

# **GAIL (India) Limited**

**Impact Assessment Report on Support for  
job linked skill training at GAIL Skill  
Schools Guna (Madhya Pradesh) (FY 20-21)**

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## 1.1 Executive Summary

Being home to one- sixth of the world’s population, India has the potential to provide for major impetus required to achieve the 2030 Agenda. India has accelerated its journey to becoming a global leader in thought and action ever since it has attained independence. To further achieve multi-dimensional holistic development in the nation, the government has been focusing on a “whole- of- society” approach<sup>1</sup>, engaging with sub- national and local governments, civil society organizations, underserved population, and the private sector. Further, India's alignment with the national development agenda, as exemplified by the slogan "*Sabka Saath Sabka Vikaas*" (collective efforts for inclusive growth), demonstrates the country's dedication to the Sustainable Development Goals (SDGs).

Through economic growth and empowerment, the nation has successfully lifted more than 271 million people out of multidimensional poverty<sup>2</sup>. Inequalities in housing, nutrition, child health, education, sanitation, drinking water, and electricity have all decreased as a result of improved access and reduction in poverty<sup>3</sup>.

However, there is still a significant amount of work to be done on the national front in various areas. India must accelerate and maintain its upward trajectory on key human development indicators in order to unlock its enormous economic potential in the future and strive for inclusive progress.

India is recognized as one of the youngest nations in the world with over 50% of the population under 30 years. It is estimated that by about 2025, India will have the 25% of the total global workforce (World Competitiveness Yearbook, 2012). Hence, there is a need to further develop and empower the human capital to ensure the nation’s global competitiveness. As far the economic progress of our country is concerned, India is still lagging behind due to various problems like poverty, unemployment, illiteracy, medical infrastructure etc. Youth plays a crucial role in achieving economic prosperity of the country. In the present scenario, it is found that most of the youth being educated are facing severe unemployment problem due to lack of skills and technical knowledge. Most of them are unaware of the developments taking place in the modern world.

At present the capacity of skill development in India is around 3.1 million persons per year. India has capacity to 15 million annually. India has target of creating 500 million skilled workers by 2022. Thus, there is a need for increasing capacity and capability of skill development programs.

Skill development in India is imperative but the government cannot accomplish this task alone. The World Bank Enterprise Surveys 2014 reveal that the percentage of firms offering formal training programmes for its permanent, full-time employees in India is just 36 percent, compared to 80 percent in China’s. The Chairman of National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC), describes the situation as a “market failure” where the employers are not investing to skill employees, and employees do not have the ability and willingness to pay for skilling. However, the industry is gradually witnessing increased participation from Corporates and Public Sector Undertaking (PSUs) who

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<sup>1</sup> Voluntary National Review: 2020. [Link](#)

<sup>2</sup> Sashakt Bharat- Sabal Bharat (Empowered and Resilient India)- Voluntary National Disclosure :2020

<sup>3</sup> Sashakt Bharat- Sabal Bharat (Empowered and Resilient India)- Voluntary National Disclosure :2020

are coming forward and investing in country's youth by supporting skill development through their Corporate Social Responsibility (CSR) initiatives.

GAIL (India) Limited, being a socially responsible public sector unit, recognizes the necessity of addressing the above-mentioned issue. Thereby, in alignment with the thematic areas as mentioned in the Schedule VII of the Companies Act, 2013, GAIL collaborated with NSDC & Learnnet to utilize its resources such as of extensive academic and industrial network to establish a skill development center in Guna, Madhya Pradesh for the youth belonging to economically weaker sections of the society so that they can get access to vocational training followed by placement support and adequate employment opportunities.

To evaluate the impact of the project and understand the perception of the stakeholders, GAIL (India) Limited empaneled KPMG to conduct an impact assessment study. Along with stakeholder consultations, review of documents and data provided by the team was undertaken to understand the objective and coverage of the project. Subsequent to the desk review, key performance indicators were identified and finalized, in consultation with the programme team. For the purpose of this study, OECD- DAC (Organization for Economic Co-operation and Development- Development Assistance Committee) framework was used for developing the research tools (questionnaires for qualitative surveys) and evaluating the impact created.

The beneficiaries and stakeholders were overall satisfied by the intervention by GAIL, and it helped them in acquiring a new skill effective for gaining employment and earning a living for themselves in the future to be able to become financially interdependent and support their families.

## 1.2 Introduction

### 1.2.1 CSR at GAIL

GAIL (India) Limited, conferred with the status of Maharatna in 2013, is India's leading natural gas company with diversified interests across the natural gas value chain of trading, transmission, LPG production, LNG- regasification, petrochemicals, city gas, etc. It owns and operates a network of around 14617 km of natural gas pipelines spread across the length and breadth of country. GAIL firmly believes that meeting people's needs, enhancing communities, and safeguarding the environment will ultimately determine how long progress can be sustained.

Pursuant to the provisions of the Companies Act, 2013 and rules made thereunder including the statutory modifications/ amendments from time to time as notified by the Government of India, GAIL (India) Limited earmarks two percent of its average net profit of the preceding three financial years towards achieving its CSR objectives through implementation of meaningful and sustainable CSR programmes.

### 1.2.2 GAIL CSR Vision

GAIL, through its CSR initiatives, will continue to enhance value creation in the society and in the community in which it operates, through its services, conduct & initiatives, so as to promote sustained growth for the society and community, in fulfillment its role as a Socially Responsible Corporate, with environmental concern.

### 1.2.3 GAIL CSR Objectives

- Ensure an increased commitment at all levels in the organization, to operate its business in an economically, socially & environmentally sustainable manner, while recognizing the interests of all its stakeholders.
- To directly or indirectly take up programmes that benefit the communities in & around its work centres and results, over a period of time, in enhancing the quality of life & economic well-being of the local populace.
- To generate, through its CSR initiatives, goodwill, and pride for GAIL among stakeholders and help reinforce a positive & socially responsible image of GAIL as a corporate entity.

### 1.2.4 About the project/ programme

Skill building of the youth of the country is one of the key priorities for India at the moment, given the demographic dividend as well as stark unemployment.

The Indian economy is set to transform from an agricultural-based to a manufacturing and service-based economy. Thus, the Government of India has ambitious plans to transform India into a competitive, high-growth, high productivity middle-income country. In fact, according to the National Skill India Mission. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

The double-digit growth of India after its economic liberalisation generated immense demand for a skilled workforce, which created tremendous employment opportunities, especially in sectors such as manufacturing and service<sup>4</sup>. However, economic growth did not translate into employment in all the sectors and instead resulted in the phenomenon of jobless growth. Along with jobless growth, India faces challenges such as job shortages combined with a rise in the number of unskilled labourers.

More than 12 million youth between 15 and 29 years of age are expected to enter India's working age population every year for the next two decades. The government's recent skill gap analysis concludes in next few years, another 109 million or so skilled workers will be needed in the 24 key sectors of the economy. It should also be noted that according to the Global Business Coalition for Education (GBC-Education), United Nations Children's Fund (UNICEF) and the Education Commission, more than 50 per cent of the Indian youth is not on track to have the education and skills necessary for employment by 2030.

India's working age population is estimated to be 98.22 crore, of which 43.51 per cent are within the labour force i.e., either working, willing to work or actively looking for work.

Given the above scenario, skill development is an important driver to address the issue of lack of skills, opportunity and poverty reduction by improving employability, productivity and helping sustainable enterprise development and inclusive growth. India is facing a paradoxical situation, where on the one hand, youth entering the labour market have no jobs; on the other hand, industries are complaining of unavailability of appropriately skilled manpower<sup>5</sup>. The employment sector in India poses a great challenge in terms of its structure which is dominated by informal workers, high levels of under employment, skill shortages and labour markets with rigid labour laws and institutions.

Vocational education and training are crucial for enhancing the employability of an individual, by facilitating the individual's transition into the labour market. The present skilled workforce in India is only 2 %, much lower than the developing nations (Korea (96%), Japan (80%), Germany (75%), UK (68%) and China (40%) as reported by Labour Bureau report<sup>6</sup>.

As compared to other developed and developing countries, India has a unique window of opportunity for another 20-25 years called the "demographic advantage". If India is able to skill its people with the requisite life skills, job skills or entrepreneurial skills in the years to come, the demographic advantage can be converted into the dividend wherein those entering labour market or are already in the labour market contribute productively to economic growth both within and outside the country<sup>7</sup>.

The lack of access to good education and training keeps the vulnerable and the marginalized sections into the vicious circle of low skills, low productive employment and poverty. The marginalized group which includes rural poor, youth, persons with disabilities, migrant workers and women constitute the highest number of poor.

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<sup>4</sup>[https://www.researchgate.net/publication/332565015\\_Skill\\_Development\\_Research\\_in\\_India\\_a\\_Systematic\\_Literature\\_Review\\_and\\_Future\\_Research\\_Agenda](https://www.researchgate.net/publication/332565015_Skill_Development_Research_in_India_a_Systematic_Literature_Review_and_Future_Research_Agenda)

<sup>5</sup> [2708183617Skill India.pdf \(nabard.org\)](#)

<sup>6</sup> [2708183617Skill India.pdf \(nabard.org\)](#)

<sup>7</sup> [2708183617Skill India.pdf \(nabard.org\)](#)

In order to curb the above-mentioned challenges, Government of India announced the Skill India campaign on 15 July 2015 with an aim to train over 40 crore (400 million) people in India in different skills by 2022 for which Gol has launched a number of skill development initiatives aimed at skilling unemployed youth to make India the skill capital of the world.

For example, Ministry for Skill Development and Entrepreneurship was formed to focus on enhancing employability of the youth through skill development. The National Skill Development Corporation was set up as a Public – Private Partnership with the primary mandate of enhancing skill development opportunities in India. The Government also launched several schemes over the years such as Pradhan Mantri Kaushal Vikas Yojana and the National Skill Development Mission aimed at encouraging youth to take up industry – relevant skill training that would aid them to earn a decent livelihood for themselves. Sector Skill Councils have been set – up as autonomous industry – led bodies by NSDC to create occupational standards competency frameworks for training programmes and courses. Other schemes such as Deen Dayal Upadhyaya Grameen Kaushalya Yojana have also contributed to the aim of having a skilled workforce in India.

Coming to the state of Madhya Pradesh, its population (aged 15 years and above) is 581.58 lakh, of which 232.15 lakh (40%) persons are in the labour force (persons who are either working or willing to work and actively looking for work). Female labour force participation rate in the state is 4% compared to, 70% for males. Unemployment rate in the state is 3.6%. 70% of the state’s labour force is in rural areas. 71% of all employed persons are working in rural areas and 48% in non-agriculture occupations. Among employed persons, 17% earn Rs. 20,000 or lower and 59% earn between Rs. 20,001-50,000. 7.1 lakh persons (1% of population aged 15 years and above) are estimated to have received or are undergoing formal vocational training<sup>8</sup>.

Manpower supply has regional variations along social and gender dimensions in Madhya Pradesh. Dhar, Bhopal, Indore, Gwalior, Sagar, Katni, Rewa and Satna districts are high human resource growth districts. Predominantly tribal regions like Mandla, Dhar, Jhabua, Sidhi, Khargone, Seoni, Shahdol and Chhindwara have to be given special focus, considering the aspiration towards seasonal work-related migration, stemming from socio-economic backwardness and lack of sustainable local livelihood/employment opportunities in these areas.

Vocational education has a key role to play in the educational system of Madhya Pradesh, which has a relatively low capacity in higher education. While significant drop out rates are witnessed after school education across the state resulting in low enrollments in higher education, districts of Jhabua, Alirajpur, Barwani, Sheopur have considerably high dropouts even at school level. Intervention of vocational education to bridge the gaps in the educational system (even within the schooling stage itself) and provide seamless options for students to pursue vocational education has to consider these variations along with employment opportunities while structuring specific programs.

Given the above scenario and in order to contribute to the Government’s efforts to promote skill development in the country, GAIL (India) Limited under their Corporate Social Responsibilities (CSR) initiative established GAIL Institute of Skills, Guna in February 2015 to impart industry relevant, Placement Linked Skill Training.

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<sup>8</sup> [Madhya Pradesh \(02-04-2020\).pdf \(nsdcindia.org\)](#)



The Institute mobilizes unemployed youth from around the vicinity and links them with entrepreneurship. The Skill Development program is serving the dual purpose of linking the youth to jobs and meeting the requirement of trained manpower in the local industry leading to inclusive growth in the regions.

The job roles under which training was offered were CNC Machine Operator (Automotive sector), Industrial Welder (Oil & Gas), Customer Care Executive (Telecom Sector), Unarmed Security Guard (MEPSC Sector), Industrial Electrician (Oil & Gas), Welding Technician Level 3 (Automotive Sector). Candidates were also imparted training in Soft Skills, Entrepreneurship, Financial and Digital Literacy trainings.

### 1.2.5 About the Implementing Agency/Training Partner

The National Skill Development Corporation India (NSDC), under the Ministry of Skill Development & Entrepreneurship, is a not-for-profit Company set up by the Ministry of Finance, under Section 25 of the Companies Act. It is a one of its kind, Public Private Partnership in India and provides funding to build scalable and sustainable vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It will also develop appropriate models to enhance, support and coordinate private sector initiatives.

Learnet Skills Limited, a subsidiary of Schoolnet India, in partnership with National Skill Development Corporation (NSDC), is the largest vocational skills company in the country. They are committed to delivering skills training programmes for inclusive growth for students in school, unemployed youth, trainers, and the existing workforce leading to employability, employment and/or productivity enhancement<sup>9</sup>.

Their strong commitment towards taking skills and livelihood opportunities to every corner of India has helped them set up touch points in some of the most difficult geographies of the country. Learnet has created an annual training capacity of 0.1 million youth in 21 sectors and 95 job roles, through a network of 200+ institute of skills spread across 22 states covering 143. They have also established partnership across 20+ central ministries & state departments, 1600+ employers, 35+ corporates and 4 universities and have been able to deliver large scale skill development mandates impacting 2.1 million people till date.

Learnet pays special attention to the journey of every candidate from mobilisation to placement in a job. With a placement success rate of 75%, they believe in a learner-centric approach to skills training. The organization has skilled, certified, and placed more than 0.9 million people into suitable jobs, which makes them the preferred partner for several departments of Central and State governments, PSUs, companies, and foundations for implementing their skills and talent development mandates.

For the given project, the following process was followed by the implementing agency to provide skill development training to the youth:

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<sup>9</sup> [Learnet Institute of Skills - Why Choose Us? \(learnetskills.com\)](https://learnetskills.com)

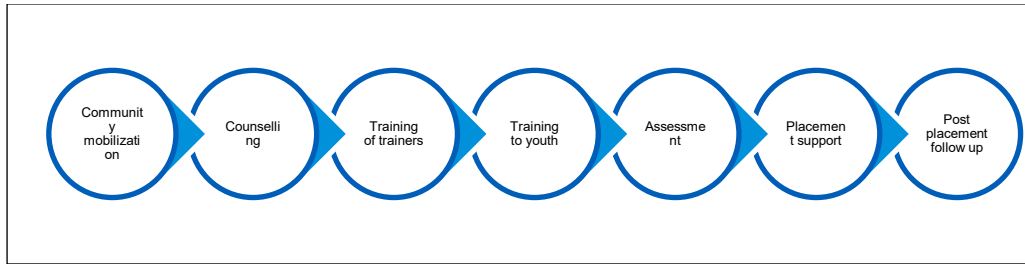


Figure 1: Activities undertaken by implementing agency

### 1.3 Methodology and Approach

GAIL has been implementing successful CSR initiatives based on community needs. A third-party evaluation of the results attained is essential given the dynamic nature of the social development programmes deployed. This impact assessment aims to explain what has been done well and what can be done moving forward. It will not only assist in determining the significance of the project, including the efficiency of project design and interventions, sustainability of results, and impact of the intervention on the target community, but it will also provide guidance for expanding or replicating the successful initiatives while redesigning or ending the projects/initiatives that were unable to have the intended impact.

The impact assessment is intended to provide key insights on the following questions:

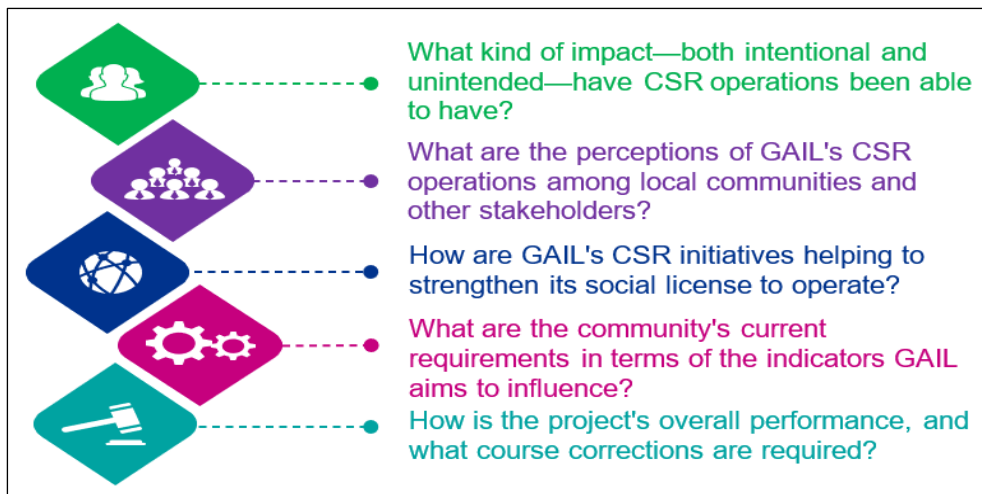


Figure 2: Research questions

The study was conducted through qualitative data collection techniques. This includes in-depth interviews with key stakeholders, as well as secondary research in the multiple thematic areas for a baseline perspective.

#### 1.3.1 OECD DAC: Evaluation Criteria

Given the fundamental approach for conducting an impact study, the OECD-DAC (Development Assistance Committee) Evaluation Network's framework is well regarded for assessing the efficacy of development programmes. In response to the need for a method through which bilateral development agencies could monitor the

financing supplied to multilateral organisations for various development initiatives, the DAC Evaluation Network developed a set of evaluation criteria for measuring the performance of any development project (UNICEF, 2012).

In 1991, the OECD Development Assistance Committee (DAC) devised the criteria for assessing international development cooperation. They are now widely used beyond the DAC and have established themselves as a cornerstone of evaluation methodology. These standards have routinely been used for international donors, including UN agencies (OECD, 2020).

The OECD DAC Network has identified six evaluation criteria and two principles for their application: relevance, effectiveness, coherence, efficiency, impact, and sustainability. These criteria are meant to help facilitate evaluations. They were revised in 2019 to improve the accuracy and utility of assessment and to strengthen the evaluation's contribution to sustainable development (OECD, 2020).

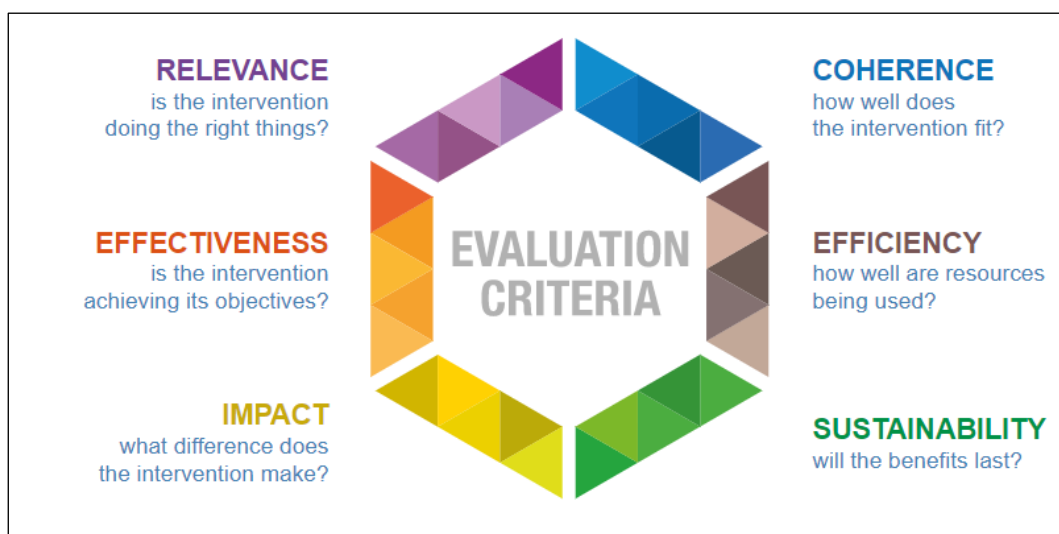


Figure 3: OECD-DAC Evaluation Criteria

### 1.3.2 Geographical Scope

The impact assessment for this project covered 1 state and 1 district.

	State	Districts
Under GAIL CSR's initiative	Madhya Pradesh	Guna

Table 1: Geographical Coverage

### 1.3.3 Sampling strategy

The sample size for this study has been calculated using purposive sampling methodology. Out of the total population, a sample size of 23 was chosen for the study. This was done keeping in mind the beneficiary spread as well as collecting data from diverse stakeholders. Duplication of responses were also avoided to ensure opinion of all stakeholders is covered adequately.

### 1.3.4 Data Collection and Analysis

To conduct impact assessment, KPMG carried out the data collection exercise on field with assistance from GAIL CSR SPOCs.

With the help of pre-designed questionnaires, in-depth interviews and focused group discussions were conducted with the relevant stakeholders' face – to - face for data collection. The data was later updated and translated into excel sheets. Following data collection and cleaning, the data was analysed, and the outcomes were utilised to assess the project's impact.

### 1.3.5 Stakeholder Map

Stakeholders play an imperative role in project implementation on the ground. Stakeholder involvement can offer insightful information that aids in making critical decisions for the organisation. They can aid in designing improved guidelines, processes, and systems, as well as future communications and plans. Institutions and stakeholders taking part in the exercise include:

Project	Type of Stakeholder	Number of stakeholders
Support for job linked skill training at GAIL Schools Guna, (Madhya Pradesh) (FY 20-21)	Training Partner	3
	GAIL CSR Project SPoC	1
	Students	19

### 1.3.6 Impact Map

Thematic Area	Location	Project Name	Implementing Agency	Overall Objective	Key Activities	Key Outputs	Key Outcomes	Impact
Skill Development , [Schedule VII (ii)], Companies Act 2013	Guna, Madhya Pradesh	Project 7: Support for job linked skill training at GAIL Schools Guna, (Madhya Pradesh) (FY 20-21)	Learnnet Skills Limited & National Skill Development Corporation	<ul style="list-style-type: none"> <li>To instill economic security and stability among youth through skill training and holistic development thereby facilitating enhanced access to opportunities in Industry jobs or through self-employment</li> </ul>	<p>Preliminary activities:</p> <ul style="list-style-type: none"> <li>Awareness generation through counselling sessions</li> <li>Placement linkages before commencement of trainings</li> <li>Rozgar camps/melas organized for advertisement</li> <li>Training delivery through sessions and simulated training labs.</li> </ul> <p>Post-training activities:</p> <ul style="list-style-type: none"> <li>Conducting summative and formative assessment tests for trainees</li> <li>Organization of telephonic interview calls for trainees</li> <li>Preparation of trainees for job interviews</li> </ul>	<ul style="list-style-type: none"> <li>No. of youth beneficiaries covered</li> <li>No. of awareness counselling sessions organized</li> <li>No. of training sessions and lab sessions conducted</li> <li>No. of assessment tests conducted</li> <li>No. of youth beneficiaries who completed training</li> <li>No. of youth beneficiaries who completed training and got placed</li> </ul>	<p>Percentage youth beneficiaries who reported the following:</p> <ul style="list-style-type: none"> <li>increased employment opportunities</li> <li>improved placement post completion of training</li> <li>increase in income post placement &amp; availability of alternate livelihood opportunities</li> <li>increase in awareness with regards to job opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Improved availability of trained youths for employment opportunities in the organized sector</li> <li>Improved availability of trainings for alternative sustainable livelihood options in the villages</li> <li>Personality development of the youth beneficiaries through trainings</li> <li>Empowerment of the weaker sections of the society</li> <li>Improved economic and social stability of youth from marginalized communities</li> </ul>

Table 2: Impact Map

## 1.4 Scoring Matrix

A scoring guideline was designed where OECD DAC parameters were scored and bundled basis our understanding of GAIL project and availability of information. Weights were assigned to the bundled OECD DAC parameters. Also, a parameter on Branding was included to understand the community's awareness on the project. Various components within the parameters have been assigned scores. Weights and scores have been used to compute the overall score for the location.

The following scoring matrix was developed to rate the performance of the project:

OECD Parameters	Indicators	Weightage	Combined Weightage
<b>Relevance</b>	Needs Assessment Report	20%	W1: 40%
	Relevance to target beneficiaries	50%	
	Alignment to SDGs	30%	
<b>Coherence</b>	Alignment with national policy	50%	
	Alignment with GAIL CSR policy	50%	
<b>Efficiency</b>	Timeline Adherence: Project Completion	40%	W2: 40%
	Duplication	20%	
	Adherence: Budget	40%	
<b>Effectiveness</b>	Identification of problem	25%	
	Process driven implementation strategy	25%	
	Qualified implementation team	25%	
	Targeted beneficiaries	25%	
<b>Impact</b>	Access to opportunity to learn new skills	25%	
	Improved income	25%	
	Access to employment opportunities post training	25%	
	Positive community perception	25%	
<b>Branding</b>	Visibility (visible/word of mouth)	100%	W3: 10%
<b>Sustainability</b>	Sustainability Mechanism, Convergence	100%	W4: 10%
<b>Score= W1*Average (Relevance, Coherence) + W2*Average (Efficiency, Effectiveness, Impact) + W3* (Branding) + W4* (Sustainability)</b>			

Table 3: Scoring Matrix

## 1.5 Impact Assessment

### 1.5.1 Relevance of Intervention

*Relevance is a measure of how much the intervention objectives and design respond to the needs, beliefs, and priorities of the beneficiaries and continue to do so even if circumstances change.*

Relevance measures how effectively a programme is aligned with the goals and policies of the government in which it is implemented. It also aims to know if the programme is relevant to the needs of the beneficiaries. The program's relevance is understood in this context in terms of community needs as well as linkages to existing government operations.

India is at the cusp of demographic transition wherein 65 per cent of the population is in the working age 15-59. This offers a unique opportunity to become the skill capital of the world to meet the skilled manpower requirements of ageing economies by appropriate skilling in consonance with the standards accepted across countries. There has been a decline in labour force participation rate for all age groups irrespective of gender and spatial distinction. There is high level of youth unemployment especially among the educated youth hindering the reaping of the demographic advantage. Unemployment rate is high not only among formal educated but also among the vocationally qualified that is diploma and certificate holders.

What emerges from the above analysis is a paradoxical situation where on the one hand youth are seeking jobs and industry is seeking skilled manpower but neither youth are getting jobs nor Industry manpower. This skill mismatch makes youth unemployable which could be due to either demand for a particular type of skill exceeding the supply of people with that skill at equilibrium rates of wages or the level of qualification or the field of qualification is different from that required to perform the job adequately; or there is mismatch between educational qualification and potential to get absorbed in appropriate jobs; or skill has become obsolete due to technological improvement.

Recognizing this situation, GAIL, along with NSDC and Larnet, initiated the GAIL Skill School at Guna and identified sector specific skills relevant for the youth of the region in line with their area of interest and provided vocational skill training followed by placement support. 100% of the beneficiaries found the GAIL Skill School extremely relevant to their needs and helped in learning a new skill that could be converted into an employment opportunity.

### 1.5.2 Coherence of Intervention

*Coherence refers to the compatibility of the intervention with other interventions in a country, sector, or institution.*

It measures the extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa.

## I. Alignment of the programme with Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs), commonly recognized as the global goals, were established in 2015 by all United Nations members with the purpose of eradicating poverty, protecting the environment, and ensuring that everyone lives in peace and prosperity by 2030. India was a significant contributor to the development of the SDGs and is committed to achieving them by 2030.



SDG Goal	Target	Sub-targets <sup>10</sup>	Relevance
<b>GOAL 1</b>	<b>No poverty</b>	<b>1.2</b> By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	The project's interventions were aimed at providing dignified and secure economic opportunities through vocational training of youth so that they can get employed and earn a livelihood, thus improving the economic status of themselves and their families
<b>GOAL 4</b>	<b>Quality education</b>	<b>4.4</b> By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	The project aims to provide skill development training to the youth across different vocational courses designed by NSDC so that they can acquire the relevant skills required to get employed into decent jobs and earn suitable income.
<b>GOAL 8</b>	<b>Decent Work and Economic Growth</b>	<b>8.5</b> By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	The project's interventions were aimed at providing dignified and secure economic opportunities through vocational training of youth so that they can get employed and earn a livelihood, thus improving the economic status of themselves and their families

Table 4: Coherence to SDGs

<sup>10</sup> <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>



## II. Coherence with national priorities:

The project is further aligned with the national and state government goals, policies, and initiatives, as listed below:

Project	Description	Coherence
<p><b>National Skill Development Mission (NSDM)</b></p>	<p>The mission aims to consolidate efforts of skill training and development across sectors and states and help sectors expedite steps to achieve various skilling efforts at scale at a fast pace. NSDM's mission is to create an end-to-end framework which promotes sustainable livelihoods for citizens while aligning them with the demands of potential employers.</p>	<p>The project is in alignment with the mission as it aims to provide vocational training to the youth for skill development which will enable them to achieve sustainable livelihood opportunities in the future</p>
<p><b>National Employability Enhancement Scheme</b></p>	<p>The scheme is a pioneering effort put forward by the Government of India. It's an apprenticeship-based model wherein eligible youths can get skilled in the industry of their choice. While they are learning the skills, they also get paid a decent stipend. This is really boosting the morale of the youth and every year lacs of trainees are getting benefited from the scheme.</p>	<p>The project is in alignment with the scheme as it aims to provide vocational training to the youth for skill development which will enable them to achieve sustainable livelihood opportunities in the future</p>
<p><b>Skills Acquisition and Knowledge Awareness for Livelihood</b></p>	<p>Skill Acquisition and Knowledge Awareness for Livelihood Promotion ("SANKALP") is a programme of the Ministry of Skill Development with loan assistance from the World Bank. It aims to improve short term skill training qualitatively and quantitatively through strengthening institutions, bringing in better market connectivity and inclusion of marginalised sections of the society. SANKALP was launched on 19th January 2018.</p>	<p>The project is in alignment with the scheme as it provides short term skill training to the youth in relevant sectors and helps in the placement of the youth for gainful employment opportunities.</p>
<p><b>Pradhan Mantri Kaushal Vikas Yojana</b></p>	<p>Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development &amp; Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to</p>	<p>The project is in alignment with the scheme as it provides short term skill training to the youth in relevant sectors and helps in the placement of the youth for gainful employment opportunities.</p>

	<p>take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.</p>	
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*Table 5: Coherence to national priorities*

### 1.5.3 Effectiveness of Intervention

*Effectiveness is defined as an assessment of the factors influencing progress toward outcomes for each stakeholder as well as validation of the robustness of systems and processes.*

It aids in ensuring that the implementation and monitoring processes are sturdy in order to achieve the greatest possible social impact. The efficacy of the programme is established by examining how well the program's activities were carried out as well as the efficiency with which the program's systems and processes were implemented.

The project envisages to make youth belonging to economically weaker sections of the society who are unable to complete their education due to financial and other constraints, opportunity to acquire industry specific skills through various vocational training courses that span a couple of months. This vocational training provides the youth with theoretical and practical knowledge in relevant skills which are required to effectively get gainful employment in various industrial sectors and become economically independent in the long run.

- I. **Identification of the problem:** The project employed a process-driven implementation strategy that included fundamental market research to ensure a context-specific initiative, standardised activities with a set timeframe to assure quality, and pre-determined KPIs to ensure consistency. Further, youth belonging to economically weaker sections of the society were mobilized and selected for the training courses to ensure dissemination of the required skill set for gainful employment.
- II. **Qualified implementation team:** The implementing agency deployed a qualified team with previous expertise in managing similar tasks.
- III. **Targeted beneficiary mobilization:** The core of the project is to provide the youth belonging to economically weaker sections of the society with relevant skills so that they are able to get training and expertise required to get employed in the particular sectors and earn a livelihood for themselves.

#### 1.5.4 Efficiency of Intervention

*The efficiency criterion seeks to determine whether the project was completed in a cost-effective and timely way.*

The purpose is to establish whether the inputs—funds, knowledge, time, etc.—were effectively employed to create the intervention outcomes. This evaluation criterion attempts to determine whether the programme was completed on schedule and within budget.

##### **I. Timeliness of delivery or implementation of project interventions**

Although the project was carried out in a timely manner and funds were utilized for efficiently carrying out the field trials by the implementation partner, an addendum was signed between GAIL and the implementing partner in January 2022 to extend the MOU till 31<sup>st</sup> March 2022 in order to ensure project completion.

##### **II. Cost efficiency of project activities**

Interaction with the GAIL CSR and the training partner also revealed that there was no budget overflow and that all the activities were successfully carried out within the allotted budget.

##### **III. Duplication/ overlap of project activities**

Duplication of effort arises when similar interventions are needlessly undertaken within the same community/ location due to poor knowledge management and inadequate coordination of projects, thereby resulting in fund and resource inefficiency. In this case, the training partner conducted a need assessment study and it was recognized that there was an issue of unemployment among the youth located in and around the district and they showed inclination towards learning a new skill to be able to gain employment. No similar kind of project was being implemented in the area; therefore, duplication was not reported for the said project.

#### 1.5.5 Sustainability of Intervention

Sustainability assesses how well the programme secures the long-term viability of its outcomes and influence.

The continuation of a positive effect after development or aid has stopped is referred to as sustainability. This evaluation criterion contains key elements concerning the likelihood of continuous long-term benefits and risk tolerance. To achieve sustainability, a governing framework, financial model, and operating system must be established.

The project was successfully completed by the implementing agency and the training centre is being effectively run by the training partner and implementing agency. Adequate placement support is provided to the youth and post placement follow up and counselling is also done to ensure that the youth continue in the jobs in which they are placed for a longer period of time.

1.5.6 **Branding of intervention:** Adequate branding and visibility of GAIL (India) Ltd was ensured at the centre. All the respondents were aware of the skill training centre being a CSR intervention by GAIL.



Figure 4: GAIL branding at the centre



Figure 5: GAIL branding at the centre

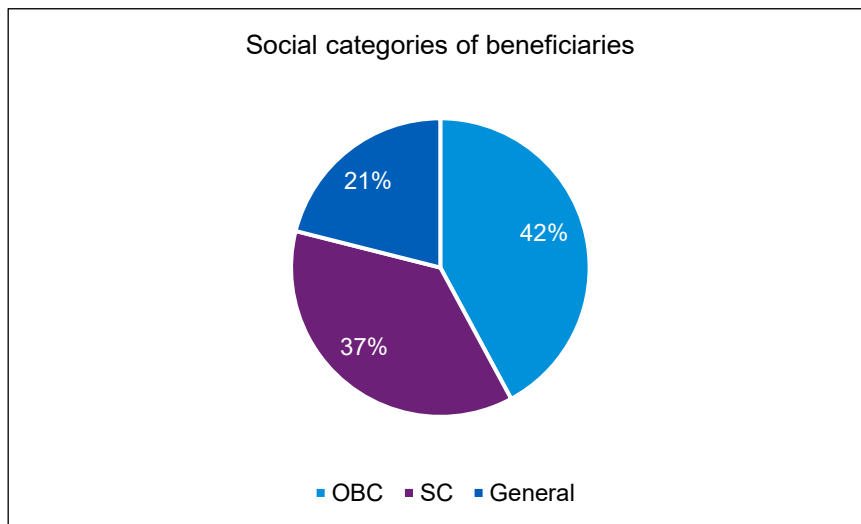


Figure 6 & 7: T-shirt and study material with GAIL branding

### 1.5.7 Impact of Intervention

#### I. Improved awareness and access to vocational skill training

The Skill Development program is serving the dual purpose of linking the youth of the region to jobs and meeting the requirement of trained manpower in the local industry leading to inclusive growth in the regions. The youth who joined the skill training programme belonged to socially and economically weaker sections of the society and had limited access to opportunities for enhancing skills required to attain gainful employment.



Out of the total respondents interacted with, 42% belonged to Other Backward Classes whereas 37% of the respondents were Scheduled Castes. 74% of the respondents had an average annual family income less than or equal to INR 1,00,000/-. Thus, free of cost vocational training was beneficial for them as

it gave them access to relevant skills across different sectors which enabled them to receive the adequate training required for gainful employment.



53% of the respondents heard about the training centre at Guna from their friends/family and community members. As part of the mobilization process, representatives from the implementing agency interacted with key officials in the region and conducted an in-depth review on the interest, local issues through interacting with key personnel such as panchayat leaders, youth forums and community members. Mobilization drive through Rozgar Rath, Canopy Promotion, door to door leaflets distribution, and focus group discussion was done. Targeted unemployed youth from various nearby localities were mobilized and made aware about the program. At mobilization drives these candidates were sensitized about the course, probable opportunities for job placements and expected salary. Counselling sessions were organized for the candidates to give them complete briefing of the program and its benefits.



*Figure 8 : Infrastructure & equipment provided by GAIL*



Figure 9 : Infrastructure & equipment provided by GAIL

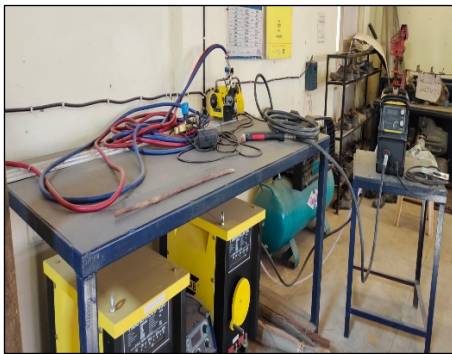


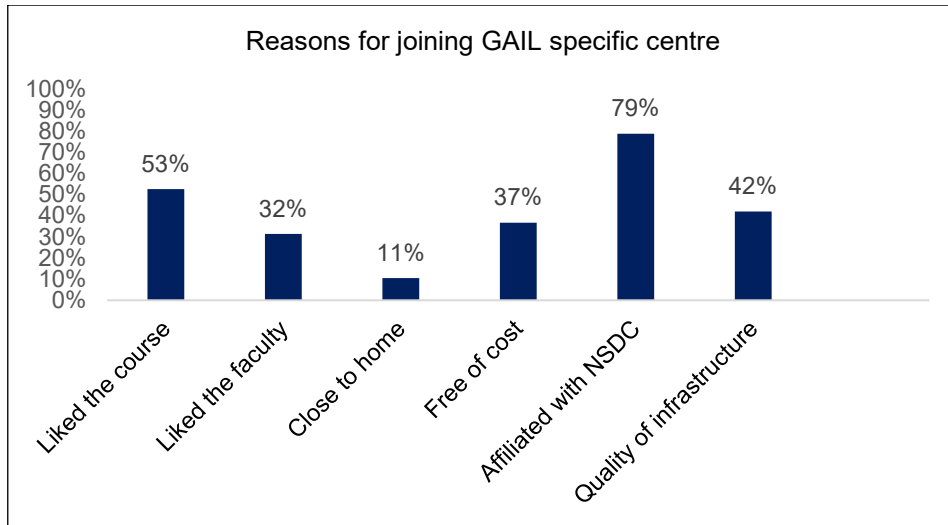
Figure 10 & 11 : Infrastructure & equipment provided by GAIL

Youth between the age groups of 18 – 30 years of age are selected for the skill development programme. Following are the key skill courses taught at the centre:

S.no.	Course Name	Course Duration (hours)
1.	CNC Machine Operator	410
2.	Customer Care Executive (Call Centre)	290
3.	Industrial Electrician (Oil & Gas)	1090
4.	Industrial Welder (Oil & Gas)	1090
5.	Unarmed Security Guard	250
6.	Welding Technician	390

Table 6: Courses at the skill center

The courses are NSDC certified. 100% of the beneficiaries joined the skill development courses with an aim to enhance their knowledge of a new skill and to gain access to employment opportunities in relevant industries.



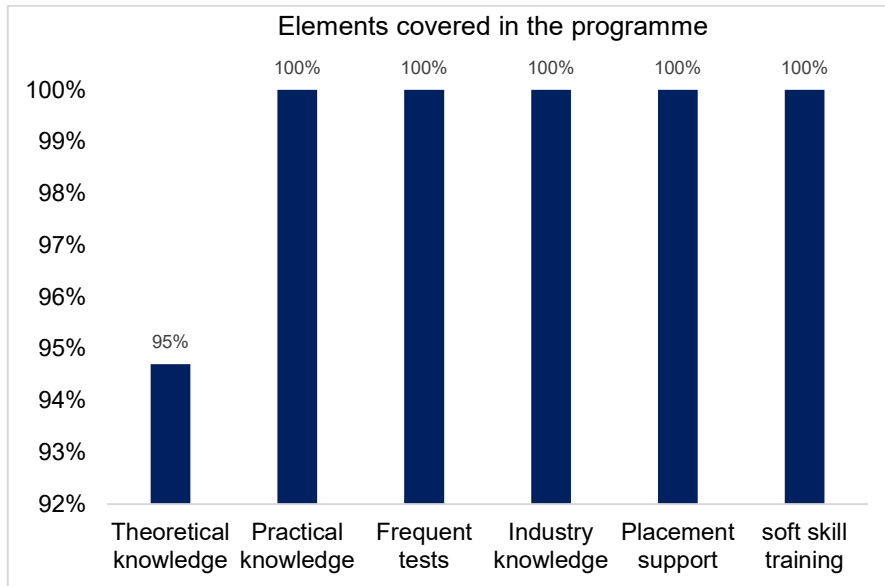
53% of the respondents joined the GAIL skill centre as they liked the nature of the courses being offered at the centre. Affiliation with NSDC was considered as an advantage for 79% of the respondents and motivated them to join the centre. As majority of the youth belonged to economically weaker sections of the society, 37% of the respondents were encouraged to join the free of cost centre and learn a new skill that would aid in their economic upliftment.



*Figure 12 & 13: Practical sessions & equipment provided*



## II. Benefits of the skill training programme



India is today one of the youngest nations in the world with more than 62% of the population in the working age group (15-59 years), and more than 54% of the total population below 25 years of age. In fact, in next 20 years, the labor force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. However, current statistics shows that only 2% of the total employees in India have completed skills development training<sup>11</sup>.

Skills and knowledge development are the driving forces behind the financial growth and community development of any country. Skill building is a powerful tool to empower individuals and improve their social acceptance. It must be complemented by economic growth and employment opportunities to meet the rising aspirations of youth.

GAIL's skill development center recognizes this requirement and therefore provides multiple benefits to the youth who become a part of it. 100% of the beneficiaries received practical knowledge as part of the course structure. Knowledge about the industry and placement support was beneficial for all of the respondents. Soft skill training helped to enhance the overall confidence and communication skills for 100% of the respondents.

<sup>11</sup> [Why Skill Development is necessary in India? | ITS ENGINEERING COLLEGE, GREATER NOIDA \(itsengg.edu.in\)](https://www.itsengg.edu.in/why-skill-development-is-necessary-in-india/)



*Figure 14: Meals provided at the GAIL Skill Centre*

Apart from the core domain, the centre organized various activities for candidates such as chart making, celebration of various events, classroom discussions etc. for their development to work as a team, improve their leadership and enhance their public speaking skills.

The centre also provided free of cost meal as well as boarding and lodging facility to the beneficiaries as per requirement. The beneficiaries were satisfied with these facilities.



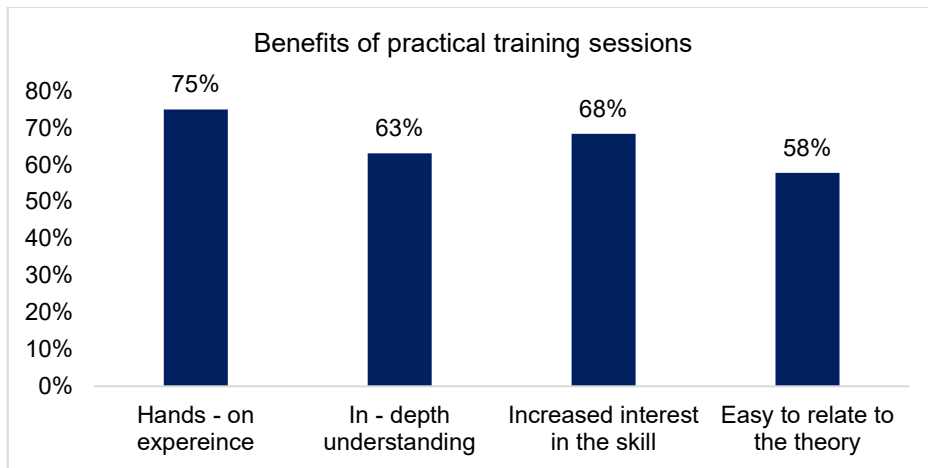
*Figure 15 & 16: Classroom & Centre building*

### **III. Improved practical knowledge and enhanced skill set**

Everyone learns differently, and learning styles can vary from person to person, from visual, to aural, verbal, physical or logical learning styles. But there's one type of learning that benefits most students, and that's practical learning. In vocational training, practical learning allows an individual to learn quick adaptations needed for daily challenges and scenarios and allows them to get a better understanding of the course content and theoretical knowledge being imparted<sup>12</sup>.

100% of the beneficiaries interacted with reported receiving practical training as part of their course curriculum. The equipment in the training labs for each of the courses has been provided by GAIL. These practical sessions gave them an opportunity to practice the skills they learnt during theoretical sessions and apply their knowledge using the tools required. This provided them a hands – on experience of the skill being taught to them.

<sup>12</sup> [BENEFITS OF PRACTICAL LEARNING | SIA Melbourne](#)



Interactive education, in the form of practical learning, can strengthen one's understanding and comprehension on a subject. While theoretical education utilizes textbooks and research papers, practical learning allows one to learn things firsthand. The same was agreed upon by 75% of the respondents interacted with. Taking a hands-on approach to learning often results in more ingrained knowledge, with the ability to retain information quickly and for longer periods of time. 68% of the respondents experienced an increased interest in the skill through practical learning whereas 58% of the respondents were able to relate to the theoretical knowledge more effectively post practical learning.



*Figure 17: Class underway*

Session plans are followed on a regular basis. Training was localized, where possible, through language and content, to stay relevant to the people. Pedagogical approaches were varied and included project work, role plays and case studies to keep classes interactive and engaging. Students also had formative and summative assessments prior to the external evaluations. Regular tests and assignments were also conducted as part of the course curriculum and the same was confirmed by 100% of the beneficiaries. Post successful completion of the course, all the beneficiaries received a course completion certificate from NSDC.

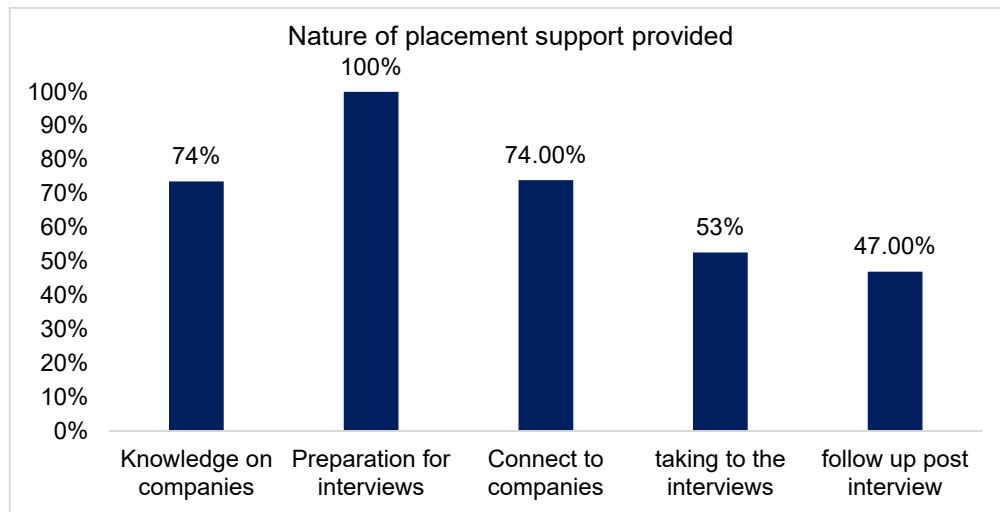


Figure 18: NSDC certificate post training completion

Despite practical training, 100% of the beneficiaries reported lack of availability of on – job training provided to them as part of the course curriculum. On – job training helps in understanding the industry det – up and enables one to work in the actual environment that is required. It also gives an opportunity to interact with other workers and industry experts during the course of the training session.

#### IV. Improved employment opportunities & enhanced living standard

Out of the alumni interacted with, 100% reported receiving placement support post completion of their training.



As part of the placement process, a placement coordinator was assigned from within the centre. The placement coordinator visited different companies in order to coordinate and set up the interview process. The candidates receive soft skill training and are also prepared for the interview process beforehand. The same was reported by 100% of the beneficiaries interacted with. As part of soft skills training, the candidates are trained in aspects related to grooming, work ethic, teamwork, health & hygiene, communication skills, anger management etc. which

are essential at any workplace. This has helped enhance the overall personality and confidence of the students.

The following table highlights the status of number of youth who were enrolled and who got successfully placed post training completion in FY 2021:

<b>Job Roles</b>	<b>Youth Trained</b>	<b>Youth Assessed</b>	<b>Youth Certified</b>	<b>Youth Placed</b>
<b>CNC Machine Operator</b>	150	150	132	109
<b>Customer Care Executive (call centre)</b>	180	180	150	135
<b>Industrial Electrician (oil &amp; gas)</b>	30	30	28	19
<b>Industrial Welder (oil &amp; gas)</b>	30	30	30	25
<b>Unarmed security guard</b>	180	180	138	125
<b>Welding technician</b>	30	28	21	28
<b>Total</b>	600	598	499	441

*Table 7: Status of number of youth who were enrolled and who got successfully placed post training completion*

Out of the total beneficiaries enrolled, 73.5% of the beneficiaries were successfully placed post completion of training.

Post successful placement, tracking of the beneficiaries is done for one year to assess the retention rate.

None of the beneficiaries interacted with were involved in any income generating activity prior to joining the skill development course. Coming from economically weaker sections of the society, getting employed in income generating activities had benefited the candidates in enhancing their standard of living which in turn enabled them to support their families in an effective way.

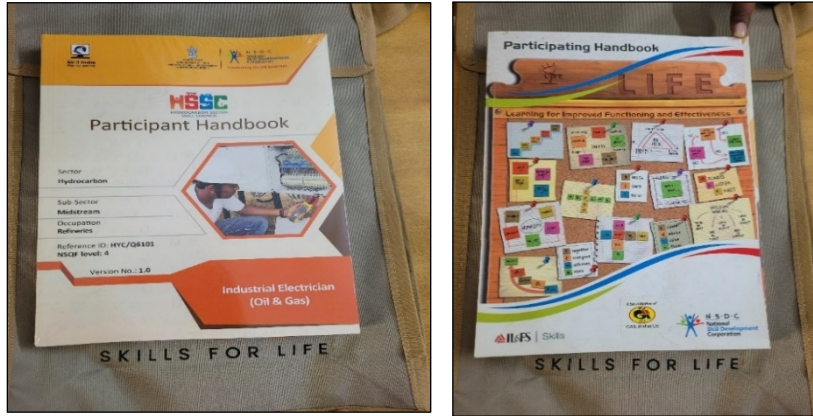


Figure 19 & 20: GAIL branded study material

## V. Overall impact of the skill development centre

Overall, the beneficiaries were satisfied with the training support provided by GAIL and the implementing agency. It had not only helped them to learn a new skill but also a means to receive employment opportunities which were otherwise not readily available for them.

They were also satisfied with the different facilities/aspects available at the training centre. Provision of free of cost training has ensured that the students belonging to economically weaker sections of the society are able to receive the adequate support required to fulfill their aspiration of acquiring a skill and a successful career for themselves, thus attaining economic self – sufficiency.

The following figure represents the level of satisfaction of the beneficiaries on various aspects of the skill center on a scale of 1 to 5 with 1 being least satisfied and 5 being most satisfied. All the beneficiaries were satisfied with all the facilities available at the skill development center due to which they rated the facilities as either 4 out of 5 or 5 out of 5.

Course content 4/5	Teachers/trainers 4/5	Practical knowledge: 5/5
Centre Infrastructure 5/5	Placement support 4/5	Test/assessment 5/5
Industry connect: 4/5	Boarding/lodging 5/5	Location of center 5/5

## 1.6 Overall rating of the project

The scoring matrix was used to evaluate and score performance of the project in Guna Madhya Pradesh. The following table provides the rating across the defined parameters:

Location	Relevance	Coherence	Efficiency	Effectiveness	Impact	Sustainability	Branding	Total Score
Madhya Pradesh	100%	100%	90%	100%	100%	100%	100%	98%

*Table 9: Overall scoring of project*

The GAIL project implemented in Madhya Pradesh scored an average of 98%. The project was aligned to GAIL’s CSR policy and SDGs and were relevant to the needs of the community. The project was efficiently executed across the selected district within the allocated budget and timelines. The completion rate was 100% for the project and 100% of the beneficiaries surveyed were satisfied with the support being provided. Sustainability of the project is at 100%. Efficiency has been rated at 90% as an addendum was signed for the project for extension of the timeline.

The total score of the project is 98% due to which this project can be rated as “**Highly Impactful**” in nature.

## 1.7 Case Study

### Case Study I: Ravindra Verma, Supari Village, Madhya Pradesh

GAIL is operating GAIL Institute of Skills in Guna (MP), the main objective of this initiative was to provide opportunities of employment to the unemployed and underprivileged youth living in and around the Guna district by imparting them with a right set of skills which has proven demand in various sectors across the country like training in Industrial Electrician, Industrial welding, CNC machining technician, unarmed security guard, customer care executive etc. Till date more than 6000 rural and semi urban youth in the remote/backward districts has been provided these trainings out of which more than 5000 has got placed in big organizations.

Ravindra Verma from Supari belongs to economically weaker section of the society. His family was involved in working as labors for the village farmers and were dependent for their basic livelihood through these activities. Ravindra had dreams of working in big organizations and doing something with his own skills and raising the standard of living for his family. In December 2021 he joined the GAIL Skill School for acquiring training in the field of CNC machining technician. The course was for a period of 108 days, in those 108 days he gained theoretical as well as practical knowledge from the institute. Post training in the implementation drive in the month of March 2022 he got placed in the company Eicher.

Today he is working in Eicher and earning a salary of Rs.1,68,000 PA. He and his family are able to have a better life than before. Training provided to him via the support provided by GAIL has given a ray of hope to him and his family for a better life. They have shown their heartfelt gratitude to the GAIL company and the managing team for this wonderful service provided by them for the welfare of the people of the village.

## 1.8 Conclusion and Way Forward

India is recognized as one of the youngest nations in the world with over 50% of the population under 30 years. It is estimated that by about 2025, India will have the 25% of the total global workforce (World Competitiveness Yearbook, 2012). Hence, there is a need to further develop and empower the human capital to ensure the nation's global competitiveness.

Youth plays a crucial role in achieving economic prosperity of the country. In the present scenario, it is found that most of the youth being educated are facing severe unemployment problem due to lack of skills and technical knowledge<sup>13</sup>.

The Government's National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to employment and ensure India's competitiveness in the global market.

India has gradually progressed as a knowledge-based economy due to the profusion of capable, flexible, and qualified human capital. With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world due to its young work force. Skills and knowledge are key drivers of macro-economic growth and socio-economic stability. Skill Development can be defined as proficiency that is acquired or developed through training or experience. It strengthens the ability of individuals to adapt to changing market demands and help benefit from innovation and entrepreneurial activities. At national level, the future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work. Skilled human resource is essential for inclusive growth. Hence, skill development can be connected to a broader growth, employment and development demanding government interventions<sup>14</sup>.

GAIL contributed to the vision of achieving a skilled India by setting up the GAIL Skill School in Guna Madhya Pradesh which provided support to several youth in and around the region to attain proper vocational skill training as per their requirement which is NSDC certified and helped them to get placement and opened up employment opportunities for several youth. In order to strengthen the project and ensure smooth functioning of the centre, the following suggestions may be considered by GAIL:

- **Requirement of more course specific equipment:** During the field visit to the centre, it was reported that the beneficiaries engaged in CNC Machine Technician course conducted their practical sessions with the aid of only two machines that were shared between 30 students. This led to an increase in the time taken by each beneficiary to access the machine for practice. Additionally, the number of headphones available for mock calls under the Customer Care Executive course were also reported to be less viz – a – viz the total number of youth enrolled in the course. Going forward, GAIL or the implementing agency may look into the same and provide additional support as per requirement.
- **Restructuring of the course structure:** The course curriculum for each of the skill courses being taught at the centre are designed by NSDC and affiliated to

<sup>13</sup> [\(PDF\) Skill Development Programmes in India -A Literature Review \(researchgate.net\)](#)

<sup>14</sup> [\(PDF\) Skill Development Programmes in India -A Literature Review \(researchgate.net\)](#)



the same. Going forward, for similar projects, GAIL may plan on conducting industry benchmarking exercises as well as market research through interaction with potential employers in the industry and refine the course from time-to-time basis the ongoing market needs. This would ensure that the candidates are up to date on the skills that they are acquiring.

- **Provision of on – job training:** Currently the course curriculum offers practical training sessions to the beneficiaries at the centre itself. An additional component of on – job training may also be added going forward wherein the students get an opportunity in the last month of their training to work in the relevant industry sector on ground to gain experience and also to interact with the industry experts and peers. This would give them a glimpse of the post placement scenario and also boost their confidence before the placement process starts.
- **Ensuring long – term retention of placed candidates at their workplace:** During interaction with the stakeholders, it was noted that several candidates who are successfully placed into jobs at different locations oftentimes leave their job in a short span of time due to inability to stay away from home, lack of motivation, difficulties faced in the new work environment etc. In order to ensure long term success of the program, retention of the placed candidate needs to be addressed. This can be done by conducting awareness sessions and trainings with them during the duration of the course in order to make them understand the importance of retaining their job. Post placement regular checks may also aid in identifying and mitigating the difficulties being faced by the students in a timely manner.

# Thank you



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