (SARP) with three centres, b) institute of plastics technology (IPT) with seven centres, and c) centre for skilling and technical support (CSTS) with twenty four centres including one in Guwahati, Assam.

CIPET, Guwahati started functioning in the year 1999 while on 26th September 2002 its campus at Changsari was dedicated to the nation. The centre is well equipped with the latest sophisticated modern plant and machinery for Design, Development of Dies and Tools, Plastics Processing, Testing and evaluation of plastics products and CAD/CAM/CAE facilities. The Testing laboratory has been accredited by National Accreditation Board for Testing & Calibration Laboratories. The main objectives of the centre are to develop skilled manpower for the plastics and allied industries through various Long-Term Training Programs. From time to time the centre conducts a number of Short-Term Courses / EDP / Tailor made programs / In-plant training programs etc. to create self-employment opportunities for the unemployed youths of the North Eastern Region.

2.5. Skills covered under the study

As a part of NBCFDC sponsored skill development training program, training was imparted through above mentioned institutions for various skills in different locations of Assam. Various skills which formed the part of this evaluation study were:

- Jacquard Weaver Handloom
- Two shaft Handloom
- Pickle Making
- Plastic Engineering
- Bamboo Basketry
- Rubber Skills

CHAPTER 3

METHODOLOGY

Through achievement of different objectives, the present study intended to make a comprehensive evaluation (in the stipulated time) of skill development training programs sponsored by NBCFDC in the state of Assam. The study made modest attempt to collect objective as well as subjective information related to various aspects. The methodology adopted was largely in compliance with the terms of reference (ToR) shared by NBCFDC.

3.1 Research design

The present study was an evaluative study, and therefore was designed to collect necessary information which NBCFDC deemed as important for evaluation. Such information was having quantitative as well as qualitative aspects about the experience of beneficiaries/trainers.

3.2 Universe and sample

Population or universe for this evaluation study was all the beneficiaries/trainees for skill development training program in identified sixteen sites of Assam. To strengthen the scope of generalization for the findings, a truly representative sample of 702 was drawn from the population of 1608 beneficiaries for various years starting from 2017-18. As per the given records, total number of beneficiaries for the selected institutions was 1608 which therefore became population of this evaluation study. Out of this population, a sample of 702 was drawn for the purpose of evaluation. Thus, the total percentage of sample drawn was around 44 percent. The sample comprises of both fresh and re-skilling trainees in sixteen locations of Assam whose details are given in the table below. There were few reasons identified (by the training providers who were facilitator for the study) for a low turn-out of the beneficiaries for the study such as limited time duration of the study, time lag between period of training and evaluation, religious months where women were devoting more time for namghar prayers, etc.

The sample size has been determined in consultation and as per terms of reference given by NBCFDC. Initially, the batch of 2017-18 was fixed for this study however due to certain constraints as availability of the beneficiaries in the selected sites; the period was relaxed by NBCFDC. Therefore, all the batches (in selected sites) except those with on-going training programs were considered for the study.

3.3 Sample design

Selection of Districts- The state of Assam was selected for this evaluative study. There is a total of 33 districts in the state and two valleys- Brahmaputra and Barak. The Brahmaputra valley is further divided into three zones- Upper Assam, Middle Assam and Lower Assam. Ten districts from the Brahmaputra valley viz. Tinsukia, Sivasagar, Dhemaji, Nagaon, Baksa, Barpeta, Kamrup (Rural), Udalguri, Darrang, and Morigaon were selected for this study. The districts were selected on the basis of availability and willingness of the training institution to become a part of the study in a given time frame of two months, i.e. August and September 2019. Selection of districts was also determined in consultation with NBCFDC amid the feasibility of doing evaluative study in limited time.

3.4 Sources of data

This was an empirical study intending for an evaluation of training programs already conducted. Therefore, apart from the enrolment all other information was directly collected from the primary sources or from the source itself, i.e. beneficiaries of selected sixteen sites of training in the state of Assam. All the willing beneficiaries were contacted through the concerned training providers and were verified from the available list of enrolments.

3.5 Research tools

The present evaluation study was done through research tool of questionnaire, each for the trainees and trainers/organisers. The questionnaire comprised of questions/statements seeking objective as well as subjective information on different dimensions such as content of the training, and implementation of the training program from the perspective of trainees and trainers/organisers respectively (see annexures). It's important to note down here that each dimension of the questionnaire was developed considering terms of reference (given by NBCFDC) for evaluation of skill development training program. A structured questionnaire was developed with an aim to gather objective as well as subjective information from the beneficiaries and trainers. In this, subjective information was attempted through open-ended questions while objective aspects were known through pre-determined choices for the selected dimensions in tune with the objectives of evaluation. Open-ended questions are broad and can be answered with detail, while closed-ended questions are narrow, multiple-choice questions that are usually answered with a single word or selection. As per our requirement, open-ended questions were designed to gather viewpoints of the trainers and trainees regarding their experience, suggestions and recommendations towards the scheme. With an intention to keep queries (about experience) lucid and yet comprehensive for arriving at some relevant inferences, questions/statements were largely developed on 5 point likert scale where maximum points were given for strongly agree and lowest for strongly disagree towards a positive statement while the reverse for a negative statement.

3.6 Statistical tools

For the analysis of objective as well as subjective information collected through questionnaire, few descriptive statistics were employed to arrive at generalisations about identified dimensions. Mean was estimated largely for all Likert type statements/questions while percentages were carried for other questions with mutually exclusive response categories, and also for presenting subjective information after categorising them into similar broad areas.

Table 3.1 Distribution of the sample for the study

S. No.	Name of the Institute	Skill	Duration of training	Total Beneficiaries	Sampled Beneficiaries	Percentage
1.	IIE, Sivasagar	Jacquard Weaver Handloom	300 hrs	130	26	20.00
2.	IIE, Morigaon	Jacquard Weaver Handloom	300 hrs	124	83	66.94
3.	IIE, Kamrup	Jacquard Weaver Handloom	300 hrs	130	25	19.23
4.	IIE, Baksa	Vermicompost	200 hrs	30	24	80.00
5.	IIE, Dhemaji	Jacquard Weaver Handloom	300 hrs	30	30	100.00
6.	IIE, Udalguri	Pickle Making	1 month	30	26	86.67
7.	IIE, Darrang	Pickle Making	1 month	30	26	86.67
8.	IIE, Barpeta	Bamboo Basketry	1 month	30	19	63.33
9.	TSC, Kamrup	Jacquard Weaver Handloom & Two Shaft Handloom	2 months	160	51	31.88
10.	TSC, Baksa	Jacquard Weaver Handloom & Two Shaft Handloom	2 months	60	32	53.33
11.	TSC, Tinsukia	Jacquard Weaver Handloom & Two Shaft Handloom	2 months	160	45	28.13
12.	TSC, Nagaon	Jacquard Weaver Handloom & Two Shaft Handloom	2 months	190	145	76.32
13.	TSC, Morigaon	Jacquard Weaver Handloom & Two Shaft Handloom	2 months	264	127	48.11
14.	RSDC, Baksa	Latex Harvest Technician	350 hrs	60	16	26.67
15.	RSDC, Barpeta	Latex Harvest Technician	80 hrs	100	10	10.00
16.	CIPET, Guwahati	Machine Operator Assistant	3 months	40	17	42.50
		Machine Operator	4 months	40		
Total				1608	702	43.66

CHAPTER 4

FINDINGS

The present chapter highlights major findings in accordance with the objectives of the study. As a part of evaluation, perspective (about the skill development training program) from the stakeholders, i.e. trainees and trainers were enumerated on the identified dimensions. However, this chapter will focus on the comprehension through experience of the trainees about the training they have undergone for acquiring skill. In such a way an attempt has been made to shed light on different aspects indicating idea of skill development training, its content, implementation and impact apart from the basic demographic profile of the trainees.

4.1 Demographic profile of the trainees

Brief overview of trainees helps in establishing the context of skill development training program. It will build the need and set the parameters of impact for the training. Demographic profile in this evaluative study comprised of indicators as age, gender, education, marital status, and major family profession of the sampled trainees for the training programs under evaluation.

4.1.1 Age profile

Age profile of the sampled trainees has been depicted through figure below (Fig. 4.1). It was found that largely training benefitted for the trainees belonging to age group of 26 to 45 years. Total percentage for the said age group came to be around 58 percent. Apart from that, around 28 percent of the trainees belonged to age bracket of 46 – 55 years (19%) and those who were below 25 years. However, there were around 14.5 percent of the beneficiaries who were more than 55 years of age group. This was due to some specific batch of senior citizen sponsored by NBCFDC.

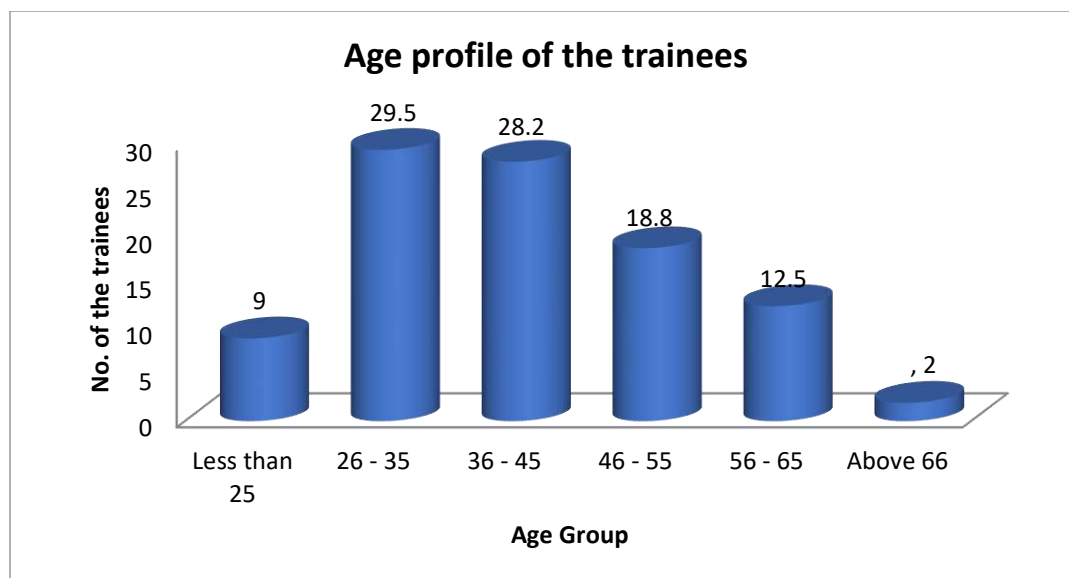


Fig. 4.1. Age profile of the trainees

4.1.2 Gender of the trainees

Gender composition reflects if the design of training was sensitive towards one or all genders. The finding is reflected in the table below (Table 4.2) which suggests that majority of the trainees were

female (92.3%) while only 7.2 percent were male. Two of the sampled trainees identified themselves as transgender while other two refused to disclose their gender. Higher participation among female candidates is an indicator of two of the probable facts, one stereotypical notion about the skills such as handloom, pickle making, etc., and the second is about the insufficient incentive of the training for men who had a responsibility of bread earner for the family.

Table 4.2 Gender classification of the trainees

Gender classification	Number of beneficiaries	Percentage
Female	648	92.3
Male	50	7.1
Transgender	2	0.3
Don't want to mention	2	0.3
Total	702	100.0

Source: Field survey

4.1.3 Marital status

The table 4.3 is about marital status of the sampled trainees, and it's found that mostly trainees were married (76.4%) followed by bachelor (12.4%), widowed (10.5%), and divorced/separated trainees (0.3%) apart from three trainees who opted for not giving any indicative response. This largely corresponds to the age profile of the trainees where majority of them were belonging to age group of 26-45 years. It reflects that the training is largely opted as an option for self-gain (through skill) by those who are settled with their family.

Table 4.3 Marital status of the trainees

Marital status	Number of beneficiaries	Percentage
Married	536	76.4
Single	87	12.4
Widowed	74	10.5
Divorced/Separated	2	0.3
No response	3	0.4
Total	702	100.0

Source: Field survey

4.1.4 Educational qualification

Figure given below (Fig. 4.2) highlight educational status of the sampled trainees. Through this figure it can be understood that there's a low educational status of the trainees at different sites of training. Around 66 percent of the total sampled trainees were having education of matric (30.3%) or below (36%) while 10% were found to be illiterate. Among those with higher level of learning both at school or tertiary level, 16 percent were holding qualification up to 12th standard, and merely around five percent were having graduation as their highest degree. Apart from this, there were around one percent of the sampled trainees with diploma and less than that percentage with post graduate degree. Such a scenario may be an indicative reflection of the educational status in any rural setting of Assam, and probably justifies the need of having skill training program towards economic as well as social empowerment.

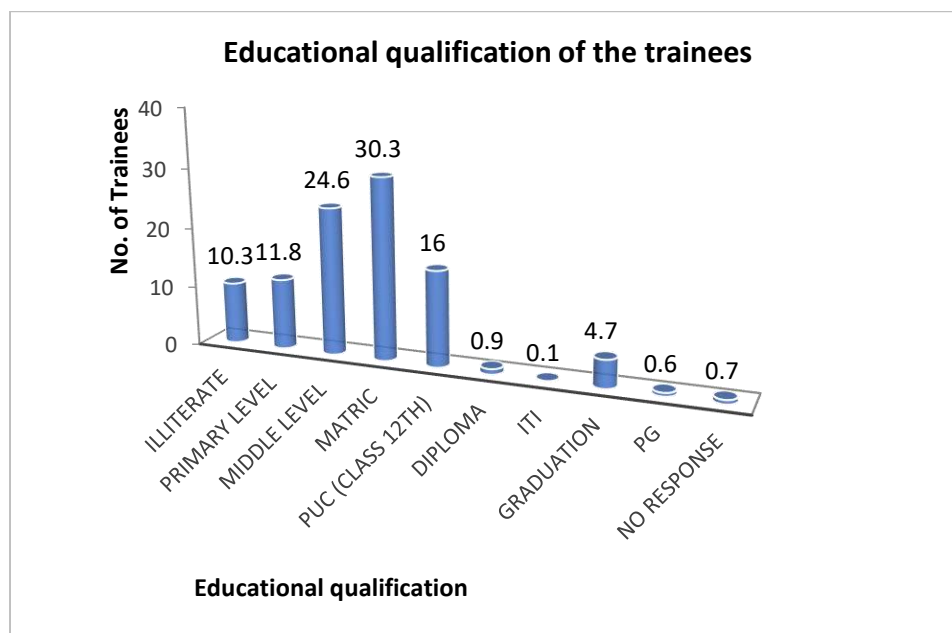


Fig. 4.2. Educational qualification of the trainees

4.1.5 Family profession

Another indicator for the family status of the trainees is the profession in which family is largely involved. In sync with the fact about Indian rural setting, it’s found that majority of them were involved in farming (62%) while other profession of the sampled families included daily wage labour (13%), business (12%), and service (8%). Seven percent of the trainees have not responded to tell about their family profession.

Table 4.4 Profession of the family

Profession	No. of trainees	Percentage
Farmer	435	62.0
Daily Wage Labour	91	13.0
Business	84	12.0
Service	56	8.0
No Response	36	7.0
Total	702	100.0

Source: Field survey

Further, it’s also ascertained if there were more than one family member involved in any profession, and the response was not affirmative indicating that entire family is dependent on one profession only which is farming. This enhances the requirement of appropriate skill training program that may yield adequate returns.

4.2 About the skill development training conducted

In this section, few indicators highlighting information about training imparted are discussed. As the study is an evaluation of the training program through trainees and the institution, inferences have been drawn from the experiences (of the trainees) obtained through questionnaire. Broadly, these indicators include admission, infrastructure, content, and trainers’ expertise.

4.2.1 Admission process

Admission is the entry point to access the training benefits conceived by NBCFDC towards skill empowerment of OBCs. With an intention to have critical understanding it was asked to the sampled trainees about duration, smoothness and challenges of the existing admission process. The results are reflected through three tables (Table 4.5A, 4.5B and Table 4.6).

Table 4.5A Total time take to finish the admission process (Institute wise)

Institute	Skill	One Day	Two to Three Days	Three to Thirty Days	No Response	Total
IIE, Sivasagar	Jacquard Weaver Handloom	26	0	0	0	26
IIE, Morigaon	Jacquard Weaver Handloom	82	1	0	0	83
IIE, Kamrup	Jacquard Weaver Handloom	25	0	0	0	25
IIE, Baksa	Vermicompost	23	0	0	1	24
IIE, Dhemaji	Jacquard Weaver Handloom	30	0	0	0	30
IIE, Udalguri	Pickle Making	26	0	0	0	26
IIE, Darrang	Pickle Making	26	0	0	0	26
IIE, Barpeta	Bamboo Basketry	19	0	0	0	19
TSC, Kamrup	Jacquard Weaver & Two Shaft Handloom	0	0	51	0	51
TSC, Baksa	Jacquard Weaver & Two Shaft Handloom	19	12	1	0	32
TSC, Tinsukia	Jacquard Weaver & Two Shaft Handloom	45	0	0	0	45
TSC, Nagaon	Jacquard Weaver & Two Shaft Handloom	99	42	4	0	145
TSC, Morigaon	Jacquard Weaver & Two Shaft Handloom	110	8	7	2	127
RSDC, Baksa	Latex Harvest Technician	16	0	0	0	16
RSDC, Barpeta	Latex Harvest Technician	10	0	0	0	10
CIPET, Guwahati	Machine Operator Assistant	15	2	0	0	17
Total		571 (81.34%)	65 (9.26%)	63 (8.97%)	3 (0.43%)	702

Source: Field survey

The response of the sampled trainees for the duration of admission process is reflected through above given table (Table 4.5B). Through the table it becomes clear that largely admission process is completed swiftly by all the sampled training institutions. The responses collected were organized into three categories, viz. process finished in one day, two to three days, and more than three days. It's found that 81.34 percent of the respondents could finish their admission procedure within a day while another 9 percent took two to three days to finish their admission for the training program. There were only 9 percent of the sampled trainees who mentioned that total time for admission was more than three but less than one month. Among the latter category, major share of around 90 percent was contributed by one institution, i.e. TSC, Kamrup which was actually remotely located at Karbi Anglong and therefore was poorly connected from the official centre at Kamrup, Guwahati. Therefore, over all the admission process with one exception was promptly done by the concerned training institutions. This part got further verified by the responses on overall experience pertaining to admission by the sampled respondents.

Table 4.5B Admission process in SDTP

Admission process was smooth	No. of trainees	Percentage
Yes	579	82.5
No	94	13.4
Can't say	13	1.9
No response	16	2.2
Total	702	100

Source: Field survey

From the above table it'd be said that majority of the trainees (82.5%) were showing their agreement towards smooth admission process which happened during their admission. However, despite this the trainees (49.6%) have agreed to the need for change in the process of admission (Table 4.6). and direction for some of the changes were reflected in their open-ended responses on the basis of their experiences.

Table 4.6 Admission process needs improvement

Response	No. of trainees	Percentage
Yes	348	49.6
No	316	45.0
Can't say	30	4.3
No response	8	1.1
Total	702	100.0

Source: Field survey

Few suggestive changes were:

1. Admission centre should be made nearby to the residence of trainees.
2. Admission process should be done in user friendly manner without much bothering caused to the interested applicants. There shouldn't be any incurrence of cost on the part of applicants.
3. More awareness program about the training should be there.
4. Teachers/trainers should be a part so that instant information could be given.

Apart from this, an attempt was also made to know the source of awareness for this skill development training program whose results are shown in table below (Table 4.6A). It is evident that mostly trainees were informed through family, friends, relatives, etc. (51.3%), i.e. through word of mouth which otherwise is a common source for spreading information especially in a rural setting. The second most important source of awareness was through panchayat or ward members of the locality (24.5%) while 10.4 percentage of the respondents have mentioned more than one source through which they came to know about training program. In a few cases, other beneficiaries (3%) became instrumental in the spread of such information. It appears (from the finding) that most of the information (about training) happened through informal means giving a scope of miscommunication which was observed while doing evaluation. Therefore, it's recommended that some formal camps should be organized to convey such information about the training giving necessary details about the program.

Table 4.6A Source of awareness for SDTP

Source of awareness	No. of trainees	Percentage
Family/friends/relatives	360	51.3
Newspaper/magazine	11	1.6
Other beneficiaries	21	3.0
Radio	2	0.3
Internet/social media	1	0.1
Other sources (panchayat/ward members, etc.)	173	24.5
More than one source	75	10.4
No response	59	8.4
Total	702	100.0

Source: Field survey

4.2.2 Infrastructure and equipment for training

Considering infrastructure and equipment as the most important component of the training, two questions were asked seeking opinion of the trainees apart from personal observations of the evaluators. The two queries were, ‘whether infrastructure was sufficient to accommodate all the trainees including the respondent’, and ‘whether the number of equipment in the training centre was enough’. A composite score was estimated, and a mean was calculated to arrive at some inferences. The mean for these was 3.46 (Table 4.7) showing inclination towards satisfactory response, i.e. it’s observed that respondents were satisfied with the available infrastructure and equipment for training. However, as per the observation (during evaluation study) largely training programs except for CIPET were outsourced and done on a site where basic facilities such as water, hygiene especially for women were having enough scope for improvement. Also, it’s important to mention a site of TSC where training was provided by Scholars’ Academy. This was actually a non-functional training centre registered at Guwahati while previously they had given training in Karbi Anglong which was 280 kilometres away. They were available for evaluation though however due to their current status their infrastructure and equipment couldn’t be verified at the site.

The level of satisfaction (of the respondents) should be probably seen in the light of rural setting which could be improved further on modern lines. This can actually avoid shortcomings towards maintaining a reasonably good standard. While interacting with the trainees, it was found that such a response was also a result of hearsay about the evaluation that a good response shall lead to further continuation of the training centre. However, it’s an irrefutable fact that the trainees did showed their satisfaction with this component of training.

Table 4.7 Responses on various dimensions of training

Dimension	Mean score
Infrastructure and equipment in the training centres	3.46
Content of the training	3.89
Learning component of the training	3.82
Gendered dimension of the training	3.00
Trainers’ expertise	4.46
Stipend announced/given was sufficient	1.81

Source: Field survey

4.2.3 Content of the training

Content can be understood as the soul of any training/teaching-learning exercise, and therefore it's asked if the content of the training program was new and satisfying to the respondents who were trainees. The mean score for the dimension of content came to be 3.89 indicating that content offered was of satisfactory level and has led to enhancement in learning of the trainees. This was verified through their response on similar aspect where satisfaction for learning component was sought and a mean score of 3.82 was estimated revealing that the learning component was largely satisfactory as told by the respondent trainees.

Further, it's attempted to know if the training happened was gendered in nature. In order to ascertain such information two queries were done, one whether training had balanced gender composition of the class and the other was seeking trainees' opinion about having advantage for one gender towards learning the skill for which training happened. A composite score was calculated and a mean score of 3 was observed which implied the neutral opinion of the respondents. Such a finding gets reflected and verified through their response towards another question where it's asked if according to them the training was gender specific. In the table below (Table 4.8) it's found that majority (though a marginal one) of the respondents (54%) gave their affirmation about gender specificity of the training.

Table 4.8 Training was gender specific

Response	No. of trainees	Percentage
Yes	377	53.7
No	302	43.0
Can't say	8	1.1
No response	15	2.2
Total	702	100.0

Source: Field survey

It's important to mention and understand that such an affirmation happened due to the fact that on an average all the training centres were having only one gender (female) as trainees. Therefore, it'd be a reflection of endorsement towards existing stereotypes about skills such as handloom, pickle making, etc. being female centric.

4.2.4 Trainers' expertise

To arrive at understanding about the expertise of the trainers/teachers, it's asked to the benefitted trainees if (according to their understanding and experience) they were given training by the real experts/faculty members. The calculated mean score of 4.46 (Table 4.7) indicates that the respondents (trainees) were satisfied with the expertise of the trainers who enabled learning of the skill for which training took place.

4.2.5 Stipend

Stipend was considered as an important aspect and incentive for the training and therefore opinion on such an aspect was sought. Various responses on different dimensions related to stipend are reflected in the table below (Table 4.9). It was found that around 70 per cent of the trainees did not receive their stipend till the time of this evaluation study. As this was the leading question for stipend, other question seeking information about stipend and its disbursement were responded

accordingly i.e. majority of respondents have not given any response as they thought such information were not applicable to them. The information was about amount where around 67 percent did not respond as they found it not applicable. Similarly, around 70 percent of the respondents did not reply for the question if they have received stipend during or after this training. Also, 34 percent of the respondents have responded that there was delay in the receipt of stipend. And of this total, there were varied responses giving delay range from one month or less (6.9%) to 2 – 11 months (21.4%) and some in the period of one to two years (7.6%). For the reason of delay, 44% of the respondents did not responded at all while 56% of the respondents cited few reasons prominently being delay of disbursement of fund, as told to them by the training providers.

Table 4.9 Responses on aspects of stipend

Dimension on Stipend	Responses					
Received stipend	Yes = 212 (30.2%)				No = 488 (69.5%)	No response = 2 (0.3%)
	During training	After training	Partly during and after training	No response		
	3 (0.4%)	164 (23.4%)	44 (6.3%)	491 (70%)		
Mode of receiving	Bank Account = 203 (28.9%)				Cash = 12 (1.7%)	No response = 487 (69.4%)
Delay in receiving	Yes = 236 (33.6%)				No = 35 (5.1%)	No response = 430 (61.3%)
Delayed time	One month or less	2 – 11 Months		One year or more	No response = 450 (64.1%)	
	48 (6.9%)	150 (21.4%)		54 (7.6%)		

Source: Field survey

Further, it's asked if the stipend announced/received was sufficient for them to be a part of this training exercise. A mean score of 1.81 (Table 4.7) suggests that there's a disagreement of the respondent towards this, that is they think that the stipend amount is not sufficient. Some of the explanations were reflected in open ended responses and also during the time of interaction where it's said that the stipend money is not sufficient to take care of their commutation to and from the training centre. Also, it's been observed that low stipend fails to pull male members to become part of the training exercise.

4.3 Training process adopted

There were identified few dimensions through which attempt was made to evaluate the training process adopted by the training providers for the skill development. Dimensions for such an exercise included the norms given for the training providers such as preparation and distribution of timetable, attendance, medium of instruction for the training, hands on training (practical aspects), and assessment (for certification).

4.3.1 Attendance

Through various outcome-oriented research, it's established that there's a strong positive relation of attendance (physical investment of time for engagement) with the learning. Even one of the criteria of NBCFDC and the training providers is to strictly maintain attendance in the training centres. This could be either through attendance register or preferably with the use of technical support as biometrics. The mean score was estimated to be 4.17 (Table 4.10) indicating that attendance was maintained in the training institution. Such a finding was also confirmed by the trainers' in their feedback form as well as seen in the form of biometric machines in few institutions.

Table 4.10 Responses on various dimensions of training process

Dimension	Mean score
Attendance	4.17
Timetable of the training course	3.98
Conducive medium of instruction for training	4.22
Hands on training	3.75
Assessment of training by externals	3.96

Source: Field survey

4.3.2 Timetable of the training course

Having timetable in advance for the training classes reflects seriousness of the entire exercise. When asked for their response, a mean score of 3.98 (Table 4.10) was estimated indicating agreement of the trainees for advance distribution of timetable. This should have helped trainees as well as organisers for making learning exercise better than without it.

4.3.3 Medium of instruction for training

It's generally observed that training becomes effective if delivered through a language which is far conducive to the comprehension of the learners. Therefore, it becomes obvious for an evaluation study to have some reflections about the language used to deliver the instructions for training. It's a fact that the training sites (under evaluation) were in rural locations of Assam, and therefore the training should have conducted in Assamese language. When asked about this, it's found that as per expectation training was conveyed in Assamese as more than 98% of the respondents have supported this (Table 4.11).

Table 4.11 Medium of instruction for training

Language	No. of trainees	Percentage
Assamese	691	98.4
Hindi	7	1.0
No response	4	0.6
Total	702	100.0

Source: Field survey

Also, it's asked if the language used for instruction was conducive to comprehend the training classes. Response so collected was analysed through estimation of mean score which was 4.22 (Table 4.10). This shows that the medium of instruction used at the training centre was highly conducive for the learning of trainees. However, it's of utmost importance to mention here that there was a disjuncture observed through the open-ended responses of the trainees as well as while informal interaction was taking place with the trainers and trainees. It's mentioned that medium of instruction for external evaluation was different from that of training which has posed serious challenges to the gain from this exercise.

4.3.4 Hands on training experience

As this was a short-term skill training program, the need for it to be more practical oriented becomes essential than desirable. It's assumed that hands on experience, i.e. training on the equipment are needed to make this a successful exercise. A trainee should be exposed to the practical aspect of the training program so that she/he can utilise its benefits. The mean score observed for this dimension was 3.75 (Table 4.10) indicating there was partial agreement for the satisfactory practical training. The reason could be lack of sufficient equipment in certain makeshift arrangements. Also, it's observed during the evaluation that training in certain locations (e.g. pickle making) was not being conducted through expert tools and rather there was sole usage of some rudimentary knife that may be just sufficient for household level training and not the professional one.

4.3.5 Assessment of training by external agencies

An essential condition to understand the success in the training exercise was assessment which, as mentioned by NBCFDC should take place through an independent third party which is external to the training provider. In order to evaluate this, it's asked from the trainees as well as trainers about the assessment through external agencies to become successful and eligible for certificate. The finding of responses was estimated through mean score which came out to be 3.96 (Table 4.10) indicating agreement of the trainees towards such evaluation.

4.3.6 Other information

Few other information was sought to know about the scope of training, awareness about national skill qualification framework (NSQF), and if the training was supported by the family members.

Table 4.11a Responses on other information about training

Dimension	Mean score
Trainers mentioned scope of the training	3.74
Awareness about NSQF	3.06
Training was supported by family members	4.17

Source: Field survey

4.3.6.1 Knowledge about the scope of training

Information about scope of the training builds confidence and interest among the trainees to learn the skill. From the responses, it's found that during training information was disseminated by the trainers giving details about the scope of skill training. This was seen from a high mean score of 3.74 from the respondents on such aspect (Table 4.11a).

4.3.6.2 Awareness about NSQF

Awareness about national skill framework (NSQF) becomes crucial for the trainees who have aspiration to become trainer or a professional after their training as every skill training needs to comply the norms of NSQF. Therefore, information on this was sought and it's found that there's a

neutral position with a mean score of 3.06 (Table 4.11a) indicating that enough light was not shed upon spreading awareness about NSQF as a part of training.

4.3.6.3 Support of family members

For a successful completion of any learning exercise support of the family members becomes an essential part especially in Indian societal set up. A high mean score of 4.17 (Table 4.11a) from the respondents indicates that the training was well supported by the family members of the trainees. It implies that apart from the trainees some exercise was done (by the training providers) to spread awareness among the family members of the locality towards the training program. This is also reflected in the responses for source of awareness about the training program (Table 4.5).

4.3.7 Desirable dimensions for the training program (Actionable points)

Apart from the above-mentioned dimensions, certain desirable dimensions were also identified which (according to the understanding of evaluators) can hold immense importance in proliferating the benefits of the skill development training program. These included internships, interaction with former beneficiaries/role model for a particular skill, and provision of equipping the trainees with certain soft skills as computer training, management, orientation of market, etc.

Table 4.12 Responses on desirable dimensions of training process

Dimension	Mean score
Internship	1.79
Interaction with former learners/role models	2.78
Interaction with entrepreneurs/employers	2.52
Soft skill training	1.99
Local demand for the skill	2.58

Source: Field survey

4.3.7.1 Internship

It's largely understood and agreed that an internship (with some established institutions) enables one to gain first-hand exposure of working in the competitive environment. It also allows trainees to harness the skill, knowledge, and theoretical understanding that have been the part of formal training. Under this assumption, it was asked from the trainee respondents about such experience. Through the mean score of 1.79 (Table 4.12), it's observed that internship was not part of respondents' training program. It's therefore recommended by the evaluators to make this a component of the training course such that benefits could be maximised.

4.3.7.2 Interaction with former learners/role models

From the various researches in the academic settings, it's assumed that interaction with the former learners/role model may help the trainees to know the scope of such skill training programs. It may also aid in anticipating the benefits/challenges through experiences of the skilled trainees. The mean score of the responses on this dimension was 2.28 (Table 4.12) indicating a scenario of no or less

such interaction. Therefore, it's further recommended to add interaction with some established names or role models in the identified skills.

4.3.7.3 Interaction with entrepreneurs/employers

It's also assumed that interaction with entrepreneurs and employers will boost confidence amongst the trainees apart from knowing about the scope of training they're undergoing. Interaction will help trainees to gather information about the opportunities and to shed fear by resolving their doubts. When asked about this dimension, the response was not very encouraging which is also reflected in a low mean score of 2.52 (Table 4.12) indicating that no such interaction was taking place in the training sites under study.

4.3.7.4 Soft skill training

Considering soft skills as a complementary aspect with multiplier effect, information about this dimension (that includes skills as communication skills, ICT, marketing skills, management skills, etc.) was sought from the respondents for their training program. It's found that such a component was largely missing from the training course. This could be seen from a low mean score of 1.99 (Table 4.12) showing disagreement of the respondents towards provision of soft skill training.

4.3.7.5 Upgraded tools/equipment

With an intention to know for the missing gap for the success of skill development training program conducted for OBCs with the support of NBCFDC, information was sought for possession of equipment/tool to utilize the skill attained through training. It's found that majority of the respondents (65%) were not having their own tools or equipment (at home) for which they have undergone skill development training (Table 4.12a). This was further verified through their affirmative response (79.1%) about their need to have those (upgraded) tools and equipment which can be utilized for real gain from the training done (Table 4.12b).

Table 4.12a Possession of own equipment and tools

Response	No. of trainees	Percentage
Yes	236	33.6
No	456	65.0
No response	10	1.4
Total	702	100.0

Source: Field survey

Table 4.12b Need upgraded tools/equipment to utilize gain from training

Response	No. of trainees	Percentage
Yes	555	79.1
No	100	14.2
No response	47	6.7
Total	702	100.0

Source: Field survey

4.3.7.6 Local level demand for the skill

It's a logical assumption that skill development training shall be a useful exercise if there's sufficient local demand for that skill. In order to arrive at such information, four questions were asked from the respondents, i.e. a) whether sufficient demand for this skill is available in the local market, b) better job opportunities for this skill was available only in metro cities, c) one has to migrate to other cities for employment/gain after skill training, and d) as one couldn't migrate there's minimal advantage of this training. A composite mean score was of 2.58 was estimated from the responses received (Table 4.12). This reflected that enough local demand was not there for the skill. It may also have a reflection about poor market linkage for the final product that has resulted from the skill for which training has happened. Therefore, there's a need to have proper assessment for the demand for which skill training is to be imparted and further a proper market linkage should be established to ascertain the remunerative gain of the training for the trainees.

4.4 Impact of the skill development training

One of the best indicators for evaluation of any learning exercise or training program is to notice its impact on the lives of trainees. It's important to note through this if the exercise has turned its participants into beneficiaries. Broadly, there'd be economic, social and personal dimension for the gain that has happened. For the present study, few information was sought to build a notion about the impact of skill development training program in the state of Assam. Also, an attempt was made to know about interventions through which such training could be made better.

4.4.1 Economic impact

Few indicators were identified to know about the economic impact of the skill development training for OBCs in the state of Assam sponsored by NBCFDC. These indicators comprised of broad economic status (Below Poverty Line or Below Double the Poverty Line in rural or urban areas as the case may be) (Table 4.13 & Table 4.13a), annual family income (Table 4.14 & Table 4.14a), employment status (Table 4.15), annual savings (Table 4.16), total investment (Table 4.17), total debt (Table 4.18), and type of housing (Table 4.19), apart from verifying responses citing their satisfaction towards facts such as if there's enhancement of annual income of the family as a result of training, and job (wage or self-employment) creation (Table 4.20).

With an intention to know the impact, information was sought to reveal the difference of status/position after the attainment of training from what was at the time of admission in training program. Indicators such as economic status, annual family income and employment status are highlighted for different training sites along with the change in percentage to reveal a neat scenario on these as well as other select indicators.

Table 4.13 Economic status of the trainees (Before and After training)

Economic status	At the time of Joining the course		After completion of the course		Change in status	
	No. of Beneficiaries	Percentage	No. of Beneficiaries	Percentage	No. of Beneficiaries	Percentage
BPL (Rural)	656	93.4	646	92.0	10	1.4
DBPL (Rural)	18	2.6	28	4.0	-10	-1.4
BPL (Urban)	5	0.7	4	0.6	1	0.1
DBPL (Urban)	3	0.4	4	0.6	-1	-0.1
No response	20	2.8	20	2.8	0	0.0
Total	702	100.0	702	100.0		

Source: Field survey

Economic situation of the trainees under study is presented through tables 4.13 & 4.13a. When seen collectively (Table 4.13), it's revealed that out of total responses received there were ten beneficiaries in rural setting who could improve their economic situation from BPL to DBPL, i.e. from annual income of Rs. 49,000.00 to Rs. 98,000.00. This made the tally of improvement to 1.4 per cent while in urban setting such an improvement accounted for 0.1 per cent. However, it's important to mention that twenty respondents (2.8%) have opted for giving no response for this and as this exercise was seeking voluntary information such response was respectfully recorded accordingly. It's also a fact though that such a variation could not better the result of shift from BPL to DBPL in rural areas by a difference of more than 0.1 per cent, and therefore was not significant to alter the inference.

Table 4.13a Institution-wise economic status of the trainees (Before and After training)

Institute	Skill	Economic status (at the time of joining course)					Economic status (now)					Percentage change				
		BPL (Rural)	DB PL (Rural)	BPL (Urban)	DBP L (Urban)	No response	BPL (Rural)	DBP L (Rural)	BPL (Urban)	DBP L (Urban)	No response	BPL (Rural)	DBPL (Rural)	BPL (Urban)	DBP L (Urban)	No response
IIE, Sivasagar	Jacquard Weaver Handloom	24	0	0	0	2	24	0	0	0	2	0	0	NA	NA	0
IIE, Morigaon	Jacquard Weaver Handloom	82	1	0	0	0	82	1	0	0	0	0	0	NA	NA	NA
IIE, Kamrup	Jacquard Weaver Handloom	23	1	0	0	1	23	1	0	0	1	0	0	NA	NA	0
IIE, Baksa	Vermicompost	22	1	1	0	0	23	0	1	0	0	4.2	(-4.2)	0	NA	NA
IIE, Dhemaji	Jacquard Weaver Handloom	30	0	0	0	0	30	0	0	0	0	0	NA	NA	NA	NA
IIE, Udalguri	Pickle Making	20	6	0	0	0	20	6	0	0	0	0	0	NA	NA	NA
IIE, Darrang	Pickle Making	24	2	0	0	0	24	2	0	0	0	0	0	NA	NA	NA
IIE, Barpeta	Bamboo Basketry	19	0	0	0	0	19	0	0	0	0	0	NA	NA	NA	NA
TSC, Kamrup	Jacquard Weaver & Two Shaft Handloom	50	0	0	0	1	50	0	0	0	1	0	NA	NA	NA	0
TSC, Baksa	Jacquard Weaver & Two Shaft Handloom	32	0	0	0	0	32	0	0	0	0	0	0	NA	NA	NA
TSC, Tinsukia	Jacquard Weaver & Two Shaft Handloom	20	4	3	2	16	19	5	2	3	16	(-2.2)	2.2	(-2.2)	2.2	0
TSC, Nagaon	Jacquard Weaver & Two Shaft Handloom	142	3	0	0	0	142	3	0	0	0	0	0	NA	NA	NA
TSC, Morigaon	Jacquard Weaver & Two Shaft Handloom	127	0	0	0	0	126	1	0	0	0	(-0.8)	0.8	NA	NA	NA
RSDC, Baksa	Latex Harvest Technician	16	0	0	0	0	16	0	0	0	0	0	NA	NA	NA	NA
RSDC, Barpeta	Latex Harvest Technician	8	0	1	1	0	8	0	1	1	0	0	NA	0	0	NA
CIPET, Guwahati	Machine Operator Assistant	17	0	0	0	0	8	9	0	0	0	(-52.9)	47.1	NA	NA	NA
Total		656	18	5	3	20	646	28	4	4	20	(-1.4)	1.4	(-0.1)	0.1	0

Source: Field survey

At institutional level analysis (Table 4.13a), it's found that the economic status has changed (for better) in case of CIPET, TSC (Tinsukia), and TSC (Morigaon) respectively from BPL to DBPL category albeit the change is sizeable (around 53%) for CIPET only. Otherwise the economic status of the respondents didn't change as a result of this training program. Overall, there's a reduction of 1.4 percent from BPL to BDPL in rural areas as an outcome of the training while such reduction was merely 0.1 per cent in case of respondents belonging to urban areas.

Another indicator for economic situation was actual family income of the trainees. While previously in the name of economic status broad category of the trainees was sought, through this indicator income range of the trainees was attempted. For annual family income, three broad categories were made while sorting the responses received for the same. These three categories were: a) annual family income of Rs. 49000 or below, b) Rs. 49001 to 110000, and c) above Rs. 110000 apart from the category of no response from the respondents.

Table 4.14 Annual family income of the trainees (Before and After training)

Annual Family Income (in Rs.)	At the time of Joining the course		After completion of the course		Change in status	
	No. of Beneficiaries	Percentage	No. of Beneficiaries	Percentage	No. of Beneficiaries	Percentage
49000 or Below	658	93.7	640	91.2	18	2.6
49001 - 110000	39	5.6	57	8.1	-18	-2.6
Above 110000	4	0.6	4	0.6	0	0.0
No response	1	0.1	1	0.1	0	0.0
Total	702	100.0	702	100.0		

Source: Field survey

From table 4.14 it may be mentioned that there's overall enhancement of annual income for 2.6 per cent of the respondents from first to second category, i.e. from Rs. 49000.00 or below to Rs. 49001.00 to Rs. 110000.00. However, the major share (58.8%) was held by CIPET followed by TSC (Baksa), TSC (Nagaon), TSC (Kamrup), and TS (Morigaon) respectively (Table 4.14a).

Table 4.14a Institution-wise annual family income of the trainees (Before and After training)

Institute	Skill	Annual family income (at the time of joining course)				Annual family income (now)				Percentage change			
		49000 or Below	49001 - 110000	Above 110000	No response	49000 or Below	49001 - 110000	Above 110000	No response	49000 or Below	49001 - 110000	Above 110000	No response
IIE, Sivasagar	Jacquard Weaver Handloom	26	0	0	0	26	0	0	0	0	NA	NA	NA
IIE, Morigaon	Jacquard Weaver Handloom	78	5	0	0	78	5	0	0	0	0	NA	NA
IIE, Kamrup	Jacquard Weaver Handloom	24	1	0	0	24	1	0	0	0	0	NA	NA
IIE, Baksa	Vermicom post	23	1	0	0	23	1	0	0	0	0	NA	NA
IIE, Dhemaji	Jacquard Weaver Handloom	30	0	0	0	30	0	0	0	0	NA	NA	NA
IIE, Udalguri	Pickle Making	21	5	0	0	21	5	0	0	0	0	NA	NA
IIE, Darrang	Pickle Making	25	1	0	0	25	1	0	0	0	0	NA	NA
IIE, Barpeta	Bamboo Basketry	19	0	0	0	19	0	0	0	0	NA	NA	NA
TSC, Kamrup	Jacquard Weaver & Two Shaft Handloom	49	1	0	1	48	2	0	1	(-1.9)	1.9	NA	0
TSC, Baksa	Jacquard Weaver & Two Shaft Handloom	32	0	0	0	29	3	0	0	(-9.3)	9.3	NA	NA
TSC, Tinsukia	Jacquard Weaver & Two Shaft Handloom	25	18	2	0	25	18	2	0	0	0	NA	NA
TSC, Nagaon	Jacquard Weaver & Two Shaft Handloom	142	3	0	0	139	6	0	0	(-2.1)	2.1	NA	NA
TSC, Morigaon	Jacquard Weaver & Two Shaft Handloom	125	2	0	0	124	3	0	0	(-0.8)	0.8	NA	NA
RSDC, Baksa	Latex Harvest Technician	16	0	0	0	16	0	0	0	0	NA	NA	NA
RSDC, Barpeta	Latex Harvest Technician	7	1	2	0	7	1	2	0	0	0	0	NA
CIPET, Guwahati	Machine Operator Assistant	16	1	0	0	6	11	0	0	(-58.8)	58.8	NA	NA
Total		658	39	4	1	640	57	4	1	(-2.6)	2.6	0	0

Source: Field survey

Regarding employment status, it's revealed that there's marginal decrease in unemployment status (6.7%) and a similar percentage of employment either as wage labor (1.9%) or as self-employed (4.8%) (Table 4.15). At the institution level, it's found that CIPET was the major source in this reduction followed by IIE (Udalguri), TSC (Baksa), IIE (Kamrup) and TSC (Nagaon). Among the selected respondents for these centres share of reduction of unemployment was respectively 58.8 percent, 23.1 percent, 15.6 percent, 12 percent, and 6.2 percent.

Interestingly, training at CIPET has led to wage employment while the same at other centres has contributed to generation of self-employment though the numbers and percentage are not very encouraging, and indicates need for improvement to yield the desirable results of employment led economic as well as social empowerment.

Table 4.15 Employment status of the trainees (Before and After training)

Institute	Skill	Employment status (at the time of joining course)				Employment status (now)				Percentage change			
		Unempl oyed	Wage labor	Self employ ed	No respo nse	Unemploy ed	Wage labor	Self employ ed	No respo nse	Unemploy ed	Wage labor	Self employ ed	No respons e
IIE, Sivasagar	Jacquard Weaver Handloom	2	24	0	0	2	24	0	0	0	0	NA	NA
IIE, Morigaon	Jacquard Weaver Handloom	52	16	14	1	39	16	27	1	(-15.6)	0	15.6	0
IIE, Kamrup	Jacquard Weaver Handloom	20	5	0	0	17	8	0	0	(-12)	12	NA	NA
IIE, Baksa	Vermicompost	22	2	0	0	22	2	0	0	0	0	NA	NA
IIE, Dhemaji	Jacquard Weaver Handloom	2	0	28	0	2	0	28	0	0	NA	0	NA
IIE, Udalguri	Pickle Making	23	2	1	0	17	1	8	0	(-23.1)	(-3.8)	26.9	NA
IIE, Darrang	Pickle Making	1	1	24	0	1	1	24	0	0	0	0	NA
IIE, Barpeta	Bamboo Basketry	0	0	19	0	0	0	19	0	NA	NA	0	NA
TSC, Kamrup	Jacquard Weaver & Two Shaft Handloom	49	1	0	1	48	1	0	2	(-1.9)	0	NA	1.9
TSC, Baksa	Jacquard Weaver & Two Shaft Handloom	23	2	7	0	18	3	11	0	(-15.6)	3.1	12.5	NA
TSC, Tinsukia	Jacquard Weaver & Two Shaft Handloom	26	7	9	3	25	9	9	2	(-2.2)	4.4	0	(-2.2)
TSC, Nagaon	Jacquard Weaver & Two Shaft Handloom	113	10	22	0	104	10	31	0	(-6.2)	0	6.2	NA
TSC, Morigaon	Jacquard Weaver & Two Shaft Handloom	122	3	2	0	123	2	2	0	0.8	(-0.8)	0	NA
RSDC, Baksa	Latex Harvest Technician	13	0	3	0	13	0	3	0	0	NA	0	NA
RSDC, Barpeta	Latex Harvest Technician	9	1	0	0	9	1	0	0	0	0	NA	NA
CIPET, Guwahati	Machine Operator Assistant	17	0	0	0	7	9	1	0	(-58.8)	52.9	5.9	NA
Total		494	74	129	5	447	87	163	5	(-6.7)	1.9	4.8	0

Source: Field survey

Savings are a reflector of better economic situation of a household unless the same has aversion towards contributing for unforeseen situation. Six broad categories were made based on responses received where one category indicated no savings by the respondents. The main idea was to know the impact of training on this dimension. It's found that there's 0.2 percent of reduction among the total respondents who were not saving before and after their training program. Similarly, there's 3.3 percent reduction in the total number of trainees who were having annual saving of Rs. 10000 or less. Subsequently, there was rise in saving population for other identified categories as in the range of 10 to 30 thousand, 31 to 50 thousand, and 51 to 70000 (Table 4.16). Less of saving is a probable result of two aspects, i.e. first insufficient earning or surplus expenditure, and second lack of culture of saving especially in the rural setting.

Table 4.16 Annual savings of the trainees (Before and After training)

Savings (in Rupees)	Annual savings (at the time of joining the course)		Annual savings (now)		Percentage change
	No. of trainees	Percentage	No. of trainees	Percentage	
Below or equal to 10000	542	77.2	519	73.9	(-3.3)
10001-30000	41	5.8	60	8.5	2.7
30001-50000	4	0.6	6	0.9	0.3
50001-70000	2	0.3	5	0.7	0.4
Above 70000	1	0.1	1	0.1	0
No savings	112	16.0	111	15.8	(-0.2)
Total	702	100.0	702	100.0	

Source: Field survey

This get further confirmed from finding on total investment from the respondents (Table 4.17). It is seen that there's a marginal reduction (0.3%) among the respondents for no investment before and after the training program. Also, a reduction of 4 percent was noticed in the category of respondents investing Rs. 10000 or less for more remunerative return. This was an indicator of marginal increase in the investment among the respondents/trainees as reflected in increase in the percentage of the respondents making investment ranging from Rs. 10001 to Rs. 90000 (Table 4.17).

Table 4.17 Total investment of the trainees (Before and After training)

Investment (in Rupees)	Investment at the time of joining the course		Investment now		Percentage change
	Number of trainees	Percentage	Number of trainees	Percentage	
Below or equal to 10000	402	57.3	374	53.3	(-)4
10001-30000	37	5.3	53	7.5	2.2
30001-50000	7	1.0	15	2.1	1.1
50001-70000	5	0.7	9	1.3	0.6
70001-90000	0	0	2	0.3	0.3
90000 above	1	0.1	1	0.1	0
No investment	250	35.6	248	35.3	(-)0.3
Total	702	100.0	702	100.0	

Source: Field survey

Another crude indicator of economic situation is debt of family, and the same was chosen to see if the training has led its (positive) impact in reducing the debt (if any) of the trainees. Finding on the debt scenario as juxtaposed to the training of the trainees is displayed in the table below (Table 4.18). At the outset, it's necessary to mention that the context is of rural setting where though the concept (of debt) is there, its noting is hardly paid necessary attention.

However, when seen in the light of findings on other identified economic aspects it's found that the situation of debt has not ameliorated as a result of the training for trainees. The debt has rather increased as there's reduction (0.6%) in total number of respondents with no debt, and also for those having debt of Rs. 10000 or less (4.2%) (Table 4.18). This could be an indicator of continued poor economic situation of the sampled respondents. A remote possibility of debt in relation to entrepreneurial skills could be discarded in the light of low investment and savings (Table 4.16 & Table 4.17).

Table 4.18 Total debt of the trainees (Before and After training)

Debt (in Rupees)	Debt at the time of joining the course		Debt now		Percentage change
	Number of trainees	Percentage	Number of trainees	Percentage	
Below or equal to 10000	249	35.5	220	31.3	(-)4.2
10000-30000	180	25.6	190	27.1	1.5
30001-50000	55	7.8	60	8.5	0.7
50001-70000	18	2.6	23	3.3	0.7
70001-90000	3	0.4	10	1.4	1.0
90000 above	8	1.1	14	2.0	0.9
No response	1	0.1	1	0.1	0
No debt	188	26.8	184	26.2	(-)0.6
Total	702	100.0	702	100.0	

Source: Field survey

Apart from the above-mentioned indicators, there was an attempt to comprehend the economic situation of the trainees through their household type, i.e. if their household were 'kutcha' or 'pucca' type before and after the training. It's found that mostly there were kutcha houses which is also conspicuous in a rural setting. Therefore, the impact (in economic terms) of training is seen through the transformation into pucca house type from kutcha type. It's found that as a result of the training program under evaluation, there's only marginal change (2.5%) in the respondents shifting to pucca type of house before and after their training (Table 4.19). It may not be incorrect to assume that shift towards a pucca type of house requires a substantial time period and therefore such an impact need a sufficient time lapse after training. However, such an indicator was taken to notice a general level of economic enhancement of the previously existing situation of the trainees. Also, it's utilised as a source of verification of the findings on other economic indicators.

Table 4.19 Type of housing of the trainees (Before and After training)

Type of housing	At the time of joining the course		Type of housing now		Percentage change
	Number of trainees	Percentage	Number of trainees	Percentage	
Kutcha	521	74.2	503	71.7	(-)2.5
Pucca	168	24.0	186	26.5	2.5
No response	13	1.9	13	1.9	0
Total	702	100.0	702	100.0	

Source: Field survey

Above findings on economic impact of the training was further confirmed through mean scores of the responses on economic dimensions as additional income in the family due to training, and skill/self-employment as a result of training. The mean score was 2.23 and 2.79 respectively (Table 4.20) indicating low satisfaction or disagreement on such dimension by the sampled trainees.

4.4.2 Personal and social impact

Through this study there's an attempt to notice if personal and social development happened as a result of this training program. It's revealed that there were certain positive developments at individual as well as societal level of the trainees. There's skill enhancement through training as being mentioned by the sampled respondents. A mean score of 4.45 (Table 4.20) indicates a unanimous affirmation towards skill enhancement through training. A similar mean score was also observed for the development of self-confidence among the trainees as a result of skill development training program apart from a high mean score of 3.65 for the development of self-empowerment feeling. Another positive result observed for the training program was instilling or furthering motivation among the trainees (irrespective of age) to study further and to value education of other family members. Towards the motivation for further studies, a mean score of 4.20 was observed while a composite mean score of 4.15 was observed for valuing education (by the trainees) of other members of their family. The latter composite score was arrived as a result of scores on two variables, i.e. enlightenment through training to value education of children in the family and strengthening of the trainees towards better education of children in the family.

Table 4.20 Responses on economic and social impact of training process

Economic and social dimensions	Mean score
Training has led to more income in the family	2.23
Training has led to skill/self-employment	2.79
Skill enhancement through training	4.45
Motivation to study further after training	4.20
Developed self-confidence after training	4.45
Feeling self-empowered after training	3.65
Value education of other family members after training	4.15
Individual gain at family level	3.29
Family gain at societal level	3.19
Training could reduce backwardness of family	3.08
Marriage proposals become better as a result of empowered status after training	2.95

Source: Field survey

Few other dimensions were identified to elaborate on the individual or social gain as a result of training, and it's found that training has led to marginal level of satisfaction towards the statement that their (individual) value has increased in the family, and also towards gain of the family in the society apart from reduction in backwardness as a result of the training program. Mean score of 3.29, 3.19, and 3.08 were respectively estimated for these dimensions. On the social dimension of impact on proposals for marriage as a result of training, a low mean score of 2.95 indicates that trainees were not in a position of supporting or rejecting such hypothesis. The probable reason could be the marital status and age group of the sampled trainees where most of them were married and have crossed the age group of 30s.

4.5 Summary of the findings

- a) Demographic profile of the trainee respondents could be summarized as mostly females (92%) with literacy level below matric (76%) and falling in the age-group from 26-45 years. Majority of the respondents (62%) had farming as their family profession.
- b) Admission process was largely found to be swift, i.e. within one to three days except at site of Karbi Anglong which was remotely located from its centre at Kamrup, Guwahati. The process was found to be smooth among majority of the respondents (82.5%) while it's found that some improvements which were specific to challenges faced at some centres. These improvements were – a) location of admission centre should be nearby, b) cost-free admission process (as seen in centres such as TSC, Kampur), c) awareness for the training program to be organized which could be through pre-training camps especially in the presence of teachers/trainers. Regarding infrastructure of the training institute, majority of the respondents were satisfied as reflected through their mean score of 3.46 on a scale of 5. However, empirically it's found that except CIPET, other training programs were largely outsourced and done on makeshift basis where basic facilities pertaining to water and hygiene were conspicuously absent. Therefore, basic infrastructure facilities should be checked thoroughly.
- c) Content of the training was found to be providing satisfaction in terms of gain in skill as admitted by the respondents. Invariably, stipend was found to be an issue of concern among the trainees as there was gross delay or non-receipt of the stipend even after conduct of training program. Apart from this, the amount of stipend was found to be low to act as an incentive.
- d) For training process, it's found that attendance was strictly maintained (mean score 4.17) and training happened in local lingua franca, i.e. in Assamese (98.4% of respondents), and assessment was done through external examiners (mean score 3.96). However, it's noticed that there's discrepancy of medium of instructions in evaluation through external agencies as the same was not in Assamese.
- e) With an intention of enhancing effectiveness of the training program, few desirable dimensions such as internship, interaction with role model and entrepreneur, soft skill training were looked into and responses revealed low mean score indicating absence of such exposure. Further, low mean score (2.58) for local level demand for skill imparted has indicated need to establish market connection for necessary remunerative returns. This could be through making them part of some regular fair in approachable metro cities like Guwahati, Dibrugarh, etc. in Assam, and providing few of them some alternative platform at national level. Also, some mechanism could be developed to integrate them in e-business platforms.
- f) Regarding impact of the skill development training program, economic as well as social impacts were noticed by comprehending the situation before and after the training program. Economic situation was noticed through broad economic status, annual family income, employment, annual savings, annual investment, total debt, and type of housing. It's found

that economic status has improved from BPL to DBPL largely in case of CIPET (53%) while marginally in TSC Tinsukia and TSC Morigaon. Similarly, overall there's marginal increase in annual family income (2.6%) where major share (58.8%) was held by CIPET.

- g) In case of employment, both wage earners and self-employed were considered as indicator for reduction in unemployment. Overall, there's marginal reduction (6.7%) in unemployment status of the respondent trainees, and coherently it's found that marginal enhancement was there with transformation to wage earner (1.9%) as well as self-employment (6.7%). Interestingly, CIPET continued to be major source for wage employment while IIE Udalguri, TSC Baksa, IIE Kamrup and TSC Nagaon held share for creating marginal opportunities for self-employment. It's therefore indicated that economic situation has not majorly altered as a result of skill development training program. This get further confirmed from increase in debt, while there's low annual saving and investment of the respondents. Also, there's a marginal shift in the household type from kutcha to pucca which again reflect the continuation of same economic status. This should be a point of consideration for organisers of skill development training program whereby value addition (in economic terms) should be ensured even if it requires programs with comparatively longer duration and for limited trainees. In the opinion of evaluators (for this scheme), internship, interaction with role models, and soft skill training as a part of training could hold a key towards amelioration of economic situation as an outcome of the training program.
- h) At social level, individual gains were noticed in the form of skill enhancement, motivation for further studies, self-confidence, self-empowerment, perception of individual as well as family gain apart from reduction in backwardness of family in the society.

CHAPTER 5 TRAINERS' PERSPECTIVE

In order to develop a comprehensive picture about the skill development training program for OBCs in the state of Assam, an attempt was made to know the trainers' perspective about the same. Feedback was sought from them through questionnaire (see annexure) with identified dimensions about the scheme and its implementation in the state of Assam. There was a sample of sixteen willing trainers/organisers to conduct this exercise. The present chapter highlights the finding enumerated from the responses of trainers/organisers. It must be important to note here that due to small sample size the findings in this chapter are in no way intending to make any generalizations.

5.1 Factual information and implementation of the scheme

Various factual and implementation related information was collected through response given by sampled trainers.

5.1.1 Awareness about the skill development training program sponsored by NBCFDC

At the outset, awareness about the scheme under evaluation was sought and is reflected through table given below (Table 5.1). Few awareness related questions were asked such as about NBCFDC and its different schemes, and national skill qualification framework (NSQF). It's found that awareness was there among all the trainers in the institution.

Table 5.1 Response on dimensions related to training scheme

Component	Yes (in percentage)	No (in percentage)
Awareness about schemes of NBCFDC	15 (93.8)	1 (6.2)
Awareness about NSQF	15 (93.8)	1 (6.2)
Knowledge regarding focus of NBCFDC on OBCs	14 (87.5)	2 (12.5)
Maintenance of attendance records of trainees	16 (100)	0 (0)
Provision for doing presentation through projector	12 (75)	4 (25)
Distribution of timetable in advance	14 (87.5)	2 (12.5)

Source: Field survey

5.1.2 Eligibility, infrastructure and conduct of classes

Regarding eligibility it's asked if eligibility criteria for admission of the trainees was satisfactory, and response was largely in the form of agreement (13) (Table 5.2). However, those who disagree reflected that relaxed criteria poses a challenge of seriousness towards the classes, and therefore some rigid criteria should be made for admission of trainees.

Table 5.2 Responses on eligibility criteria, instructions, duration and grant from NBCFDC

Satisfaction level	Eligibility criteria	Instructions from NBCFDC	Duration of training	Smooth receipt of grant	Amount of grant is enough
	No. of trainees	No. of trainees	No. of trainees	No. of trainees	No. of trainees
Strongly agree	3	3	3	5	7
Agree	10	9	10	5	4
Neutral	2	2	0	1	2
Disagree	1	2	3	5	3
Total	16	16	16	16	16

Source: Field survey

Similarly, majority of the trainers agreed upon dimensions such as clarity on instructions from NBCFDC, and for smooth and sufficient grant for running the training program. There's also agreement on duration of the course. However, it's observed from trainees and through interaction with trainers that the program shall be more impactful and remunerative if the duration gets enhanced.

Table 5.3 Responses on infrastructure, practical classes, interaction with former learners, and soft skills

Satisfaction level	Sufficient infrastructure	Infrastructure for women trainees	Practical classes	Interaction with former learners	Soft skill training
	No. of trainees	No. of trainees	No. of trainees	No. of trainees	No. of trainees
Strongly agree	7	4	4	3	2
Agree	6	4	9	9	8
Neutral	2	2	0	0	1
Disagree	1	5	2	2	3
Strongly disagree	0	0	0	1	1
No response	0	1	1	1	1
Total	16	16	16	16	16

Source: Field survey

Further, some questions seeking their opinion were asked to trainers about infrastructure for training, provision for practical classes or hands on training, provision of soft skill training, and interaction with former learners during the course. Largely agreement was received as their response (Table 5.3) which indicates training institutions were doing more than what they supposed to do. Empirically, this was not a true reflector of the situation as no such confirmation was established through the trainees especially on aspects as soft skill training and interaction with the former learners.

Attendance and conduct of classes

Considering attendance as the most important criteria for ensuring the successful conduct of training program, information was sought for the same which is reflected in the table below (Table 5.4).

Table 5.4 Mode of attendance

Mode	No. of trainers
Attendance register	4
Biometrics	6
Both	6
Total	16

Source: Field survey

Strict maintenance of attendance preferable through biometrics is the norm established for training providers, and the adherence of the same was checked. It's found that largely attendance records were maintained in all the training sites which was also confirmed by the trainees as well as trainers. Regarding the conduct of classes, out of sixteen respondents fifteen have responded that the classes were having both theory as well as practical components which is also an essential requirement for the skill training programs (Table 5.5).

Table 5.5 Conduct of classes

Mode	No. of trainers
Lecture	1
Lecture and presentation	15
Total	16

Source: Field survey

5.2 Aspects related to skill for which training was provided

Few aspects such as local level demand for the skill, gender specificity of the skill, and employment/self-employment of the successful trainees were identified and information was sought from the trainers (Table 5.6). All positive responses were received which indicates a bias towards support of training providers as empirically such a finding didn't match the observation.

Table 5.6 Responses on skill related aspects

Satisfaction level	Local level demand	Skill is gender specific	Trainees get placement	Trainees opt for self-employment	Trainees belong to one gender
	No. of trainees	No. of trainees	No. of trainees	No. of trainees	No. of trainees
Strongly agree	7	1	3	4	5
Agree	8	2	5	5	3
Neutral	0	2	3	1	0
Disagree	0	8	4	5	5
Strongly disagree	0	2	0	0	2
No response	1	1	1	1	1
Total	16	16	16	16	16

Source: Field survey

5.3 Challenges for the successful results

From the responses of trainers/organisers, few challenges were identified which are highlighted in table below (Table 5.7).

Table 5.7 Responses on identified challenges

Satisfaction level	Training OBC students is challenging	Tools need upgradation	Further financial assistance is needed for trainees	Tie up with firms is needed to strengthen program	Scope of training is gender specific
	No. of trainees	No. of trainees	No. of trainees	No. of trainees	No. of trainees
Strongly agree	2	4	6	5	2
Agree	8	5	8	7	3
Neutral	2	2	0	2	0
Disagree	3	4	0	1	10
Strongly disagree	1	1	0	0	0
No response	0	0	2	1	1
Total	16	16	16	16	16

Source: Field survey

Major challenges that emerged from responses were: specialised trainers for OBC students as this appears to be relatively more challenging to the existing trainers, need for upgradation of tools/equipment for better training, need for further financial assistance to include male members as well as to utilise the gains made from training, tie-up with firms to enlarge the scope of placements for all categories of gender.

CHAPTER 6

RECOMMENDATIONS & ACTIONABLE POINTS

This chapter attempts to highlight recommendation on the basis of findings of this evaluation study for skill development training program sponsored by NBCFDC in the state of Assam. These feedbacks were received from the trainees through their open-ended responses in the questionnaire. For the sake of analysis and understanding, such responses were categorized into few broad dimensions (Table 6.1). There were seven broad categories for different aspects of training that needs improvement. These findings are reiteration of the findings captured through identified dimensions (for structured responses) in the questionnaire.

Table 6.1 Feedback suggesting recommendations

Dimensions	No. of trainees	Percentage
Duration related	8	1.1
Facilities related	41	5.8
Loan related	79	11.3
Tools/Machines related	117	16.7
Placement related	20	2.8
Stipend related	83	11.8
Program related	25	3.6
No response	329	46.8
Total	702	100.0

Source: Field survey

6.1 General recommendations

Some of the identified recommendations could be generally stated as:

1. Stipend related – There's a time lapse and non-receipt of stipend apart from low stipend to the trainees. As the training providers take no interest in the disbursement of stipend, the trainees were found to be at their mercy. Therefore, it's suggested that it needs monitoring by NBCFDC where a condition should be made such that final instalment to SSC/TP is disbursed only if the stipend to trainees is granted.
2. Facilities related – There's lack of appropriate toilet/drinking water facility in the training institution especially for female trainees and also for those belonging to other disadvantaged categories of gender.
3. Duration related – There's lot of dissatisfaction for short duration of the training program in terms of remunerative gain from the training program. Also, in some cases exploitative timing of more than six hours in a day was observed which appears to be impractical and one allowing scope for missing classes. It's suggested that training hours should be adequately spread even if it requires extension of the training program to a greater number of weeks.
4. Program related – It's found that question paper (for external evaluation) was in Hindi while the training was conducted in Assamese. Therefore, such a discrepancy should be removed at the earliest.

5. It's observed that awareness program for skill training being organized should be conducted before their actual training. This could be through pre-training camps wherein skill related information could be disseminated through technical experts.
6. Provision of internship and interaction with former learners/role models during the training program could enhance the motivation and effectiveness of the program.
7. Soft skill training as a component can add value and economic returns to the skill development training program.
8. In order to justify the short-term gain through training some advance training program should be organized as a follow up program for the graduating trainees.
9. Gender aspect was an issue of concern as 'males' were conspicuously absent. The reason identified was low/insufficient incentive to take care of the opportunity cost of the person who's a bread earner for the family. Also, inconvenient timing and duration of the course was also seen responsible for such a scenario. This aspect needs attention to undo such a gendered scenario at macro level.
10. It's found that market linkage is essentially needed to make training successful at local level. This becomes important in the wake of immobility of the trainees due to their peculiar family situation. Therefore, some arrangements such as organising of local haats, markets should be there to provide convenient sale of the product produced as a result of their skilled labour. Alternatively, some strategy could be developed to integrate them through e-business platforms such that remunerative gains are possible.
11. It's observed that physical distance of the training site was huge from their training centres (e.g. Nalbari centre of TSC which was operational at Tinsukia, and Kamrup centre of TSC with training site at Karbi Anglong) which have implications for effectiveness of the training program. Therefore, it's strongly advised that while approving the centre such dimensions should be considered.
12. In order to check the absenteeism and arbitrary functioning of the training providers, it's highly recommended to enhance monitoring by the NBCFDC especially when the program is being conducted.

6.2 Actionable points

On the basis of above recommendations, following actionable points at the level of SSCs and NBCFDC are suggested as:

A) SSC Level

1. Ensuring of comprehensive infrastructure and other facilities providing conducive environment of learning to all especially women trainees as well as those belonging to physically disadvantaged categories.
2. Centre of TP and the site of training should not be located at a distance that curtails daily commutation from one place to other.

3. TP should ensure that pre-training/awareness camp/training is organized with no monetary cost and minimum other costs to the interested trainees.
4. There should be timely disbursement of stipend to the trainees.
5. Record keeping exercise for the trainees should be strictly enforced by SSCs and implemented through TP. This should be done in digital format to avoid any loss of data pertaining to all the information of the trainees viz. contact details, attendance records, stipend receipts, external evaluation, certification, and placement/self-employment. This data should be kept for minimum period of three years which can be later continued on the basis of available storage resources at SSC level.
6. There should be timely (or on demand) sharing of above information with the respective department of skill training while keeping NBCFDC in loop. This may ensure transparency and coordination at all the levels leaving little or no scope of loss of data.
7. TP should ensure availability of well-equipped latest training instruments for imparting training to the trainees.
8. Selection of trainers should be rigorous, and their wages should be competitive to draw the best available talent.
9. TP should make a provision for redressal of complaints by the trainees. This should ensure transparency along with necessary confidentiality.

B) NBCFDC Level

1. Training module may be designed in consultation of SSCs, TPs and prospective trainees, as per local demand of training to have maximum gain from the training.
2. Ensuring at least one official from NBCFDC in the Selection process of trainees.
3. SSCs may ensure TPs and their training center should be at a place which is convenient for the trainees to approach.
4. NBCFDC may follow up with SSCs for ensuring basic facilities at Training Centre, in case of women trainees and for those belonging to physically disadvantaged categories.
5. NBCFDC may follow with SSCs for ensuring that training doesn't have any financial incidence towards trainees.
6. It should ensure that training is conducted in lingua franca of the region.
7. NBCFDC may follow up for third party assessment of trainees in the same language, i.e. language in which training was conducted.
8. Timely release of stipend and proper follow up with SSCs for timely disbursement of stipend to the trainees.
9. NBCFDC may consider enhancing stipend amount on case to case basis, e.g. consideration for compromise of livelihood vis-à-vis training a trainee may be undergoing.
10. Duration of training programs may be enhanced up to one year or else training may be divided into basic and advanced level to suit the requirement of trainees.

11. Selection of skill (trade) for training should be really dynamic with a promising future perspective.
12. There is need of for providing financial support (via loan, etc.) to the willing beneficiaries and link them with the financial institutions. This should be an essential component for the skills determined towards creation of self-employment.
13. There is a need for providing marketing support to the artisans for marketing their products. The support could be connecting to approachable metro cities, and simultaneously integrating beneficiaries (of skill training) to e-business platforms.
14. There is need for simplification of procedures and reducing of procedural time between sanction and disbursement of grant-in-aid to SSCs for timely commencement/continuation of skill development training.
15. The SCA needs to strengthen University-Industry interface, so that they should actively collaborate with the Universities for logistic and intellectual support, and gaining efficacy in their relevant business skill, for smooth functioning of their business.
16. The SCA is also suggested to keep necessary follow up with SSCs for timely release of stipend.
17. NBCFDC may get conduct a survey of a particular State to ascertain skill development training in demand in that area, so that a Training Module may be prepared for prospective trainees for their better and early engagement in wage and self-employment.
18. Ensure trainees to have bank account (existing or new account) in which they can receive their stipend through DBT after registering the account in official records.
19. It's noticed that monitoring is crucial especially during the training. It is therefore suggested that frequent communication should be established between TP and concerned department where instances of sharing relevant information can take place.
20. Attendance should be maintained regularly with the available method of procuring such information.
21. Evaluation and certification should not have a gross time lapse after training is concluded.
22. Awareness about the scope of training should be imparted to the trainees.
23. Internship for practical exposure and interaction with role models should be included as a part of training.

ANNEXURE – 1



**Success Story
in Skill Development at CIPET:CSTS-Guwahati**



Name	: Mr. Nipunjay Barman
Father's Name	: Mr. Satyandra Barman
Date of Birth	: 31.12.1994
Address	: Vill+P.O- Sondha, Dist.- Nalbari, Assam-781337
Mobile No.	: 8402855596
Scheme	: Skill Development Training Programme
Name of the Course	: Machine Operator Assistant – Plastics Processing
Sponsored by	: National Backward Classes Finance & Development Corporation (2017-18)
Date of Commencement /Completion	: 31-11-2017 to 29-03-2018
Employed at (Name & Address of the Industry)	: Havells Ltd., Changsari, Kamrup-Assam
Designation	: Machine Operator
Salary (per Month)	: Rs 9000/-

Mr. Nipunjay Barman was an unemployed youth before doing the training Programme at CIPET:CSTS, Guwahati. He belongs from a family consist of 5 members. His father is a retired servicemen and mother is a housewife. Both his younger sister and elder brother are studying. He came to know about the NBCFDC Sponsored courses which was conducted at CIPET:CSTS, Guwahati from local newspaper. He was selected for Machine Operator Assistant – Plastics Processing course. After successful completion of the course he got placement at Havells Ltd., Changsari, Kamrup-Assam at an salary of Rs. 9000/- per month.



Name : Mr. Bhaskardeep Das
Father's Name : Mr. Pradip Kr Das
Date of Birth : 08.09.1989
Address : Vill+P.O-Sorbhog, Dist. - Barpeta, Assam-781317
Mobile No. : 9706134980
Scheme : Skill Development Training Programme
Name of the Course : Machine Operator Assistant – Plastics Processing
Sponsored by : National Backward Classes Finance & Development Corporation (2017-18)
Date of Commencement /Completion : 31-11-2017 to 29-03-2018
Employed at (Name & Address of the Industry) : Manjushree Technopack Limited, Chokigate, Guwahati
Designation : Machine Operator
Salary (per Month) : Rs 9000/-

Mr. Bhaskardeep Das belongs from a poor family consist of 6 members i.e Father, Step Mother, one younger sister, younger brother and grandfather including him. His father is a retired person and mother is housewife. Both younger brother and sister are still studying. He undergo Machine Operator Assistant – Plastics Processing sponsored by NBCFDC at CIPET:CSTS-Guwahati from 31-11-2017 to 29-03-2018. After successful completion of the course he got placement at Electrica Engineers, Pune but after working 5 Months he came back to his native place for his family problem. He contacted CIPET:CSTS-Guwahati and placement was arranged to him in Guwahati at Manjushree Technopack Limited, Chokigate, Guwahati. He is presently continuing in the same company and is happy.

Name : Mr. Rajesh Goala

Father's Name : Mr. Babul Goala

Date of Birth : 24.02.1998

Address : Aenakhall T.E, Dist.- Hailakandi,
Assam- 788164

Mobile No. : 6002196158

Scheme : Skill Development Training Programme

Name of the Course : Machine Operator Assistant – Injection Moulding

Sponsored by : National Backward Classes Finance & Development Corporation
(2018-19)

Date of Commencement /Completion : 20/03/2019 to 19/06/2019

Employed at (Name & Address of the Industry) : Time Techno Plast Ltd. U.T., Kachigam, Daman

Designation : Machine Operator

Salary (per Month) : Rs 14,000/-



Mr. Rajesh Goala belongs from a family consist of 5 members. His father is a tea garden worker and mother is a housewife. He have two younger sisters and both his sisters are still studying. One sister is studying in Class VII and other one in Class X. Because of financial problem Rajesh was not able to complete his study and as a result he is a school dropout student. While searching for job he came to know about the CIPET:CSTS – Guwahati during Mobilization by CIPET:CSTS-Guwahati officials. Finally he got selected for the NBCFDC Sponsored courses which was conducted at CIPET:CSTS, Guwahati. Now after successful completion of his course he got placement at Time Technoplast Limited, Daman at an salary of Rs. 14000/- per month.



Name : Mr. Mohan Kumar
Father's Name : Mr. Mathura Kumar
Date of Birth : 16.07.2000
Address : Aenakhall T.E, Dist.- Hailakandi, Assam- 788164
Mobile No. : 8876005017/9316527074
Scheme : Skill Development Training Programme
Name of the Course : Machine Operator Assistant – Injection Moulding
Sponsored by : National Backward Classes Finance & Development Corporation (2018-19)
Date of Commencement /Completion : 20/03/2019 to 19/06/2019
Employed at (Name & Address of the Industry) : Time Techno Plast Ltd. U.T., Kachigam, Daman
Designation : Machine Operator
Salary (per Month) : Rs 12500/-

Mr. Mohan Kumar was an unemployed youth before doing the training Programme at CIPET:CSTS, Guwahati. He belongs from a family consist of 6 members. His father is a tea garden worker and mother is a housewife. Both his younger sister and younger brother are studying. He came to know about the NBCFDC Sponsored courses which was conducted at CIPET:CSTS, Guwahati during mobilization by CIPET:CSTS- Guwahati. Now after successful completion of his course he got placement at Time Techno Plast Ltd. Daman with a salary of Rs. 12500/- per month.



Name : Mr. Rahul Kumar
Father's Name : Mr. Joy Narayan Kumar
Date of Birth : 01.03.99
Address : Aiyakhal T.E, Aiyakhal, Dist.- Hailakandi, Assam-788164
Mobile No. : 6001798996
Scheme : Skill Development Training Programme
Name of the Course : Machine Operator Assistant – Injection Moulding
Sponsored by : National Backward Classes Finance & Development Corporation (2018-19)
Date of Commencement /Completion : 20/03/2019 to 19/06/2019
Employed at (Name & Address of the Industry) : Time Techno Plast Ltd. U.T., Kachigam, Daman
Designation : Machine Operator
Salary (per Month) : Rs 12500/-

Mr. Rahul Kumar belongs from a poor family consist of 4 members i.e Father, Mother, and one elder sister including him. His father is a worker and mother is housewife. He came to know about the NBCFDC Sponsored course from local people and applied accordingly. After successful completion of the course he got placement at Time Techno Plast Ltd., Daman and now he is very happy that he can support his family financially.



Name : Mr. Satyajit Rabidas
Father's Name : Mr. Sibsankar Rabidas
Date of Birth : 05.02.2000
Address : Koomber T.E, Kumbhir, Dist.- Cachar, Assam- 788164
Mobile No. : 6001709985
Scheme : Skill Development Training Programme
Name of the Course : Machine Operator Assistant – Injection Moulding
Sponsored by : National Backward Classes Finance & Development Corporation (2018-19)
Date of Commencement /Completion : 20/03/2019 to 19/06/2019
Employed at (Name & Address of the Industry) : Time Techno Plast Ltd. U.T., Kachigam, Daman
Designation : Machine Operator
Salary (per Month) : Rs 12500/-

Mr. Satyajit Rabidas was an employed youth before joining the skill development courses at CIPET:CSTS, Guwahati. His family consist of 3 members i.e his father, mother and himself. His father works in a tea garden as a labour for his family livelihood. After completing the course at CIPET:CSTS, Guwahati he got placed at Time Techno Plast Ltd. Daman and now he can support his family.



Name : Mr. Bhabananda Hazarika
Father's Name : Mr. Kameswar Hazarika
Date of Birth : 16.02.1993
Address : Bortani, P.O-Auniati, Dist.- Majuli, Assam- 785106
Mobile No. : 9859209104
Scheme : Skill Development Training Programme
Name of the Course : Machine Operator Assistant – Plastics Processing
Sponsored by : National Backward Classes Finance & Development Corporation (2018-19)
Date of Commencement /Completion : 04/03/2019 to 03/06/2019
Employed at (Name & Address of the Industry) : Havells Ltd. Guwahati, Changsari-781101, Assam (Kamrup Rural)
Designation : Machine Operator
Salary (per Month) : Rs 11,500/-

Mr. Bhabananda Hazarika was struggling for job before joining the Training programme at CIPET:CSTS, Guwahati which was sponsored by NBCFDC. In his family he have his father and mother. After completing the course he got placement at Havells Ltd., Guwahati and now he is happy that he is engaged and can support his family financially.

ANNEXURE – 2

Success Stories from TSC, Morigaon

Background of the candidate:

Mrs Anamika Borah is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after NBCFDC:

I learnt how to earn more income with low investments. This NBCFDC training helped us learning new designs and production improvement.

Now I`m happy that I have received NBCFDC certificate whice certifies me as a skilled weaver.

And now I`m happy that I`m earning more than I earned before.

Background of the candidate:

Mrs Anima Laskar is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after NBCFDC:

After having the NBCFDC training I have realised the importance of skill

Training. By knowing the value of skilling and through this I actually learn about the silk weaving and traditional cottoning. And through this I am earning more income than before.

Background of the candidate:

Mrs Bobi Rani Devi is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after NBCFDC:

I came to know about this training schemes from one of my friend. He told me that how skills helps us in many ways.

By having the actual training about the silk weaving skills now I can proudly show my certificate and I can now earn more income by doing some investments.

Background of the candidate:

Mrs Rashmi Bhuyan is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after NBCFDC:

Knowledge about something gives us a streght of doing the things.so, getting the actual knowledge about the silk weaving and traditional way of making sarees now I can show my skills and earn more and more income.

Background of the candidate:

Mrs Bondana Gogoi is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after RPL:

I came to know about this RPL NBCFDC project through an advertismant.At first I'm not interested but when I see my friends having the proper knowledge about the skiils of silk weaving then I have decided to join the training and after the training I have actually feel that the skill training provide the actual knowledge about the silk weaving and traditional designing of sarees and by getting the proper knowledge I'm earning more than I earn before getting the skill training.

Background of the candidate:

Mrs Rupali Konwar is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after RPL:

Knowledge about something gives us a streght of doing the things.so, getting the actual knowledge about the silk weaving and traditional way of making sarees now I can show my skills and earn more and more income.

Background of the candidate:

Mrs Tutumoni Borpatragohain is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after RPL:

I came to know about this training schemes from one of my friend. He told me that how skills helps us in many ways.

By having the actual training about the silk weaving skills now I can proudly show my certificate and I can now earn more income by doing some investments.

Background of the candidate:

Mrs. Usha Rani Boruah is a traditional cotton & silk weaver for many years. She is good in making sarees. She worked on daily wages traditionally having any certification.



Testimonial by the candidate in her own words after RPL:

Knowledge about something gives us a streght of doing the things.so, getting the actual knowledge about the silk weaving and traditional way of making sarees now I can show my skills and earn more and more income.

An Evaluative Study of Skill Development Training Program in Assam

QUESTIONNAIRE / FEEDBACK

প্রশ্নাবলী/সঁহাৰি

Sl.No. _____

For your consideration

আপোনা অনুধাৱনৰ বাবে

- This questionnaire is a part of research study and does not intend to reveal identity of the respondent. Therefore collected information will remain confidential and restricted to research analysis.
- এই প্রশ্নাবলী অধ্যয়নৰে এক অঙ্গ। কোনো ব্যক্তিৰ ব্যক্তিগত চিনাকি বা পৰিচয় ফাদিল কৰাৰ মনস্কৰ নহয়। সংগ্ৰহ কৰা যিকোনো সংবাদ গোপনীয় ৰখা হ'ব।
- Please try to give information to the best of your understanding.
- আপুনি বুজা অনুসাৰে সংবাদ দিব।
- In case you find any question irrelevant in your context, please mark Not Applicable or NA as your response.
- যদি কোনো প্রশ্ন আপোনাৰ সৈতে প্ৰযোজ্য নহয়, অনুগ্ৰহ কৰি Not Applicable অথবা NA লিখিব।
- Kindly elaborate your opinion/experience in the given space for open-ended questions.
- আপোনাৰ ভাবধাৰা/অভিজ্ঞতা অনুসাৰে খালি ঠাইত প্ৰকাশ কৰিব বা লিখিব।

THANKING YOU IN ANTICIPATION FOR YOUR COOPERATION

আপোনাৰ সঁহাৰি বিছাৰি ধন্যবাদ যাঁচিলো

(2019)

Dr. Ambedkar Chair, Tezpur University (Assam)

Established and Maintained by Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, GoI.

Skill Development Training Program

Questionnaire for Beneficiaries

Part - I

Basic Personal Information:

ব্যক্তিগত তথ্য

1. Name নাম :
2. Age বয়স :
3. Sex লিংগ

<input type="radio"/> Male <input type="radio"/> পুৰুষ	<input type="radio"/> Female <input type="radio"/> মহিলা
<input type="radio"/> Transgender <input type="radio"/> অন্যান্য লিংগ	<input type="radio"/> Don't want to mention <input type="radio"/> উল্লেখ কৰিব নিবিচাৰে

4. Category

বৰ্গ/ শ্ৰেণী

<input type="radio"/> OBC <input type="radio"/> অন্যান্য পিছপৰা জাতি	<input type="radio"/> ST <input type="radio"/> অনুসূচিত জনজাতি
<input type="radio"/> SC <input type="radio"/> অনুসূচিত জাতি	<input type="radio"/> EWS <input type="radio"/> আৰ্থিক দুৰৱস্থাজনিত শ্ৰেণী
<input type="radio"/> DNT <input type="radio"/> বিমুক্ত জাতি	<input type="radio"/> Beggar <input type="radio"/> মগনীয়া
<input type="radio"/> Victims of Substance Abuse <input type="radio"/> নিচাযুক্ত দ্ৰব্যৰ ভুক্তভোগী	

5. Domicile State:

ৰাজ্য :

6. Residence:

বাসস্থান :

<input type="radio"/> Address: <input type="radio"/> ঠিকনা	<input type="radio"/> Email: <input type="radio"/> ই-মেইল	<input type="radio"/> Mobile No.: <input type="radio"/> মোবাইল নং
---	--	--

7. Accommodation

সুবিধা

<input type="radio"/> Own House <input type="radio"/> নিজা ঘৰ	<input type="radio"/> On Rent <input type="radio"/> ভাড়া ঘৰ	<input type="radio"/> Other (provided by the employer) অন্যান্য
--	---	---

8. Location

অবস্থান/ঠিকনা

<input type="radio"/> Urban <input type="radio"/> নগৰ	<input type="radio"/> Rural <input type="radio"/> গাওঁ
--	---

9. Educational Qualification

শিক্ষাগত অর্হতা/যোগ্যতা

<input type="radio"/> Illiterate <input type="radio"/> অশিক্ষিত	<input type="radio"/> Primary <input type="radio"/> প্রাথমিক
<input type="radio"/> Middle <input type="radio"/> মাধ্যমিক	<input type="radio"/> Matric <input type="radio"/> মেট্রিক
<input type="radio"/> PUC (Class 12 th) <input type="radio"/> PUC দ্বাদশ শ্রেণী	<input type="radio"/> Diploma <input type="radio"/> ডিপ্লমা
<input type="radio"/> ITI <input type="radio"/> আই টি আই	<input type="radio"/> Graduation <input type="radio"/> স্নাতক
<input type="radio"/> PG <input type="radio"/> স্নাতকোত্তর	<input type="radio"/> Others (specify) <input type="radio"/> অন্যান্য

10. Marital Status

বৈবাহিক স্থিতি

<input type="radio"/> Single <input type="radio"/> অবিবাহিত	<input type="radio"/> Married <input type="radio"/> বিবাহিত
<input type="radio"/> Widowed <input type="radio"/> বিধবা	<input type="radio"/> Divorced/Separated <input type="radio"/> বিহাহ-বিচ্ছেদ/পৃথক

11. Family Type

পৰিয়ালৰ ধৰণ

<input type="radio"/> Nuclear family একক পৰিয়াল	<input type="radio"/> Joint family <input type="radio"/> যৌথ পৰিয়াল
---	---

12. Family Profession:

পৰিয়ালৰ পেচা/জীৱিকা:

Occupation of other family member

পৰিয়ালৰ আন সদস্যৰ পেচা/জীৱিকা

সদস্য ১

Member 1

সদস্য ২

Member 2

সদস্য ৩

Member 3

সদস্য ৪

Member 4

13. Economic Status of Family (Annual Income):

পৰিয়ালৰ আৰ্থিক স্থিতি (বাৰ্ষিক আয়) :

1. BPL in Rural Area (Income less than Rs.49000/- ; 2. BDPL in Rural Area (Income less than Rs. 98,000/-

১. BPL গ্ৰাম্য অঞ্চলৰ (আয় 49000তকৈ কম); ২. BDPL গ্ৰাম্য অঞ্চলৰ (আয় 98000তকৈ কম)

3. BPL in Urban Area (Income less than Rs.60,000/- ; 4. BDPL in Urban Area (Income less than Rs. 1,20,000/-

৩. BPL নগৰ অঞ্চলৰ (আয় 60000তকৈ কম); ৪. BDPL নগৰ অঞ্চলৰ (আয় 120000 তকৈ কম)

Kindly, write 1 for BPL in Rural Area; 2 for BDPL in Rural Area; 3 for BPL in Urban Area; 4 for BDPL in Urban Area

অনুগ্রহ কৰি গ্ৰাম্য অঞ্চলৰ BPL ৰ বাবে ১লিখক; গ্ৰাম্য অঞ্চলৰ BDPL ৰ বাবে ২লিখক; নগৰ অঞ্চলৰ BPL ৰ বাবে ৩লিখক; নগৰ অঞ্চলৰ BDPL ৰ বাবে ৪লিখক

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্ৰশিক্ষিত অন্তৰ্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

14. Annual Family Income (in Rs.) (choose code from the box)

পৰিয়ালৰ বাৰ্ষিক আয়

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্ৰশিক্ষিত অন্তৰ্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

1 = Below 49000 ৪৯০০০ তলত	6 = 130000-150000 ১৩০০০০-১৫০০০০
2 = 49000-80000 ৪৯০০০-৮০০০০	7 = 150000-180000 ১৫০০০০-১৮০০০০
3 = 80000-110000 ৮০০০০- ১১০০০০	8 = 180000-210000 ১৮০০০০-২১০০০০
4 = ১১০০০০- ১৩০০০০	9 = Above-210000 ২১০০০০ওপৰত
5 = 110000-130000	

15. Employment Status: (1=Unemployed; 2=Wage Labour; 3=Self-Employed)

সংস্থাপনৰ স্থিতি (1- অসংস্থাপিত; 2- মজদুৰ 3- নিজি কৰ্ম সংস্থাপন)

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্ৰশিক্ষিত অন্তৰ্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

16. Employment Details (Designation & Name of organization)

সংস্থাপনৰ তথ্য (পদ আৰু সংস্থাৰ নাম)

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্ৰশিক্ষিত অন্তৰ্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

17. Did you own a House?: (Yes / No)

নিজা ঘৰ (আছে/নাই)

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

18. Type of House: (1=Kutcha; 2=Pucca)

ঘৰৰ ধৰণ (1-কেচা ঘৰ 2-পকা ঘৰ)

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

19. Annual Savings (in Rs.) (choose code from the box)

বছৰি সঞ্চয়

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

1 = 10000-above ১০০০০ তলত	4 = 50001-70000 ৫০০০১-৭০০০০
2 = 10000-30000 ১০০০০- ৩০০০০	5 = 70001-90000 ৭০০০১-৯০০০০
3 = 30001-50000 ৩০০০১- ৫০০০০	6 = 90000 above ৯০০০০ওপৰত

20. Investment (in Rs.) (choose code from the box)

বাৰ্ষিক বিনিয়োগ

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

1 = Below 10000 ১০০০০ তলত	4 = 50001-70000 ৫০০০১-৭০০০০
2 = 10000 - 30000 ১০০০০- ৩০০০০	5 = 70001-90000 ৭০০০১-৯০০০০
3 = 30001-50000 ৩০০০১- ৫০০০০	6 = 90000 above ৯০০০০ওপৰত

21. Debt (if any) (in Rs.) (choose code from the box)

ঋণ/ধাৰ

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

1 = Below 10000 ১০০০০ তলত	4 = 50001-70000 ৫০০০১-৭০০০০
2 = 10000 - 30000 ১০০০০- ৩০০০০	5 = 70001-90000 ৭০০০১-৯০০০০
3 = 30001-50000 ৩০০০১- ৫০০০০	6 = 90000 above ৯০০০০ওপৰত

22. Bank Account?: (Yes / No)

বেংক একাউন্ট

<input type="radio"/> At the Time of Joining Course <input type="radio"/> প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ সময়ত	<input type="radio"/> Now <input type="radio"/> বৰ্তমান

23. Did you open Bank Account as a part of Jan Dhan Yojana? Yes / No

আপোনাৰ বেংক একাউন্ট জন ধন যোজনাৰ অধিনত খোলা হৈছিল নেকি

হয়/নহয়

24. Skill(s) possessed at the time of admission in training program:

আপোনাৰ প্রশিক্ষণত অন্তর্ভুক্ত কৰাৰ আগত থকা দক্ষতাৰ বিষয়ে লিখক

Part – II

Scheme Related Information:

আঁচনি জৰিত তথ্য

1. Date of Admission in training program:

প্ৰশিক্ষিত অন্তৰ্ভুক্ত কৰা তাৰিখ

2. Name of the Centre:

কেন্দ্ৰৰ নাম

3. Skill/Course for which you took admission:

কি প্ৰশিক্ষণৰ বাবে নাম অন্তৰ্ভুক্ত কৰিছে

4. Total time you took to complete admission process:

নাম অন্তৰ্ভুক্ত কৰাত কিমান সময় লাগিল

5. Did you possess some knowledge for this skill before joining the course? Yes / No

প্ৰশিক্ষিত নাম অন্তৰ্ভুক্ত হোৱাৰ আগত এই বিষয়ে আপোনাৰ জ্ঞান আছিলনে

আছিল/নাছিল

6. You took admission for: A) Fresh Skill Training B) Skill Upgradation

প্ৰশিক্ষিত নাম অন্তৰ্ভুক্ত কৰাৰ কাৰণ A)নতুন দক্ষতাৰ বাবে B) দক্ষতাৰ উন্নত কৰাৰ বাবে

7. Number of hours spent in training:

প্ৰশিক্ষিত মুঠ সময় কিমান লাগিল

8. Were you aware of such training programs? Yes / No

এই প্ৰশিক্ষণৰ বিষয়ে আপুনি জ্ঞাত আছিল নে?
আছিলোঁ/নাছিলোঁ

9. If Yes, source of awareness (You can tick more than one option if you think so)

যদি জ্ঞাত আছিল, কেনেকৈ গম পাইছিল (আপুনি বিছাৰিলে এটাতকৈ অধিকত টিক মাৰিব পাৰিব)

<input type="radio"/> Newspapers/Magazine <input type="radio"/> বাতৰি কাকত	<input type="radio"/> Family/Friends/Relatives.পৰিয়াল/বন্ধু/সম্পৰ্কীয়	<input type="radio"/> Internet/Social Media <input type="radio"/> ইণ্টাৰনেট/চটিয়েল মেদিয়া
<input type="radio"/> Television টেলিভিছন	<input type="radio"/> Radio ৰেডিঅ	<input type="radio"/> Other Beneficiaries আন প্ৰশিক্ষাৰ্থী
<input type="radio"/> Others (specify) অন্যান্য		

10. Awareness about National Backward Classes Finance & Development Corporation (NBCFDC)

National Backward Classes Finance & Development Corporationৰ বিষয়ে আপোনি জ্ঞাত হয়নে

<input type="radio"/> Aware <input type="radio"/> জানো	<input type="radio"/> Not Aware <input type="radio"/> নাজানো
---	---

11. Awareness about other schemes of NBCFDC like provision of different term end loans

NBCFDC অন্যান্য আঁচনি যেনে বিভিন্ন বাৰ্ষিক ঋনৰ বিষয়ে অবগত হয়নে

<input type="radio"/> Aware <input type="radio"/> জানো	<input type="radio"/> Not Aware <input type="radio"/> নাজানো
---	---

12. Did you meet any beneficiary of such training program before joining the course?

Yes / No

আপুনি এই প্ৰশিক্ষিত নাম ভৰ্তি কৰাৰ আগতে কোনো প্ৰশিক্ষাৰ্থীক লগ পাইছিলনে

13. Did you hear of any gain from such training before joining the course? Yes / No

আপুনি এই প্ৰশিক্ষিত নাম ভৰ্তি কৰাৰ আগেয়ে এই প্ৰশিক্ষণৰ লাভালাভৰ কথা গম পাইছিলনে

14. Did you opt for residential program?

Yes / No / NA

আপুনি আৱাসি প্ৰশিক্ষণৰ বাবে আবেদন কৰিছিল নেকি

হয়/নহয়/NA

15. Did you pay admission fee?

Yes / No

আপুনি নাম অন্তৰ্ভুক্ত কৰাৰ বাবে মাচুল জমা দিছিল নেকি

হয়/নহয়

16. Did you receive stipend?

Yes / No

আপুনি জলপানী পাইছিলনে

হয়/নহয়

17. Amount of stipend per month (in Rs.):

জলপানীৰ মূল্য কিমান আছিল (Rsত লিখক)

18. When did you receive your stipend?

আপোনাৰ জলপানী কেতিয়া পাইছিল

<input type="radio"/> During the training <input type="radio"/> প্রশিক্ষণৰ সময়ত	<input type="radio"/> After the training <input type="radio"/> প্রশিক্ষণৰ পাছত	<input type="radio"/> Partly during training and partly after training <input type="radio"/> আধা প্রশিক্ষণৰ সময়ত আধা প্রশিক্ষণৰ পিছত
---	---	--

19. Mode of receiving stipend:

Directly in Bank Account / Cash

জলপানী কেনেকৈ পাইছিল

বেংক একাউন্টত/নগদ

20. Was there delay in getting stipend?

Yes / No

জলপানী পোৱা দেৰি হৈছিল নেকি

হয়/নহয়

21. How much delay happened (Days/Months)?

কিমান দেৰি হৈছিল (দিন/মাহ)

22. Reason cited for delay (mention the reason)?

দেৰি হোৱাৰ কি কাৰণ দেখুৱাইছে (কাৰণ সমূহ লিখিব)

23. Reasons for joining this course (you can tick more than one if you think so)

প্রশিক্ষিত অন্তর্ভুক্ত হোৱাৰ কাৰণ (আপুনি বিছাৰিলে এটাতকৈ অধিকত টিক মাৰিব পাৰিব)

<input type="radio"/> Stipend জলপানী	<input type="radio"/> Was doing nothing/ free during that period <input type="radio"/> এনেই থকা বাবে	<input type="radio"/> Family pressure <input type="radio"/> পৰিয়ালৰ হেঁচাত
<input type="radio"/> My friend was doing this বন্ধু এজনে প্রশিক্ষণ লৈ থকাৰ কাৰণে	<input type="radio"/> Interest <input type="radio"/> আগ্ৰহ	<input type="radio"/> Already done some training in this area <input type="radio"/> আগতে এই ধৰণৰ প্রশিক্ষণ লোৱা আছিল
<input type="radio"/> Employment perspective <input type="radio"/> চাকৰি পাবৰ বাবে	<input type="radio"/> Entrepreneurship in this area <input type="radio"/> এই বিষয়ত জ্ঞান থকাৰ বাবে	<input type="radio"/> Certificate <input type="radio"/> প্রমাণ পত্ৰৰ বাবে
Others (specify) অন্যান্য		

24. Medium of instructions for training (largely)

প্রশিক্ষণৰ মাধ্যম (বেছিকৈ ব্যৱহাৰ হোৱা)

<input type="radio"/> Assamese <input type="radio"/> অসমীয়া	<input type="radio"/> English <input type="radio"/> ইংৰাজী	<input type="radio"/> Hindi <input type="radio"/> হিন্দী
---	---	---

25. Your agreement towards the following statements. (Tick whichever is applicable)

তলত উল্লেখ কৰা বিবৰণ সমূহৰ বিষয়ে আপোনাৰ মতামত দিয়ক (টিক কৰক)

Sl. No	Statements বিবৰণ	Strongly Disagree তীব্রভাবে অসম্মতি	Disagree অসম্মতি	Neutral নিৰপেক্ষ	Agree সম্মত	Strongly Agree তীব্রভাবে সম্মতি
I.	Content of the training was new to you প্রশিক্ষণৰ বিষয় সমূহ আপোনাৰ বাবে নতুন আছিল					
II.	Training was given by real experts/faculty members বিশেষজ্ঞৰ দ্বাৰা প্রশিক্ষণ দিয়া হৈছিল					
III.	Timetable of classes was given in advance প্রশিক্ষণ সময় তালিকা আগতীয়াকৈ পাইছিল					
IV.	Learning was satisfactory প্রশিক্ষণৰ শিক্ষা সন্তুষ্টি জনক আছিল					
V.	Duration was sufficient to learn প্রশিক্ষণৰ সময় পর্যাপ্ত আছিল					
VI.	Each learners could receive sufficient attention of the trainers প্রত্যেক প্রশিক্ষার্থীয়ে প্রশিক্ষকৰ মনোনিৱেশ পাইছিল					
VII.	There were enough equipments to learn skill প্রশিক্ষণৰ বাবে পর্যাপ্ত যন্ত্ৰ/সঁজুলি আছিল					
VIII.	Knowledge about machines/equipment were imparted যন্ত্ৰ/সঁজুলিৰ জ্ঞান দিয়া হৈছিল					
IX.	Infrastructure was sufficient to accommodate you as a trainee along with others আপোনাৰ লগতে আন প্রশিক্ষার্থীকো প্রশিক্ষণৰ বাবে পর্যাপ্ত ব্যৱস্থা					

X.	There was sufficient hands on experience (practical aspect) in the course যথন সৈতে আপোনাক প্রশিক্ষণ দিয়া হৈছিল					
XI.	Medium of instruction was conducive for your learning নিদেশনা দিয়া মাধ্যম আপোনাৰ প্রশিক্ষণৰ বাবে অনুকুল আছিল					
XII.	You became aware of National Skill Qualification Framework (NSQF) /National Skill Qualification Frameworkৰ বিষয়ে আপোনি জ্ঞাত হয়					
XIII.	There was interaction with former learners প্রাক্তন প্রশিক্ষার্থীৰ সৈতে আপোনালোকৰ কথা বার্তা হৈছিল					
XIV.	There was interaction with employers/ entrepreneurs নিয়োগকর্তা/ উদ্যোগজ্ঞাৰ সৈতে আপোনাৰ কথা বার্তা হৈছিল					
XV.	There was a tie-up/ internship as a part of course প্রশিক্ষণত ইন্টৰ্নশ্বিপ দিয়া হৈছিল					
XVI.	Trainers did mention scope after successful completion of the course প্রশিক্ষকে এই প্রশিক্ষণৰ লাভালাভৰ বিষয়ে জনাইছে নে					
XVII.	Providing soft skill (like usage of computer internet, etc.) was a component of training Soft skillযেনে কম্পিউটাৰৰ ব্যৱহাৰ, ইন্টাৰনেট আদি এই প্রশিক্ষণৰে অংগ আছিল					
XVIII.	Attendance was strictly enforced during training course প্রশিক্ষণৰ সময়ত উপস্থিতিৰ হাজিৰা কাঢ়াকৈ লোৱা হৈছিল					
XIX.	Final assessment and certification was done by externals শেষ মূল্যাংকন আৰু প্রমানিকৰন বাহিৰৰ বিশেষজ্ঞৰ দ্বাৰা কৰা হৈছিল					
XX.	Residential programs are better					

	for learning such course এই প্ৰশিক্ষণ সমূহ শিকিবৰ বাবে আবাসীক প্ৰশিক্ষণ সমূহ বেছি ভাল					
XXI.	Gender composition of class was balanced লিঙ্গ বিন্যাসৰ স্তৰ সমূহ সন্তুলিত					
XXII.	Your gender has an advantage to learn this skill এই প্ৰশিক্ষণ আয়ত্ত কৰাৰ বাবে আপোনাৰ লিঙ্গ সুবিধাজনক					
XXIII.	Process of admission was smooth নাম ভৰ্তি কৰাৰ প্ৰক্ৰিয়া সহজ আছিল					
XXIV.	Training programs were up-to- date প্ৰশিক্ষণ উন্নত মানদণ্ডৰ আছিল					
XXV.	Stipend given was sufficient প্ৰশিক্ষণত দিয়া জলপানী যঠেঠ আছিল					
XXVI.	Your training was well supported by family members আপোনাৰ পৰিয়ালে এই প্ৰশিক্ষণ লোৱাত সহযোগ দিছিল					

25. Do you have your own equipment(s)/ tools to utilize gain made from training?

Yes / No

প্ৰশিক্ষিত আহৰণ কৰা জ্ঞান সমূহ ব্যৱহাৰ কৰিবলৈ আপোনাৰ নিজা যন্ত্ৰ/সঁজুলি আছেনে
আছে/নাই

26. Do you need upgraded tools/equipment(s) to utilize gain made from training?

Yes / No

প্ৰশিক্ষিত আহৰণ কৰা জ্ঞান সমূহ ব্যৱহাৰ কৰিব বাবে আপোনাক উন্নত মানদণ্ডৰ
যন্ত্ৰ/সঁজুলিৰ প্ৰয়োজনতা আছে নেকি আছে/নাই

Part - III

Impact of the training

প্ৰশিক্ষণৰ পৰিণতি

1. Your agreement towards the following statements. (Tick whichever is applicable)

তলত উল্লেখ কৰা বিবৰণ সমূহৰ বিষয়ে আপোনাৰ মতামত দিয়ক (টিক কৰক)

Sl. No	Statements বিবৰণ	Strongly Disagree তীব্ৰভাবে অসন্মতি	Disagree নিৰপেক্ষ	Neutral নিৰপেক্ষ	Agree সন্মত	Strongly Agree তীব্ৰভাবে সন্মতি
I.	Training has enhanced your skill প্ৰশিক্ষণৰ জৰিয়তে আপোনাৰ দক্ষতা বাঢ়িছে					
II.	Training has provided confidence in you প্ৰশিক্ষণৰ জৰিয়তে আপোনাৰ আত্মবিশ্বাস বাঢ়িছে					
III.	Training has motivated you to study further through open/regular mode এই প্ৰশিক্ষণে আপোনাক আকৌ শিক্ষা (মুক্ত/নিয়মীয়া) লবৰ বাবে অনুপ্ৰেৰণা যোগাইছে					
IV.	Training has enlightened you to value education of children in the family প্ৰশিক্ষণৰ জৰিয়তে আপুনি শিশুৰ ঘৰুৱা শিক্ষাৰ মূল্যবোধ অনুভৱ কৰিব পাৰিছে					
V.	Training has strengthened you towards betterment of education of children in the family প্ৰশিক্ষণে আপোনাৰ শিশুক উন্নত মানদণ্ডৰ শিক্ষা দিবৰ বাবে সবল কৰি তুলিছে					
VI.	Training helped you in getting skilful employment/self-employment প্ৰশিক্ষণে আপোনাক পৰিপক্ক কৰ্মত নিযুক্তি দিয়াত/নিজা সংস্থাপনত সহায় কৰিছে					
VII.	Gains of training were short-term প্ৰশিক্ষণৰ লাভ কম দিনৰ বাবে আছিল					
VIII.	Training has led to more income in your family প্ৰশিক্ষণে আপোনাৰ পৰিয়ললৈ/ঘৰলৈ উপাৰ্জন আনিছে					
IX.	Your life hasn't change after training প্ৰশিক্ষণৰ পিছতো আপোনাৰ জীৱনলৈ একো পৰিৱৰ্তন অহা নাই					

X.	Training has led to a situation demanding acquaintance with further advancement in this area/skill এই প্রশিক্ষণে আপোনাক আৰু অৰ্হতা অৰ্জন কৰাৰ পৰিস্থিতি উতপন্ন কৰিছে					
XI.	Acquiring of skill has added to your prestige in the society এই প্রশিক্ষণ লোৱাৰ বাবে আপোনাৰ সমাজত সন্মান বাঢ়িছে					
XII.	After training you aspire to become self-employed/ entrepreneur in this area/skill প্রশিক্ষণ ৰ পাছত আপুনি নিজা সংস্থাপন/ হোৱাৰ উচ্চাকাংক্ষা ৰাখিছে					
XIII.	You see sufficient demand for this skill in the market এই প্রশিক্ষণৰ চাহিদা বজাৰত বাঢ়িছে					
XIV.	You feel empowered after training প্রশিক্ষণৰ পাছত আপুনি স্বাবলম্বী অনুভৱ কৰিছে					
XV.	Your value in the family has increased after training প্রশিক্ষণৰ পাছত আপোনাৰ পৰিয়ালৰ মান বাঢ়িছে					
XVI.	Marriage proposals get better with such training এই প্রশিক্ষণৰ বাবে বিয়াৰ প্ৰস্তাৱ বাঢ়িছে					
XVII.	Better job opportunities for this skill are available in metro cities only এই প্রশিক্ষণৰ পৰা পোৱা অৰ্হতাৰ বাবে ভাল চাকৰি কেৱল মহানগৰত পোৱা যায়					
XVIII.	You have migrated to other cities for employment after training প্রশিক্ষণৰ পাছত আপুনি সংস্থাপনৰ বাবে অন্য কোনো নগৰলৈ স্থানান্তৰিত হব লগা হৈছে					
XIX.	As you couldn't migrate there's minimal advantage of this training স্থানান্তৰিত হব নোৱাৰা বাবে এই প্রশিক্ষণৰ লাভ কম পাইছে					
XX.	Training could reduce backwardness/disadvantaged position of your family এই প্রশিক্ষণৰ জৰিয়তে আপোনাৰ পৰিয়ালৰ অনগ্রসৰতা হ্রাস পাইছে					
XXI.	Your family has encouraged to go for self-employment নিজাবিয়া সংস্থাপনৰ বাবে আপোনাৰ পৰিয়ালে অনুপ্ৰেৰণা যোগাইছিল					

2. Whether you would recommend your siblings or other family relations for such kind of training?

Yes / No / Can't Say

এই প্রশিক্ষণৰ বাবে আপুনি আপোনাৰ ভাই ভনী অথবা পৰিয়ালৰ লোকক অনুমোদন জনাব
নেকি

জনাৰাম/ নজনাও/কব নোৱাৰো

3. Did you learn how to get loan to make gain from the training?

Yes / No / Can't Say

খান লয় প্রশিক্ষণৰ পৰা কেনেকৈ আপুনি সুবিধা লব পাৰে শিকিলেনে

শিকিলোঁ/নাইশিকা/কব নোৱাৰো

4. Are you satisfied with the additional income after training?

Yes / No / Can't Say

প্রশিক্ষণৰ পাছত হোৱা অতিৰিক্ত উপাৰ্জনত আপোনি সন্তুষ্ট হয়নে

হয়/নহয়/কব নোৱাৰো

5. Did you find the process of admission smooth?

Yes / No / Can't Say

Please elaborate.

নাম ভৰ্তিকৰন প্রক্রিয়া আপুনি সহজ পাইছেনে

অনুগ্রহ কৰি বিতংকৈ জনাব

হয়/নহয়/কব নোৱাৰো

6. Do you think admission process needs improvement?

Yes / No / Can't Say

Please elaborate through suggestions.

আপোনি নামভৰ্তিৰ নিৰ্ণয় প্ৰক্ৰিয়া উন্নত হোৱাটো বিছাৰেনে

অনুগ্ৰহ কৰি বিতংকৈ আপোনাৰ মতামত/উপদেশৰ জনাব হয়/নহয়/কব নোৱাৰো

7. What do you aspire to become in life?

আপোনাৰ উচ্চাকাঙ্ক্ষা কি

8. Do you think training received can contribute towards your aspiration?

Please elaborate.

Yes / No / Can't Say

আপুনি অৰ্হন কৰা প্ৰশিক্ষনে আপোনাৰ উচ্চাকাঙ্ক্ষাত সহযোগিতা বঢ়াব বুলি ভাৱেনে

অনুগ্ৰহ কৰি বিতংকৈ জনাব

হয়/নহয়/কব নোৱাৰো

9. Do you think the training was worth doing? Yes / No / Can't Say

Please elaborate.

প্রশিক্ষণ উপযুক্ত আছিল বুলি ভাৱেনে

অনুগ্রহ কৰি বিতংকৈ জনাব

হয়/নহয়/কব নোৱাৰো

10. Do you think this training was gender specific? Yes / No / Can't Say

Give your views.

এই প্রশিক্ষণ লিঙ্গ বিশেষ বুলি আপুনি ভাৱে নেকি

অনুগ্রহ কৰি বিতংকৈ জনাব

হয়/নহয়/কব নোৱাৰো

11. Do you think that further financial assistance is required to make a conclusive gain from such training? Yes / No / Can't Say

Please elaborate.

এই প্রশিক্ষণৰ সম্পূৰ্ণ লাভৰ বাবে আৰ্থিক অনুদানৰ প্ৰয়োজন আছে বুলি ভাৱে নেকি

অনুগ্রহ কৰি বিতংকৈ জনাব

হয়/নহয়/কব নোৱাৰো

12. Do you think training has motivated you to study further? Yes / No / Can't Say

Please elaborate.

আৰু অধিক শিক্ষা গ্ৰহণ কৰিবৰ বাবে এই প্ৰশিক্ষণে আপোনাক অনুপ্ৰেৰণা যোগাইছে নে?

অনুগ্ৰহ কৰি বিতংকৈ জনাব

হয়/নহয়/কব নোৱাৰো

13. Any suggestion you wish to mention for the training regarding its concept, implementation, and implication.

এই প্ৰশিক্ষণৰ সংকল্পনা, ৰূপায়ণ আৰু উপযোগিতা উন্নতি কৰনৰ বিষয়ে আপোনাৰ মতামত জনাব

An Evaluative Study of Skill Development Training Program in Assam

QUESTIONNAIRE / FEEDBACK

প্রশ্নাবলী/সঁহাৰি

Sl.No. _____

For your consideration

আপোনা অনুধাৱনৰ বাবে

- This questionnaire is a part of research study and does not intend to reveal identity of the respondent. Therefore collected information will remain confidential and restricted to research analysis.
- এই প্রশ্নাবলী অধ্যয়নৰে এক অঙ্গ। কোনো ব্যক্তিৰ ব্যক্তিগত চিনাকি বা পৰিচয় ফাদিল কৰাৰ মনস্কৰ নহয়। সংগ্ৰহ কৰা যিকোনো সংবাদ গোপনীয় ৰখা হ'ব।
- Please try to give information to the best of your understanding.
- আপুনি বুজা অনুসাৰে সংবাদ দিব।
- In case you find any question irrelevant in your context, please mark Not Applicable or NA as your response.
- যদি কোনো প্রশ্ন আপোনাৰ সৈতে প্ৰযোজ্য নহয়, অনুগ্ৰহ কৰি Not Applicable অথবা NA লিখিব।
- Kindly elaborate your opinion/experience in the given space for open-ended questions.
- আপোনাৰ ভাবধাৰা/অভিজ্ঞতা অনুসাৰে খালি ঠাইত প্ৰকাশ কৰিব বা লিখিব।

THANKING YOU IN ANTICIPATION FOR YOUR COOPERATION

আপোনাৰ সঁহাৰি বিছাৰি ধন্যবাদ যাঁচিলো

(2019)

Dr. Ambedkar Chair, Tezpur University (Assam)

**Established and Maintained by Dr. Ambedkar Foundation, Ministry of Social
Justice and Empowerment, GoI.**

Feedback (Sector Skill Councils/Training Institutes/Trainers)

1. Name/নাম :
2. Designation/পদ :
3. Qualification for this skill/course :

এই প্রশিক্ষণৰ বাবে প্রয়জনীয় শিক্ষাগত অৰ্হতা :

4. Awareness about schemes of NBCFDC? Yes / No/ Can't Say/
NBCFDCৰ আঁচনিৰ বিষয়ে জানেনে?
জানো/নাজানো/কব নোৱাৰো
5. Awareness about National Skill Qualification Framework (NSQF): Yes / No / Can't Say

National Skill Qualification Framework (NSQF) ৰ বিষয়ে জানেনে:

জানো/নাজানো/কব নোৱাৰো

6. Do you know that focus of NBCFDC is development and training of students/people from backward classes/disadvantaged sections? Yes / No / Can't Say
আপুনি জানেনে NBCFDCৰ অভিকেন্দ্ৰ ছাত্ৰ/পিছপৰা জাতি/বঞ্চিত সমাজৰ লোকৰ উন্নয়ন আৰু
প্রশিক্ষণ? জানো/নাজানো/কব নোৱাৰো
7. Do you keep attendance record for trainees? Yes / No
প্রশিক্ষার্থীৰ উপস্থিতিৰ অভিলেখ ৰাখেনে?
ৰাখো/নাৰাখো
8. How do you maintain such record?
প্রশিক্ষার্থীৰ উপস্থিতিৰ অভিলেখ কেনেকৈ ৰাখে?

<input type="radio"/> Attendance register <input type="radio"/> হাজিৰা খাটা	<input type="radio"/> Biometrics <input type="radio"/> বায়মেট্ৰিক
--	---

9. Record and follow up of trainees after completion of course? Yes / No
If Yes, for how many years?
প্রশিক্ষণৰ পিছত প্রশিক্ষার্থীৰ অভিলেখ আৰু অনুকৰণ ৰাখেনে?
যদি ৰাখে কিমান বছৰ?

10. How do you conduct classes?
আপুনি প্রশিক্ষণ কেনেকৈ দিয়ে

<input type="radio"/> Lecture <input type="radio"/> ভাষণ	<input type="radio"/> Presentation <input type="radio"/> উপস্থাপন	<input type="radio"/> Both <input type="radio"/> দুয়োটাই
---	--	--

11. Is there a provision of doing presentation through projector? Yes / No / Can't Say
প্ৰজেক্টৰেৰে উপস্থাপন কৰা সুবিধা আছেনে
12. Schedule/timetable of classes is distributed in advance? Yes / No / Can't Say
প্রশিক্ষণৰ সময় তালিকা আগতে দিয়া হৈছিল

13. Publicity of training program: (Tick whichever is applicable)
প্রশিক্ষণৰ প্ৰচাৰ কেনেকৈ হৈছিল(টিক কৰক)

<input type="checkbox"/> Advertisement in Newspapers/Magazine <input type="checkbox"/> বাতৰি কাকত/আলোচনীত বিজ্ঞাপন	<input type="checkbox"/> Posters <input type="checkbox"/> প্ৰচাৰ পত্ৰ	<input type="checkbox"/> Internet/Social Media <input type="checkbox"/> ইন্টাৰনেট/ছটিয়েল নেটৱৰ্ক
<input type="checkbox"/> Television <input type="checkbox"/> দূৰদৰ্শন	25. Radio 26. ৰেডিঅ	<input type="checkbox"/> Others (specify) <input type="checkbox"/> অন্যান্য

14. Give your agreement towards following statements:

তলত উল্লেখ কৰা বিবৰণ সমূহৰ বিষয়ে আপোনাৰ মতামত দিয়ক

Sl. No	Statements বিবৰণ	Strongly Disagree তীব্ৰভাৱে অসন্মত	Disagree অসন্মত	Neutral নিৰপেক্ষ	Agree সন্মত	Strongly Agree তীব্ৰভাৱে সন্মত
I.	Receipt of grant is smooth অনুদান সুচাৰুৰূপে পাইছিল					
II.	Amount of training grants is sufficient অনুদানৰ পৰিমাণ পৰ্যাপ্ত আছিল					
III.	Eligibility criteria of admission of trainees is satisfactory প্ৰশিক্ষাৰ্থীৰ নাম ভৰ্তিকৰণৰ যোগ্যতাৰ মাপকাঠি পৰ্যাপ্ত আছিল					
IV.	Training students from backward classes is relatively more challenging পিছপৰা সমাজৰ প্ৰশিক্ষাৰ্থীক প্ৰশিক্ষণ দিয়াটো প্ৰত্যাহ্বান জনক আছিল					
V.	Clarity on instructions given for training from NBCFDC NBCFDCৰ পৰা অহা প্ৰশিক্ষণ সময়সূচী নিৰ্দেশনা সলসলিয়া আছিল					
VI.	Infrastructure is enough for training selected trainees মনোনীত প্ৰশিক্ষাৰ্থীৰ বাবে পৰ্যাপ্ত ব্যৱস্থা আছে					
VII.	Working environment is conducive for teaching and learning পাঠদান আৰু জ্ঞানার্জনৰ পৰিবেশ অনুকূল আছিল					
VIII.	Time framework for training is justified প্ৰশিক্ষণৰ সময়সীমা ন্যায্যসন্মত আছিল					
IX.	Training tools/equipment(s) need updation					

	প্রশিক্ষণৰ যত্ন/সঁজুলি উন্নত কৰাৰ প্ৰয়োজনীয়তা আছে					
X.	There is local level demand for such skill স্থানীয় স্তৰত এনে দক্ষতাৰ চাহিদা আছে					
XI.	Trainees get placement in companies/firms as wage labour প্রশিক্ষার্থীসকলে দৈনিক মজদুৰ/বনোৱা ৰূপে কোম্পানী/ফাৰ্মত নিযুক্তি পাইছে					
XII.	Trainees mostly opt for self- employment with this skill প্ৰায় প্রশিক্ষার্থীয়ে এই দক্ষতাৰে নিজা সংস্থাপন বাছি লৈছে					
XIII.	Training has led to enhanced economic situation of trainees প্রশিক্ষণৰ জৰিয়তে প্রশিক্ষার্থীৰ অর্থনৈতিক অৱস্থা বৃদ্ধি কৰিছে					
XIV.	Skill you give training in is gender specific আপুনি দিয়া দক্ষতাৰ প্রশিক্ষণ লিঙ্গ বিশেষ নেকি					
XV.	Mostly, trainees of this skill belong to one gender প্ৰায় প্রশিক্ষার্থী এটা লিঙ্গৰ আছিল					
XVI.	Training helps in greater aspiration among trainees প্রশিক্ষণে প্রশিক্ষার্থীসকলক উচ্চকাঙ্ক্ষিত হবলৈ সহায় কৰে					
XVII.	Training has motivated trainees to study further প্রশিক্ষণে প্রশিক্ষার্থীক আগলৈ পঢ়িব বাবে অনুপ্ৰেৰণা যোগাইছে					
XVIII.	Training of women require additional infrastructure মহিলা প্রশিক্ষণৰ বাবে অতিৰিক্ত ব্যৱস্থাৰ প্ৰয়োজন আছে					
XIX.	Scope of training is gender specific প্রশিক্ষণৰ সুবিধা সমূহ লিঙ্গ বিশেষ					
XX.	Further financial assistance is needed to strengthen scope of this training প্রশিক্ষণৰ সুবিধা বৃদ্ধি কৰিবলৈ আৰু আৰ্থিক সহযোগিতাৰ প্ৰয়োজনীয়তা আছে					
XXI.	Providing soft skills (like usage of computer, internet, etc.) is a part of training Soft skill যেনে কম্পিউটাৰৰ ব্যৱহাৰ, ইন্টাৰনেটৰ আদি এই প্রশিক্ষণৰ অংগ আছিল					
XXII.	Successful trainees/students of previous batches are invited to interact with enrolled trainees নাম ভৰ্তি কৰা প্রশিক্ষার্থীৰ সৈতে					

	ভাৱ বিনিময় কৰিবৰ বাবে সফল প্ৰাক্তন প্ৰশিক্ষাৰ্থক নিমন্ত্ৰণ জনাইছিল					
XXIII.	Enough provision of hands on experience is there for each trainee ব্যৱহাৰিক প্ৰশিক্ষণৰ বাবে পৰ্যাপ্ত সুবিধা আছে নে					
XXIV.	Tie-up with different firms is needed to strengthen the program প্ৰশিক্ষণ উন্নত কৰিবৰ বাবে বিভিন্ন সংস্থাৰ সৈতে যোগাযোগ কৰাৰ প্ৰয়োজনীয়তা আছে					
XXV.	Feedback of employers about training programme is satisfactory প্ৰশিক্ষণৰ প্ৰশিক্ষক সকলৰ প্ৰতিক্ৰিয়া সন্তোষজনক					
XXVI.	Feedback of employers about trainees is satisfactory প্ৰশিক্ষকে দিয়া প্ৰশিক্ষাৰ্থী সকলৰ প্ৰতিক্ৰিয়া সন্তোষজনক					

15. Observation/suggestion towards this training program. Please give your inputs.

এই প্ৰশিক্ষণৰ পৰ্যবেক্ষণ/উপদেশ