

**Impact Evaluation of Skill Development Programme by  
St. Xavier's Community College, Trivandrum.**

*A dissertation submitted to the University of Kerala in partial fulfillment of  
requirements for the Masters of Social Work Degree examination*

**SUBMITTED BY**

Name: Amritha Suresh

Exam code: 91514403

Candidate code: 91516115002

Subject code: SW 2.4.5



**DEPARTMENT OF SOCIAL WORK  
LOYOLA COLLEGE OF SOCIAL SCIENCES  
SREEKARIYAM THIRUVANATHAPURAM  
2016-2018**

## **DECLARATION**

I, **Amritha Suresh**, do here by declare that the Dissertation Titled “**Impact Evaluation of Skill Development Programme by St. Xavier’s Community College, Trivandrum**” is based on the original work carried out by me and submitted to the University of Kerala during the year 2016-2018 towards partial fulfillment of the requirements for the **Master of Social Work** Degree Examination. It has not been submitted for the award of any degree, diploma, fellowship or other similar title of recognition before.

Thiruvananthapuram

Ms. Amritha Suresh

9/10/2018

## CERTIFICATION OF APPROVAL

This is to certify that this dissertation entitled “**Impact Evaluation of Skill Development Programme by St. Xavier’s Community College, Trivandrum**” is a record of genuine work done by **Ms. Amritha Suresh** fourth semester Master of Social Work student of this college under my supervision and guidance and that it is hereby approved for submission.

Thiruvananthapuram

9/10/2018

Dr. Jasmine Sarah Alexander

Research guide

Department of Social Work

Loyola College of Social sciences

Sreekariyam,

Recommended for forwarding to the University of Kerala

Dr. Sonny Jose

Head, Department of Social Work

Loyola College of Social sciences

Sreekariyam

Forwarded to the University of Kerala

Dr. Saji. P. Jacob

Principal

Loyola College of Social Sciences

Sreekariyam

## **ACKNOWLEDGEMENT**

*Fore mostly I extend profound thanks to Almighty God who has blessed me the opportunities and intellectual ability to complete my research successfully.*

*I was lucky to have **Dr. Jasmine Sarah Alexander, Faculty of the Social Work Department, Loyola College of Social Sciences** as my guide. She was the leading spirit in my endeavor; she had motivated me in my times of my confusion, stood for me, with me. At this juncture I extend my heartfelt respect and gratitude for all the pain that she had taken for the completion of my study.*

*I extend my heartfelt gratitude to **Dr. Saji.P. Jacob, Principal Loyola College of Social Sciences and Dr. Sonny Jose, Head of the Social Work Department, Fr. Sabu Thomas, Fr. Saji Joseph S.J., and Ms. Francina Xavier** faculties Department of Social Work for their help on various occasions during the course of this work.*

*I express my sincere thanks to **Dr. Sunil Kumar, Librarian and Mr. George Mathew** assistant librarian, Loyola College of Social Sciences for providing necessary reference materials, and their kind support for the successful completion of my work so far.*

*I express my sincere gratitude to all the **respondents** who have participated in the process of my data collection.*

*It would not have been possible for me to successfully complete this work without the constant encouragement and support of my **beloved family***

*I could never conclude this without mentioning my **dearest friends**, whose whole hearted support made me to present this before you.*

*Amritha Suresh*

## CONTENTS

| <b>S. Number</b> | <b>Chapters</b>                       | <b>Page Number</b> |
|------------------|---------------------------------------|--------------------|
| 1                | Introduction                          | 1-11               |
| 2                | Review of literature                  | 12-18              |
| 3                | Research Methodology                  | 19-24              |
| 4                | Data analysis and Interpretations     | 25-55              |
| 5                | Findings, Suggestions and Conclusions | 56-71              |
| 6                | Bibliography and Appendix             | 72-83              |

## List of figures

| Diagram Number | Title   | Page Number |
|----------------|---|-------------|
| 4.1            | Age   | 26          |
| 4.2            | Sex   | 27          |
| 4.3            | Place   | 28          |
| 4.4            | Religion  | 29          |
| 4.5            | Marital status  | 30          |
| 4.6            | Economic status                                       | 30          |
| 4.7            | Family members  | 31          |
| 4.8            | Education   | 32          |
| 4.9            | Continuing education                                  | 33          |
| 4.10           | Drop out class  | 34          |
| 4.11           | Drop out reason                                       | 35          |
| 4.12           | School part time jobs                                 | 36          |
| 4.13           | Earnings, school part time jobs per day               | 37          |
| 4.14           | Before joining institution jobs done                  | 38          |
| 4.15           | Earnings after discontinuing, per day                 | 39          |
| 4.16           | Duration of works                                     | 40          |
| 4.17           | Course joined   | 41          |
| 4.18           | Known about the institution                           | 42          |
| 4.19           | Joined institution                                    | 43          |
| 4.20           | Duration of course                                    | 43          |
| 4.21           | Additional skills obtained                            | 44          |
| 4.22           | Employment history since passing out                  | 45          |
| 4.23           | Monthly income  | 46          |
| 4.24           | Faced difficulties in training classes                | 47          |
| 4.25           | Difficulties in training programme or training period | 48          |
| 4.26           | Challenges faced                                      | 49          |
| 4.27           | Additional skills                                     | 50          |
| 4.28           | Placement after training                              | 51          |
| 4.29           | Passed out , how many places changed the jobs         | 52          |
| 4.30           | Job relates to skill development training             | 53          |
| 4.31           | Opportunity to apply motivational skills              | 54          |

|      |   |    |
|------|---|----|
| 4.32 | Practice spoken English in work sites       | 54 |
| 4.33 | Practice communication skills in work sites | 55 |

## **Abstract**

Community College or People's College is a basic educational system visioned by Mahatma Gandhi, for the basic education of the poor and to the welfare of the country and to create responsible citizens, with the aim of making the dropped out youth employable and building in them the aptitude to perform well what they have learned.

As India targets to becoming a global economic powerhouse, (Patnaik, 2015) it needs to equip its workforce with employable skills and knowledge to make India a developed economy. 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.

In today's age of globalization and technological volatility, skill building is an important instrument to increase the efficacy and quality of Labor for improved productivity and economic growth. 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. The challenge lies not only in a huge quantitative expansion of facilities for skill training, but also in raising their quality. India can then become the global sourcing hub for skilled employees.

The researcher tries to explore the impact of the skill development programme provided by St. Xavier's Community College Trivandrum. After receiving the training the trainees will be placed in different settings either by the institution or by themselves, and the institution is not having adequate data related to the placements of the trainees. There is no long term follow up or evaluation of these trainees done by the institution, so the researcher tries to collect the present status of those trainees and also tries to determine the impact of the skill development programme. It is important to know the gaps in the training given by the institution and also to evaluate effect of such skill development programmes. The main objective of the study was to explore the impact of the skill development programme provided by St. Xavier's Community



College, Trivandrum. The study is quantitative in nature and the researcher adopts survey design. Interview Schedule filled through telephonic interview was the method adopted. The sample size was 60 and the major findings obtained includes, about 50% of the respondents have regular monthly income now and 40% of them are regular employees; during their school days and before joining the institution they had irregular income. 50% of the trainees who have passed out from the institution still faces unemployment; this shows that the training programme was partially unsuccessful in creating employment. The respondents have also faced various challenges and they have given various suggestions for the improvement. Most of the respondents who are employed got an opportunity to practice the skill provided in the institution and they also have suggested for additional skill trainings like life skill training, team work skill, leadership skill etc.

**CHAPTER -1**  
**INTRODUCTION**

## **INTRODUCTION**

The history of India's economic growth is mainly classified into two phases-the first 45 years after independence and the two decades of free market economy. The years preceding the economic liberalization were mainly marked by instances wherein economic development got stagnated due to lack of meaningful policies. The economic reforms came to India's rescue with the launching of the policy of liberalization and privatization. A flexible industrial licensing policy and a relaxed FDI policy started getting positive responses from international investors. Among the major factors that drove India's economic growth following the economic reforms of 1991 were increased FDI, adoption of information technology and an increased domestic consumption. One of the major growths shown is in the service sector i.e. in telecommunication services and information technology. The growth of the industrial as well as the agricultural sector was increased. While mentioning about the education sector, India has managed to bring its education system at par with the global standard. The parliament made elementary education a fundamental right for children in the age group of 6-14 years by passing the 86<sup>th</sup> amendment to the constitution in 2002. At independence, India's literacy rate was a paltry 12.2% which increased to 74.04% in 2011 and Kerala has literacy rate of 93.91%.

In the case of health care, the death rate had decreased and the life expectancy had increased to 65 years by 2011 and the infant mortality rate & maternity mortality rate had decreased. Similarly lots of achievements had occurred in the health care sector.

Unemployment Rate in India decreased to 3.46 percent in 2016 from 3.49 percent in 2015. Unemployment Rate in India averaged 4.08 percent from 1983 until 2016, reaching an all-time high of 8.30 percent in 1983 and a record low of 3.46 percent in 2016.

Unemployment means a person willing to work but unable to find a qualified job. Our country is facing many problems but one of the serious problems is of unemployment. Many graduates, doctors, engineers, scientist are unemployed or working underemployed. Due to unemployment we are wasting our country's human resource.

The unemployed rate in between age group 15- 29 has been increased since 2009-2010. According to the Global Employment Trends 2014 the unemployment rate has raised to 3.8%, last year it was 3.7%. The International Labor Organization (ILO) has said in the recent report that India has shown rise in the unemployment in the last two years.

If the problem of unemployment is solved it will help in development of the country. With Population of 1.20 billion in our country the unemployment rate is increasing day by day. The problem of unemployment is rising but still many industries are facing the problem of skilled candidate for their company. There is a boom of software companies, Outsourcing companies in India, but still facing the problem of unemployment

Here are some of the reasons why there is unemployment in India. There are employment opportunities in India, but the rising population problem creates the unemployment. If the population grows in the same rate the next generation will face more problems of unemployment. If there is vacancy for 1 position 100 or 1000 apply for the position and only one gets the job and others remain unemployed. Inflation is another factor. Indians don't take jobs which are below their grades. Many find it difficult to work at the below qualification level job. Low wages or salary below the market rate. Many big industries look for the skilled candidate only, for their company. Recession of our economy is another problem. Many Employers give preference to the experienced candidates only and not the fresher. Not enough or new jobs for the unemployed persons. As per the experience & analysis from Get Sarkai Naukri, number of new government jobs is decreasing every year. Government is not able to create enough jobs keeping in mind the Indian population, slow business expansion, advanced technology. Earlier for a task hundreds or thousand people were required to do a work but now due to the advanced technology only one person can do many people's work. With the advanced technology companies are hiring few persons to operate the machine. Give a command on computer and the work is done this has cut off the employment of many. Corruption: in Government sector and in some private sector people get the job by giving the bribe. Even though the candidate is not that qualified but if he gives the bribe he gets the job. So to get a government job they give the bribe. The qualified candidate remains unemployed as no money to give as the bribe.

Some of the major problems caused due to unemployment are mentioned here. Unemployment and poverty goes side by side. The problem of unemployment gives rise to the problem of poverty. Young people after a long time of unemployment find the wrong way to earn money. To get rid from the unemployment stress, they accept alcohol or drugs. Unemployed youths accept suicide as the last option of their life. Lower economic growth is another issue. Increase rate in Crimes. As the employed youth don't have anything to do they start doing robbery, murder etc. Health issues i.e. it affects mentally as well as physically.

During the British period, progress of education was rather tardy. Between 1881-82 and 1946-47, the numbers of the school grew from 82,916 to 134,866 and the number of students grew from 2,061,451 to 10,525,943. Total enrollment at the primary level has increased from 19,200,000 in 1950-51 to 109,800,000 in 2001-02. The number of high schools in 2000-01 was higher than the primary schools at the time of the independence. The provision of the universal and compulsory education for all children in the age group of 6-14 was a cherished national ideal and had been given overriding priority by incorporation as a directive policy in article 45 of the commission, but it is still to be achieved more than half of the century.

Government schemes to reduce illiteracy includes, the Sarva Siksha Abhiyan, which was launched in 2001 to ensure that all children in the age group 6-14 years attend school and complete eight years of schooling by 2010.

Sponsored District education programme, which was launched in 1994, has so far opened more than 160,000 new schools, including almost 84,000 alternative schools. Of the estimated population of 205 million in the age group 6-14 years on March 1, 2002, nearly 82.5%. The high drop rate has been adopted to attract children to schools is a matter of major concern. One of the most popular schemes adopted to attract children to schools in the mid-day meal scheme which was launched in 1995.

Community college or People's College is a basic educational system visioned by Mahatma Gandhi, father of the nation for the basic education of the poor and to the welfare of the country and to create responsible citizens. This system is long routed in India for the last one decade. There are more 224 community colleges all around India and abroad. Trivandrum Social Service Society is the pioneer organization to establish a Community College in Trivandrum, that's in the year 2006, with the aim of making the dropped out youth employable and building in them the aptitude to perform well what they learned. St. Xavier's Community College is affiliated to the Indian Centre for Research and Development of Community Education (ICRDCE), Chennai. The four courses which they offer include Diploma in Welding, plumbing & Electrician, Diploma in Nursing Assistant, Diploma in Electronics and Diploma in Computer Application & Secretarial Practice.

### **CONTEXT**

“Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development” - International Labour Organization.

Skill development (Skill Development, 2015) is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education.

The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level. To meet the demand side challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. On the supply side, a simple look at the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. However, the employability quotient is questionable and

remains a major area of concern. Already huge gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, limited industry interfaces, limited standards, etc. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training. While the vocational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality.

Moreover, there is a disconnect between the formal education system and work requirements, compounding the challenges related to the skill gap. A concerted action is thus required on the supply side to ensure sustained employability of the Indian youth. Extensive efforts to skill the workforce are required, both in quantity and quality. Transforming the skill development ecosystem and making it responsive to needs of both industry and citizens requires a scalable, efficient and comprehensive vocational training ecosystem to meet future requirements.

Dropout prevention programs (Dropout prevention programs) provide at-risk students with specific supports such as mentoring, counseling, vocational or social-emotional skills training, college preparation, supplemental academic services, or case management. Such programs are frequently multi-service interventions and may include attendance monitoring, sometimes with financial rewards or sanctions. Dropout prevention programs can undertake comprehensive changes to high school environments such as restructuring schools into smaller learning communities, or offering alternative schools. Such programs can be delivered in school or community settings and can focus on individual at-risk students or on entire schools with low graduation rates (CG-TFR Education, IES WWC-Dynarski 2008). The expected result was increased high school graduation and the outcome was reduced absentism.

A community college (Anand, 2017) is an institution under India's higher education system that aims at providing job-oriented education to students from local communities. It is a system that provides education above secondary level and below degree level with different skill-oriented as well as traditional courses. The duration of the courses typically range from six months to two years. The college offers admission to these courses at an affordable cost without compromising

the quality of education imparted. This gives opportunities to students/ learners to move directly to the employment sector or higher education level. The concept of community college has basically originated from the USA where such institutions have been in existence for about 100 years. And from there gradually, community colleges gained prominence and were set up in different countries across the globe including India. Currently, there are more than 150 community colleges in India that are recognized by University Grants Commission (UGC).

The need of joining in a community college includes Provides accessible and affordable education in the form of skill-based and traditional courses offered to a large number of students of the community. Offers courses to students in multiple formats including face-to-face, online, full-time, and part-time. Provides better options for students who desire career-oriented qualification and may not require a three-year degree course. Involves participation of the local industry to provide flexible and relevant training programmes to students leading to better employment opportunities. Works in coordination with local industry/ business organizations to frame and revise the curriculum. Offers courses in accordance with the local requirements of the community/area. Offers courses to students that cater to the workforce needs of new and emerging sectors such as Green Technologies, E-Governance, and E-Services. Trains and upgrades skills of not only job seekers but also existing employees working in different organizations. Allows dual enrollment, thereby, enabling high school students to take up courses in community colleges to reduce the duration and costs that get into obtaining an associate degree and later full degree.

And there are no age criteria for the students while joining different courses. Courses Offered at Community Colleges in India are mainly Certificate Diploma and Advance Diploma/ Associate Degree courses. The courses are offered in streams such as Information Technology, Fashion Design, Beauty & Wellness, Science, Hotel Management, Tourism, Civil Construction, Healthcare, Nursing, Retail Management, Farm Management, Mobile Communication, Automobile Management, Banking & Financial Services, Jewellery Design, etc.



A few studies related to drop outs have been mentioned here. The factors leading to school drop outs in India (Gauda & Sekhar, 2014) was a study which tried to understand the differentials and factors associated with school dropouts in India. Based on the data from National Family Health Survey-3, it was found that only 75 percent of the children in the age group 6 to 16 years were attending school. About 14 percent of the children never attended the school and 11 percent dropped out of school for various reasons. It was observed that the dropout was high among the children belonging to Muslim, Scheduled Caste and Scheduled Tribe families. Parental characteristics also plays a significant role in determining school education. The dropouts among the children belonging to illiterate parents were four times higher than that of the literate parents. It was also observed that if parents were not working, the possibility of dropout among their children was relatively high. The study suggests that unless and until there is considerable improvement in the economic status of households and change in the social attitudes of parents, achieving the goal of universalization of school education will remain a major challenge for India.

The various reasons for school drop outs (Kishore & Shaji, 2012) was a study conducted to identify various reasons for school drop outs, the study was conducted in the Thrissur District of Kerala. The most common “reason” was various Physical disorders (80, 21.8%) followed by Mental Retardation (77, 20.9%). Child labor (Employment) came last (30, 8.1%) as a “reason” while financial issues constituted (13.6%). Family issues accounted for 63 (17.1%) and School-related issues 68 (18.5%). This study highlights the need to examine a space of reasons for this phenomenon with active involvement and coordination of multiple agencies to examine and support getting children back to school and prevent dropouts.

Based on the study report of Skill Development Initiatives and Measures in India (2013) as the workers migrate from the rural and predominantly agricultural sector to other urban sectors, India realizes that it has the need for a well thought out and executed strategy to provide a new set of skills through vocational training in order to effectively absorb this additional workforce and sustain economic growth. However, it is necessary to also build a robust infrastructure of trainers and training institutes for the same. Realizing the need for skill development Government of India has taken several initiatives such as: Setting up institutional capacity:

NSDC and Sector Skill Councils, Increasing the vocational training institution network, launching various schemes for skill development, identifying potential employment demand industries. The government has identified 20 high-growth sectors and services that have the ability to provide expanded employment in the coming years. Of these, 10 each are in manufacturing and services. Depending on the type of industry, the skill requirements fall in different levels ranging from one to four. In the key sectors identified, Skill level-1 accounts for over 66 per cent of the human resources with skilling requirements. Hence, it is of crucial importance to impart basic entry level training to a large number of work-force in order to make them employable. In addition, state governments and other stakeholders such as industry associations, international organizations, and industry players are also contributing via various types of financial aid, schemes and programmes in order to achieve the skill development objective.

### **STATEMENT OF THE PROBLEM**

As India targets to becoming a global economic powerhouse, (Patnaik, 2015) it needs to equip its workforce with employable skills and knowledge to make India a developed economy. 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. In today's age of globalization and technological volatility, skill building is an important instrument to increase the efficacy and quality of Labour for improved productivity and economic growth.

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. The challenge lies not only in a

huge quantitative expansion of facilities for skill training, but also in raising their quality. India can then become the global sourcing hub for skilled employees.

During (Skills development, 2011) the last decades, many impact evaluation experiences have been carried out by member institutions of the network coordinated by ILO/Cinterfor with a view to finding practical solutions that suit their needs. ILO has stressed the importance of considering benchmarks in relation to comparable countries, regions and sectors when making decisions about investment in education and training, as well as evaluating the impact of such policies. For those who allocate resources and efforts to the skills development, whether governments, enterprises, individuals, training institutions or others, it is essential to determine the impact of their actions and their return of investment, and to know to what extent objectives have been fulfilled. Therefore, they need to go through evaluation processes that create valid, useful and reliable information. In practical terms, when making decisions about the implementation of impact evaluations, people face a number of myths about the technical complexity and the costs involved which many times discourage them from carrying out these evaluations.

The review of literature of some studies are mentioned below, dropouts: Examining the Space of Reasons was a study ( Arun N. R. Kishore and K. S. Shaji, 2012 ) Factors Leading to School Dropouts in India( Sateesh Gouda M , Dr.T.V.Sekher, 2014) Impact of skill development programmes of Jan Shikshan Sansthan's (planning commission, SRE division in 2013) NSDC Impact Assessment Study (2014-15). The impact of youth skills training on the financial behavior, employability and educational choice in Morocco (January 2017) Focus on Basics (Garner, Barbara, Ed, 2001). Here most of the studies are not focusing on the impact evaluation of skill training given by the institutions, and most of the studies are not focusing on the south Indian basis, even though evaluative researches are being conducted there was no results found for the impact evaluation of skill development programme for school dropouts. It is mandatory to know the gaps in the training given by the institution and also to evaluate long term effect of such programmes.

## **SIGNIFICANCE OF THE STUDY**

In 2017, the unemployment rate in India was estimated to be 3.6 percent. (India Unemployment Rate) India (Problems and Solutions to Unemployment in India, 2016) has 47 million youth of secondary and higher secondary school-going age dropping out of school, according to a report by the Montreal-based UNESCO Institute for Statistics and Global Education Monitoring. The 47 million young men and women dropped out of school by the 10th standard, according to the 2016 report.

The enrollment in class 10 is 77 percent, but enrollment in class 11 is only 52 per cent, according to a report from the New Delhi-based Institute for Policy Research Studies (PRS). The number of boys enrolled in higher education has increased 13 percent and girls 21 percent since 2012-13, India Spend reported in July 2016.

The researcher tries to explore the impact of the skill development programme provided by St. Xavier's Community College of Trivandrum district. After receiving the training they will be placed in different settings and the organization will have the adequate data till their placements. There is no long term follow up or evaluation of these trained dropouts, so the researcher tries to collect the present status of those trainee dropouts and also tries to determine the impact of the skill development programme. It is mandatory to know the gaps in the training given by the institution so collecting the details or viewpoints regarding the training and its impacts would help to derive the conclusion for the various factors to be changed.

**CHAPTER -2**  
**LITERATURE REVIEW**

## **LITERATURE REVIEW**

### **INTRODUCTION**

Community college or People's College is a basic educational system visioned by Mahatma Gandhi, for the basic education of the poor and to the welfare of the country and to create responsible citizens. The literature review in the particular context focuses on exploring the impact evaluation of the skill development programmes. Some of the main objectives of the study is to determine the impact of the skill development training of dropouts, to trace their history since passing out the present status. To elicit their views on the training and its impacts. To discover the gaps in the training.

### **LITERATURE REVIEW**

Report of the Working Group on Skill Development and Vocational Training by Government of India Planning Commission New Delhi (2006, 11th plan) mentions about the demand for the vocational training from the school drop outs. Over 200 million students enroll for schools in Class I each year, but only 20million of these are able to finish Class XII i.e. 90 % of the school students drop out at different stages. Only 2.5 to 3 million vocational education and training places are available in the country. Out of these, very few places are for early school dropouts. This signifies that a large number of school drop-out do not have the necessary education and skills to be productively employed in the industry. Based on the study they have prioritize the core areas for the 11<sup>th</sup> plan such as Identifying emerging requirements of training, increasing number of persons trained every year, improving effectiveness, efficiency and relevance of training, facilities for lifelong learning, skill development needs of the unorganized sector, training of instructors / trainers.

Radhika Kapur (2009) on her study Skill Development in India concluded that in India, the concept of skill development has been largely recognized and many programs and policies are being formulated to initiate this concept not only amongst the individuals in urban areas but in rural areas as well. NSDCB and NSDC are the organizations that have formulated policies for skill development amongst the individuals and besides these there are vocational training centers. Skill development has been facilitated by the organization of certain programs, educational institutions and training centers. Skills are of various kinds, within an organizational structure it is essential on the part of the management to develop leadership skills amongst themselves such as motivating people, decision making and communication. In India, rural masses are still in a backward condition, steps therefore have been implemented to develop skills amongst them for the purpose of obtaining self-sufficiency in resource utilization, governance and leadership. The different kinds of other skills which can open ways towards development of the individuals are literacy skills, computer skills, craftsmanship, manufacturing, trading skills and so forth. Skill development always leads to progress of the individual and the kinds of skills and knowledge that he acquires may not be applicable immediately but it always proves to be beneficial in the long run.

Based on the one of the studies of Institute of South Asian Studies workers paper which focus on the skill development in India the challenges and strategies mentions about the newly-established National Skill Development Corporation (NSDC), comprising distinguished technical professionals, will set up industry-specific skill councils. It will be instrumental in forging skills development initiatives by involving the private sector through public-private-partnerships (PPPs). They had mentioned about establishing 1,500 ITIs and 5,000 skills development centers through the PPP mode. The new policy is also expected to set standards for competency-based qualifications and certificates on national- approved criteria. The NSDC, ITIs and polytechnics are expected to substantially increase their training capacities over the next decade so as to achieve the target of equipping/training 500 million people by 2022. The implementation of the NSDP is expected to substantially increase opportunities for foreign technical training providers. In this respect, Singapore, with its proven capacities in vocational and technical training, is well poised to collaborate with Indian institutes. The bilateral Comprehensive Economic Cooperation Agreement between India and Singapore provides an enabling framework for such collaboration.

Moreover, English proficiency in both countries can help in the efficient reproduction and dissemination of training modules. Finally, training the young Indian workforce can ensure that Singapore and other ageing industrialized Asian economies can draw upon India's well-trained surplus skilled manpower to address their own impending shortages of skilled workers in the future.

Based on the report of programme monitoring and evaluation system assessment (Additional Skill Acquisition Programme) which was designed by the Department of Higher Education and the Department of General Education, Government of Kerala to complement post-basic education—higher secondary (grades 11 and 12) and undergraduate college—with market-driven vocational training to make it more employment-oriented, the study mentions about the impact indicator that is “increased employment of Kerala's youth”, while the outcome indicator is “increased employability of ASAP certificate holders.” Since some ASAP graduates may continue their education for another 1–2 years after getting the certificate, tracking employment outcomes (i.e., the impact) will be difficult. Similarly, the concept of “employability” is subjective and cannot be measured solely through an MIS, however well designed. It refers to a person's ability to gain and retain employment, and depends on a mix of factors: (i) a person's basic education; (ii) vocational skills relative to the needs of a particular job or market environment; (iii) awareness of and ability to access relevant job opportunities; and (iv) soft skills including interpersonal skills, work ethics, and fluency in the main business language. It is context-specific and affected by both supply and demand-side factors.

The skill development –Impact on Economic Growth (Sharma) focused on the main objective to determine the effect of skill development on economic growth. Shape of 'Skill India' and its impact can be envisaged optimistically and will be known by the time gradually. But no doubt it seems to be a good initiative – providing skills to people, especially because India is one of the few countries all across the world whose working age population will be very high, few years down the line, going by its ever-increasing growth of population, as per the World Bank. It is



also high time now measures are taken to improve the physical and mental development of the youths of the country so that none of them remains unemployed and the country's unemployment problem also gets reduced. It is time to open up avenues by which the youth accepts responsibility and no one remains idle because an idle youth is an obstruction for the economy. The economy should concentrate on job creation and social security schemes. With this new approach towards skill development, India can definitely move forward towards its targeted results.

Bashir Ahmad Khilji, Zaheer Khan Kakar and Sabahat Subhan (2012) on their study Impact of Vocational Training and Skill Development on Economic Growth in Pakistan for the period 1980-2010. Results indicate that spending on education sector by the government helps in increasing the literacy rate and the stock on capital in country. The increasing literacy rate in turn improves the capital stock further Literacy rate also improve the rate of vocational training in the country. Increase in labor force participation rate found to be helping in increasing the GDP growth rate, vocational training and literacy rate in the country. It is because increasing participation of labor in economic activity motivates them to improve their own skill and efficiency so they can participate more and earn more. Even though the importance of vocational training is recognized and a lot of improvement has been observed in quality of education and vocational training, there is still a room for improvement. They also mentions about the policy measure to improve the vocational training and skill development in Pakistan like inducing the employers to this scheme, a scheme should be devised to train the manpower in their relevant fields in a more systematic and scientific manner, To cope with the future challenges of technical advancement, the existing vocational and technical training system needs to be improved and marked with the needs of the economy. The role of private sector needs to be enhanced and industrial associations may be supported and encouraged. There is need for providing computer training facility and introduction of in-service training and vocational skills to prepare the materials for private sector skilled manpower, a necessary requirement for the socio-economic development of the country.

Abhishek Venkatesh, Aditya Singh and MB Kiran (2015) conducted a study on Evaluation of Skill Development Programmes: A Project Management Perspective, The main objective of this paper is to analyze dropouts data (objective and subjective), and subsequently evaluate the existing model of a skill training, development and placement programme. It seeks to study the implementation of this programme, through the basic principles of Project Execution, Monitoring and Control, thus keeping in mind the finer nuances of Project Management concluded that Human capital is one of the most important source of growth in a country. They concluded that with a lot of youth population, skill development can set our country on the perfect growth track. Project Himayat (is a skill development programme for dropouts (high school to College, focused on developing human capital in Jammu and Kashmir.) in its form is contributing to the growth of the society. It has become a yardstick for the self-help projects in the country. With certain inputs and changes in the system, the program can achieve its aim of creating ample amount of skill based jobs in the country, which is absolutely imperative to fully utilize the demographic dividend that India are blessed with.

Karamveer Kaur Brar and Amandeep (2015) in their study Skill Development in Higher Education: Trends and Issue mainly focus on the objectives like studying the present scenario of India on skills& education, examining opportunities available to learners for skill development and explaining the future prospects of skill development in India. The study concludes that, we need to recognize that the knowledge, skills and productivity of our growing young and dynamic workforce form the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western hemisphere, India should try to become “knowledge economy” to promote inclusive growth. The three major areas to be focused to ensure that our education system is sustainable and meets global standards: Quality of Education – in terms of infrastructure,

teachers, accreditation, etc. Affordability of Education—ensuring poor and deserving students are not denied of education. Ethics in Education –avoiding over - commercialization of education system. It is time to bring in the changes that will give us the momentum to find a place in the global scenario. Govt. and public both should work hand-in-hand to support each other and look for the required upliftment of education. Change in the GER will not come in a year, but it can be achieved by consistent persuasion, Using of state-of-the-art infrastructure allied with ICT and a developed curricula for industry-ready candidates seems to be the dream of the country and its people, but, the possibilities of such extent need to be channelized and it is make sure that everyone do get the opportunity to be a part of such system.

### CONCLUSION

From the above mentioned review of literatures it is evident that some studies had been conducted about the evaluation or effect of skill development training. But the studies related to the long term evaluation of the trained dropouts for the skill development programmes was not much found. There is no long term follow up or evaluation for the trained dropouts, so it is relevant to know the present status of the trained drop outs that had undergone the skill development programmes and also to find the gaps in the training programmes.

**CHAPTER -3**  
**METHODOLOGY**

## **METHODOLOGY**

This chapter describes and elaborates the research objectives and research design used to conduct the particular research. The chapter begins by explaining the concerns of the present research and why the quantitative methodological paradigm is adopted in this endeavor.

The first part of this chapter gives the rationale for the study followed by the conceptual framework and objectives. The second part consists of the methodological paradigm and the research design that guided the research. This is followed by the process of data collection and a brief summary of the procedure of data analysis. Finally this chapter addresses the challenges faced during the study, the framework of data analysis and the limitations of the study.

### **THE RATIONALE FOR THE STUDY**

In India and in Kerala, there are lots of skill development training institutions. Most of these institutions provide them with a very good training, and there are only few attempts taken by the scholars or the institutions to do the impact evaluation of these trainings given by these institutions. There are only a few studies shows about the impact evaluation of the skill development training given by some institutions.

In Kerala, the studies conducted for this was rare and it is very important to know the impact of the programmes which is given by the institutions. There is a need to analyze the impact of the training given by the institution and how it was helpful for the trainees to compete in this competitive world. It is also important to know the gaps found in the training, the challenges faced by the trainees, to trace the history of the trainees since their passing out etc. so this study have importance and relevance in this particular institution since they have not attempted to do an impact evaluation study until today.

## CONCEPTUALISATION

The conceptual frame work has been derived from the conceptual understanding that has been developed through the literature review and the concepts discussed in the previous chapter.

### Conceptual definitions

**Impact:** the action of one object coming forcibly into contact with another

**Evaluation:** the making of a judgment about the amount, number, or value of something; assessment.

**Skill development:** the ability to do something well and the process of developing the skill

### Operational definition

**Impact:** it shows the effect of the programme implemented by the institution for the trainees.

**Evaluation:** it focuses on the analyses part of the training given, along with the challenges faced and the gaps to which has to be identified

**Skill development:** the training provided by the institution for developing the skill training and providing with the placement opportunities.

## RESEARCH OBJECTIVES

### GENERAL OBJECTIVE

- ◆ To explore the impact of the skill development programme provided by St. Xavier's Community College , Trivandrum

## **SPECIFIC OBJECTIVES**

1. To find out the socio-economic profile of respondents
2. To understand the skill development training provided by St. Xavier's Community College, in terms of courses, teachers and students.
3. To trace their employment history since passing out.
4. To discover the gaps in the training
5. To determine the impact of the skill development training

## **RESEARCH APPROACH**

To understand the impact of the skill development training given by the particular institution, to know about the challenges faced by the trainees, to find out the gaps in the training procedures, to know the present status of the trainees after passing out from the institution etc., the research methodology used was quantitative approach. Since the objectives of the study was dealing with various aspects and to get a clear idea about the scenario the quantitative approach will help the researcher.

## **RESEARCH DESIGN**

For doing the impact evaluation study the survey design is useful especially in analyzing the gaps in the field of training, to understand and to provide various suggestions for the training etc. The sample size was 60, since the size of sample is huge the quantitative method will help to collect data easily. The survey design is used, which helps to gather the adequate data based on the objectives which we have set for the collection of the data. Survey design is most commonly used for the impact evaluation researchers by various scholars.

## **RESEARCH SITE**

This quantitative study was carried out in the St. Xavier's Community College at Chaaka of Trivandrum district of Kerala in south India. The institution was started in the year 2006 and it's been 13 years of their working. They have batches every year, and they provide 4 various courses like Diploma in Welding, plumbing & Electrician, Diploma in Nursing Assistant, Diploma in Electronics and Diploma in Computer Application & Secretarial Practice. Since this institution have not done any kinds of impact evaluation study about the training programme provided by them, it was an opportunity for the researcher to do the research in the particular institution. Moreover it connects the youth with the skill development training.

## **CRITERIA FOR SAMPLE SELECTION**

The universe is the St. Xavier's Community College in Trivandrum district .the sample and the sample size was set as 60 trainees who have passed out from the St. Xavier's Community College during last two years. Among the whole group of pass outs from the institution, the list of pass outs in last 2 years (2016 and 2017) was provided by the community college, and the contact numbers of 120 trainees were given. Out of the 120 contacts given 110 of them were contacted by the researcher through phone and 60 of them have responded to the calls.

## **TOOLS FOR DATA COLLECTION**

Interview Schedule:-

Interview schedule was the tool used for the data collection. The questionnaire was mainly used and it consists of 35 questions, which were classified based on the objectives. There were mainly five objectives and the questionnaire was prepared based on that. The sample size was 60 and it was not applicable to meet all the 60 respondents since they are pass outs and are working in faraway and different places. So the trainee have used telephonic interview method. Researcher has filled the interview schedule using the telephonic interview. After the first few calls researcher was able to reshuffle the questions and had arranged it in an order, after that the



researcher did all other calls and collected the maximum information and data from the respondents. In this manner researcher have collected the adequate information from the respondents.

### **LIMITATIONS OF THE STUDY**

The researcher could not meet the respondents and collect the data since most of the respondents are working in very different and faraway places and the others are staying in different places. So researcher has opted for the telephonic interview method. Since 120 contact numbers of the pass outs from the last two years were given, the researcher found it very difficult to contact all these, because most of the numbers were out of service, and many of them have given the contact of their parents and other family members, and the researcher had contacted these 60 people through more than 300 calls, and it was a very tough time for the researcher to collect the data through telephonic interview. The researcher was planning to collect the details of the trainees who have passed out from the institution during 2014 and 2015, since the adequate data and contact numbers of the trainees were not with the institution, trainee have to change the year to 2016 and 2017. The institution have inadequate data of the previous batches was another limitation.

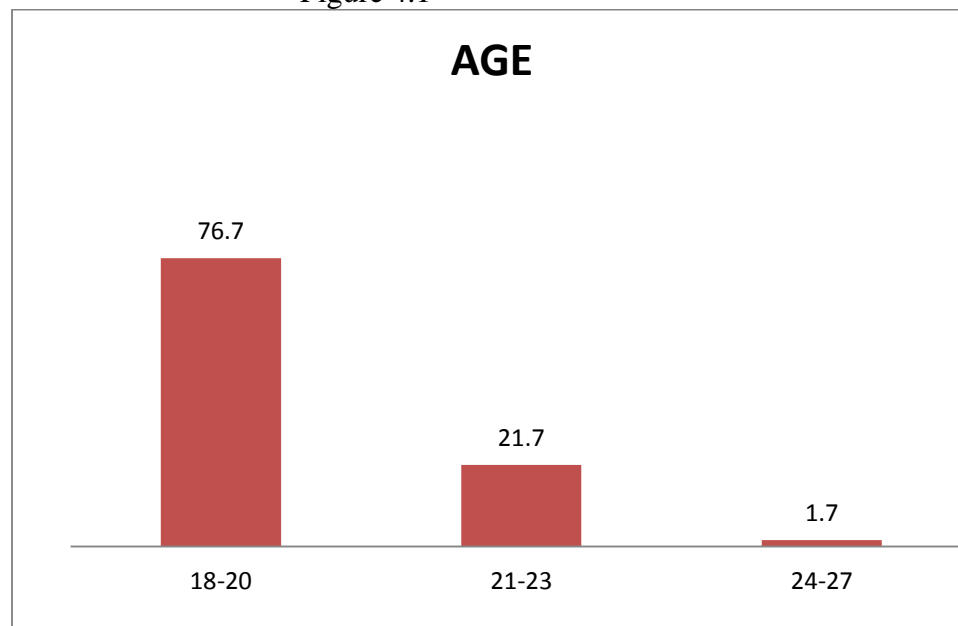
**CHAPTER 4**  
**DATA ANALYSIS AND INTERPRETATION**

## DATA ANALYSIS

The data collected from the sample is going to be analyzed based on the objectives which includes the socio-economic profile of the respondents, about the courses, teachers and the students of the institution, about the employment history of the trainees since their passing out from the institution, to know more about the gaps in the trainings given and also to find out the impact of the skill development training provided by the institution.

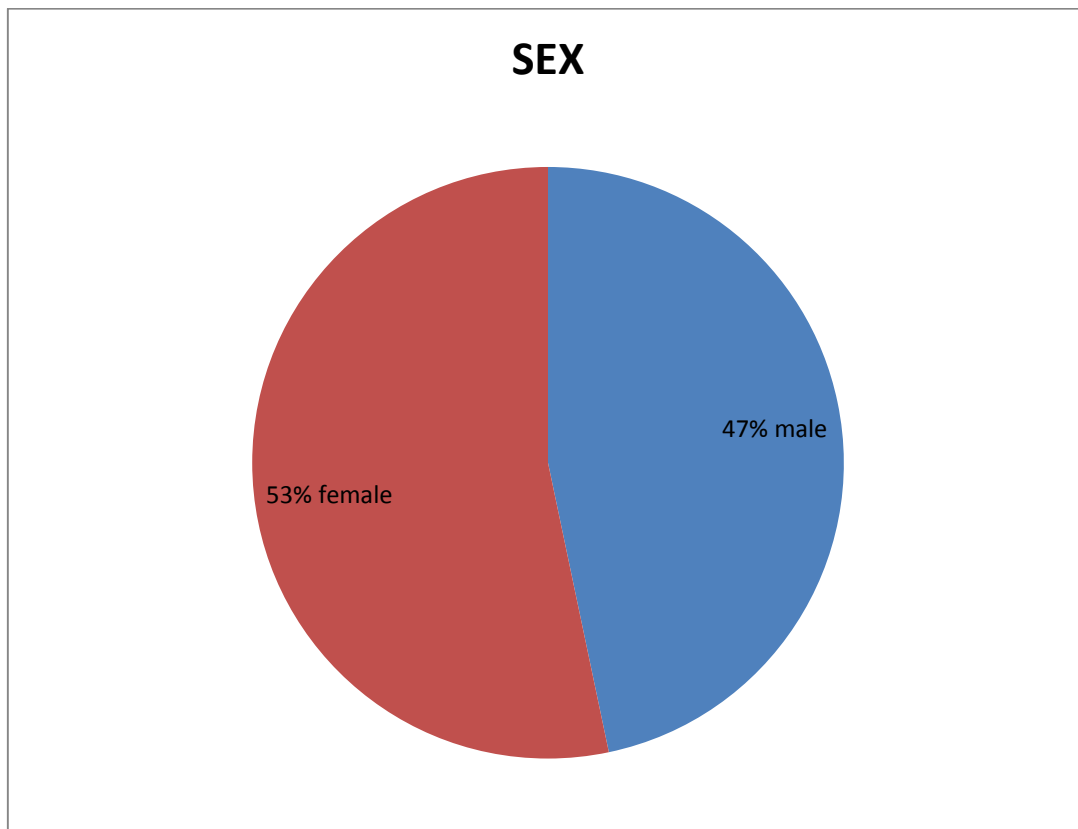
### 1. SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS

Figure 4.1



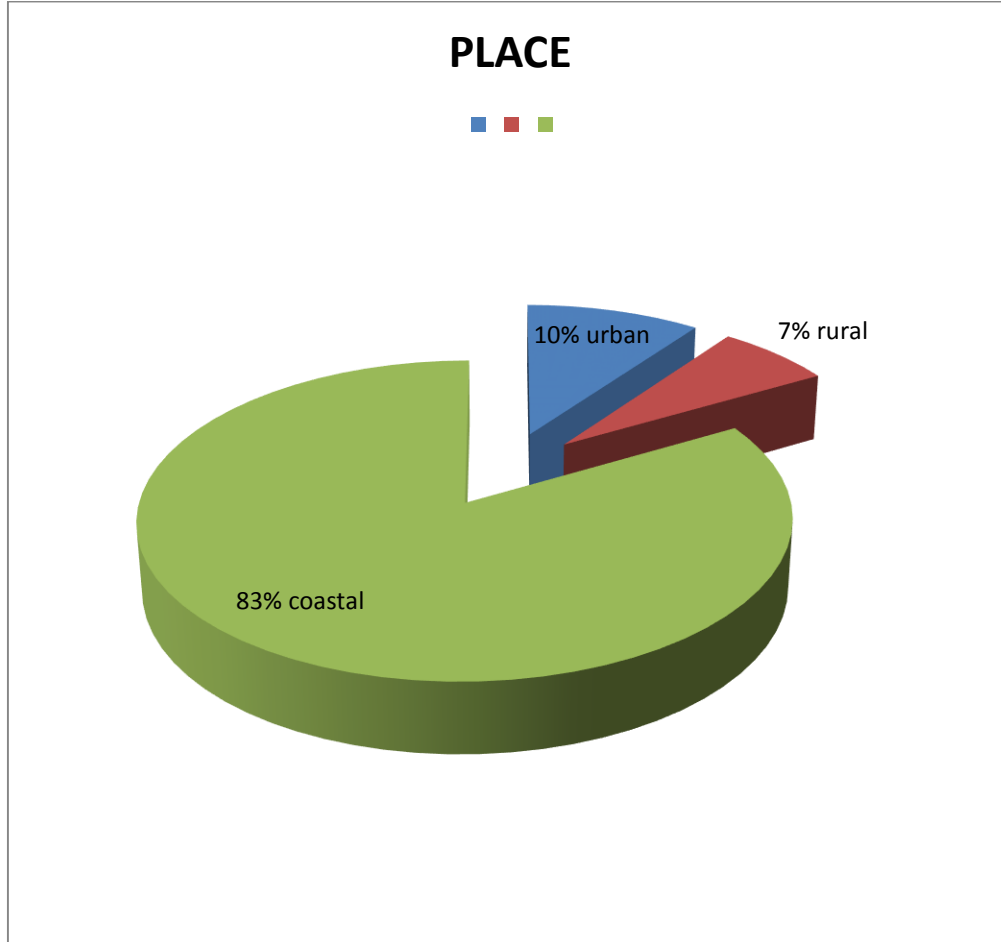
The age group of the respondents is mentioned in the table, which clearly shows that 76.6% of the respondents comes under the age category between 18-20, 21.7% of them comes under the age between 21-23 and the rest 1.7% comes under the age between 24 and 27. This clearly shows that most of the respondents or the trainees have the age in between 18 and 20.

Figure 4.2



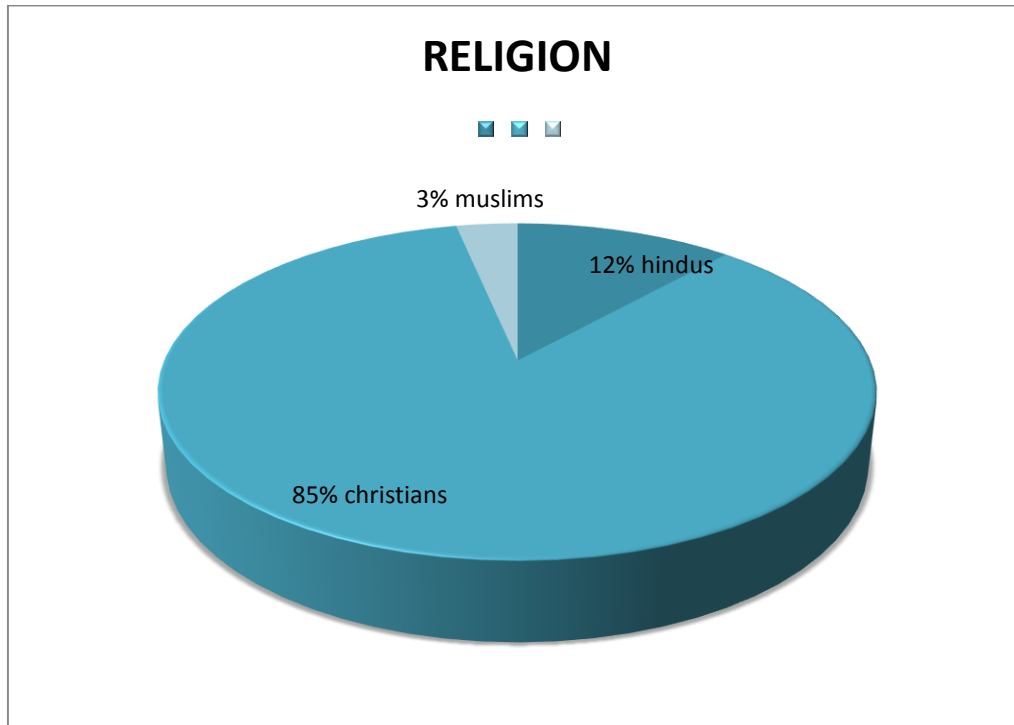
Out of the 60 respondents 53% of them are females and the 47% of them are males, so it was seen that most of the respondents were females who are appearing for attending the courses in the institution.

Figure 4.3



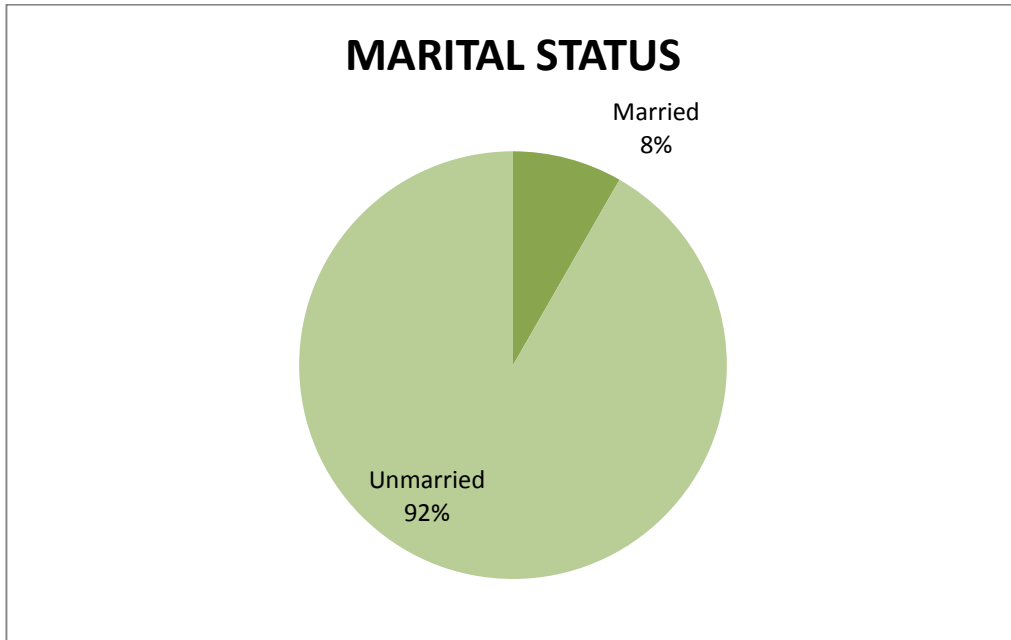
This figure mentions about the places which these respondents comes from, and it was seen that 83% of them comes from the coastal areas of the Trivandrum district, the 10% of them are coming from the urban settings and the rest 7% of them are coming from the rural areas of our district. So the majority of them are coming from the coastal areas.

Figure 4.4



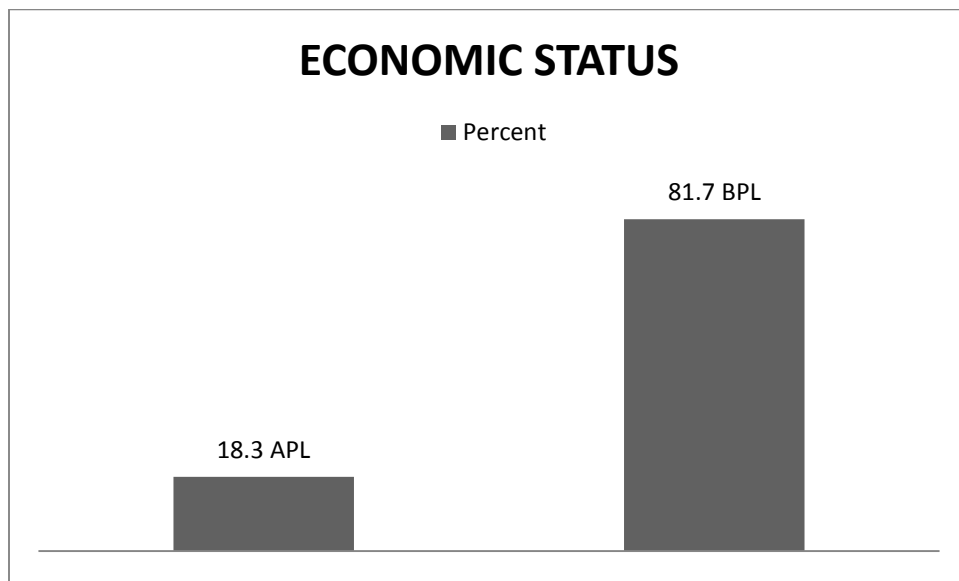
The above figure shows that the 85% of the respondents are following the Christian religion, the 12% of them are Hindus and the rest only 3% of them are Muslims. So most of them are from the Christian religion.

Figure 4.5



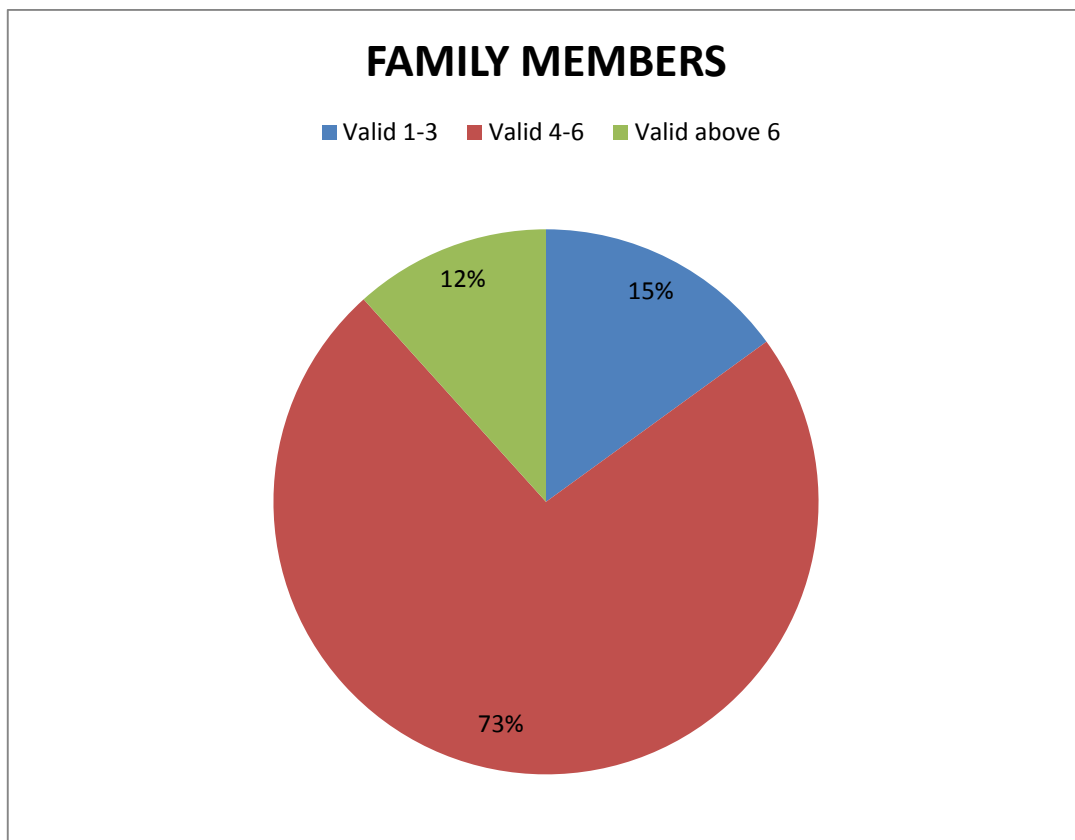
About the marital status 92% of them are unmarried and the rest 8% of them are married. All the 8% of the married respondents are females.

Figure 4.6



The economic status of the 60 respondents has been analyzed and the figure above shows that 81.7% of them are coming under the BPL category and the rest 18.3% of them are coming under the APL category. The economic status of the most of the respondents is very poor.

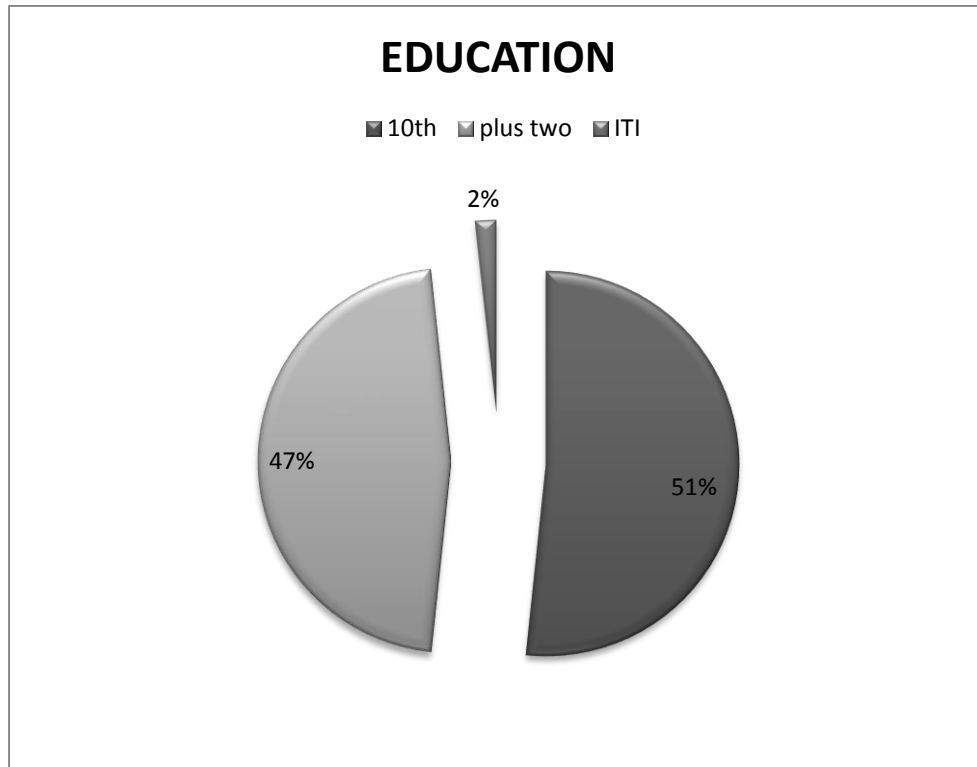
Figure 4.7



The above figure shows that the 73% of the respondents have the family members in between 4-6, the 15% of them are having the family members between 1-3 and the rest 12% have the family members above 6.

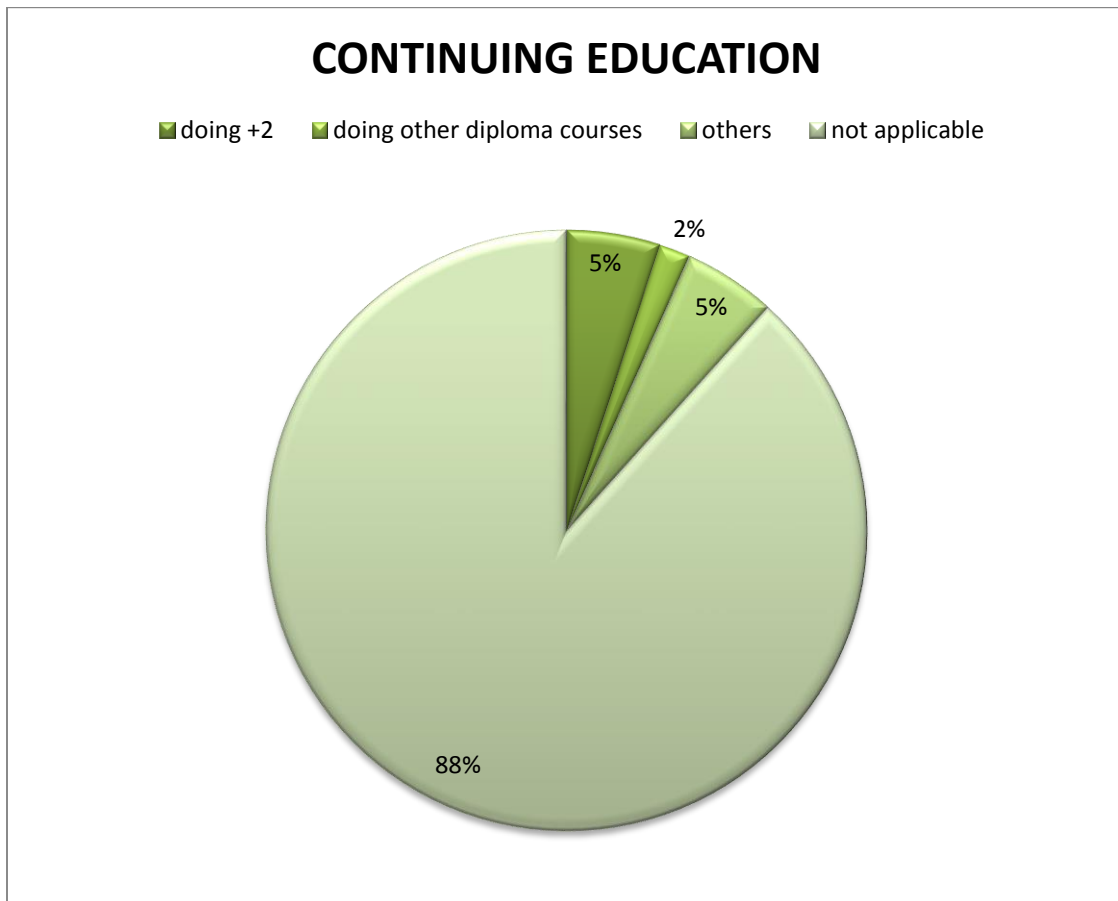


Figure 4.8



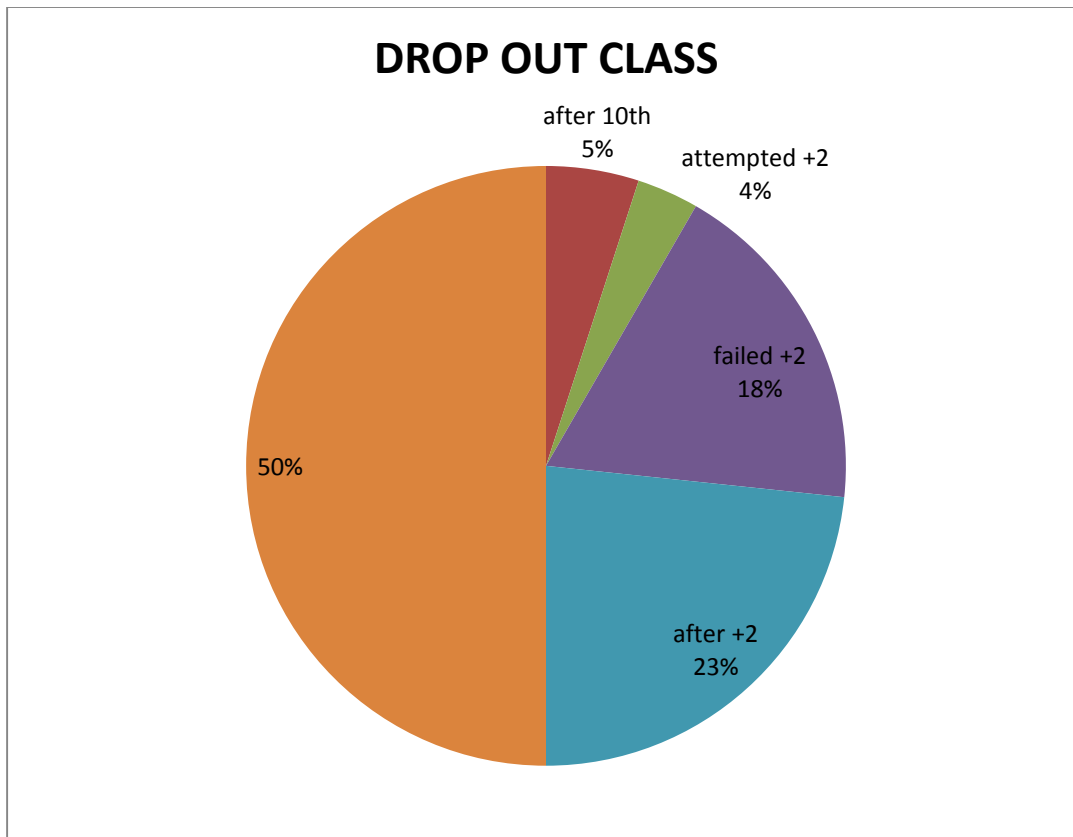
The educational status of the 60 respondents have been mentioned in the above figure , it was clear that 51% of them have completed their 10 standard education, 47% of them only have gone for the plus two or the higher secondary education and the rest 2% of them have gone for the ITI.

Figure 4.9



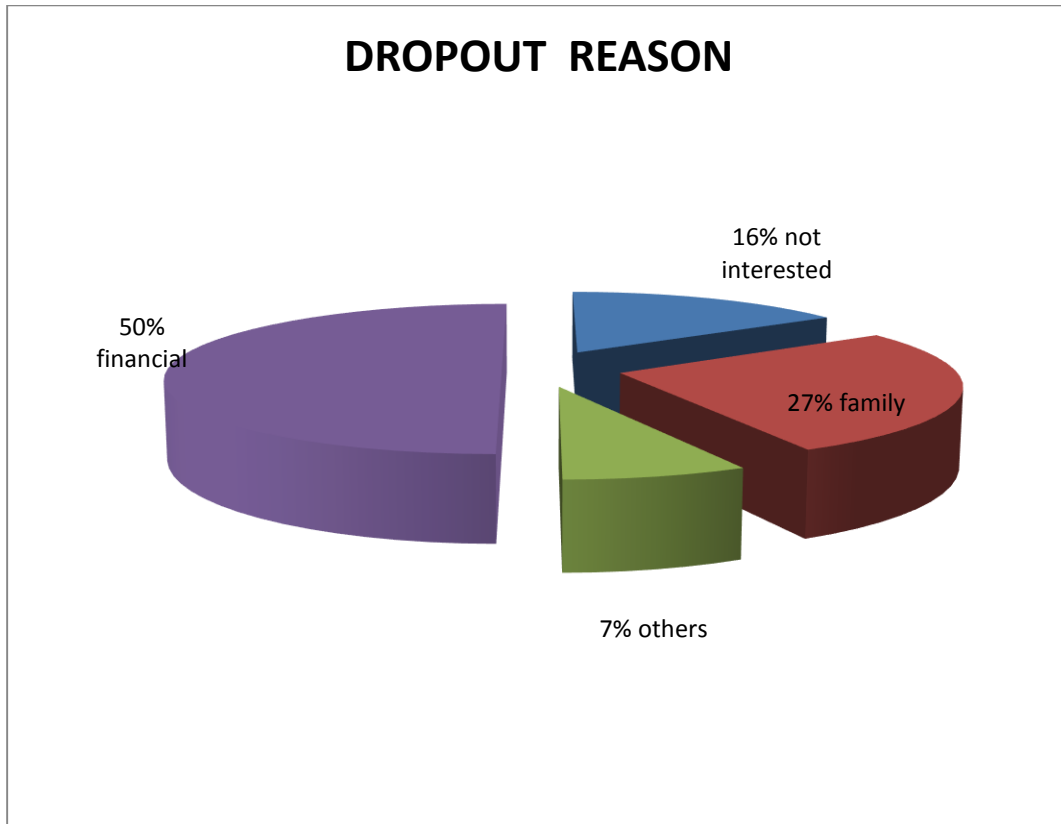
This figure shows about the continuing education of the respondents and the 88% of the are not continuing their education, 5% of them are doing their plus two studies along with their job, 2% of them are doing the diploma courses and the rest 5% of them are doing the other related studies.so a huge percent of people are not continuing with their education.

Figure 4.10



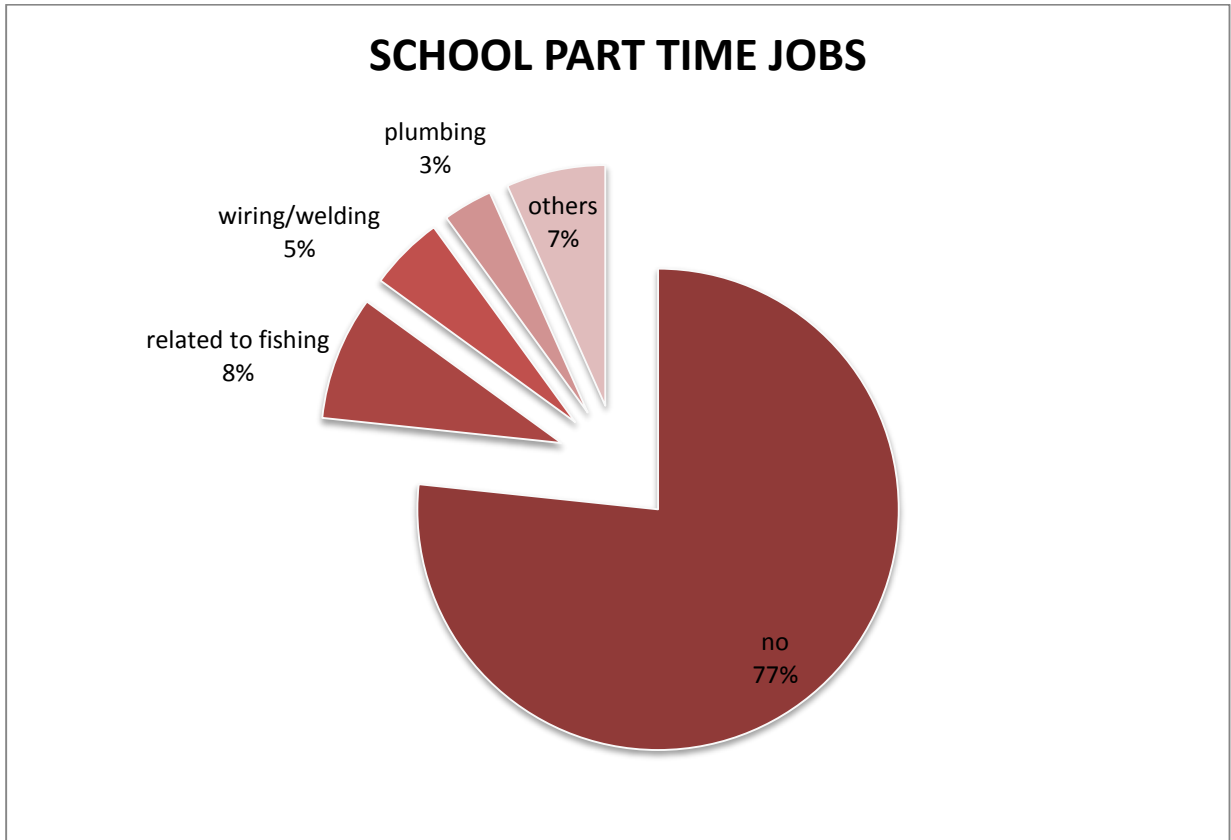
10% of them became dropouts after the 10<sup>th</sup> standard, 4% of them have attempted the plus two, 18% of them have failed in plus two, 23% of them became dropouts after plus two.

Figure 4.11



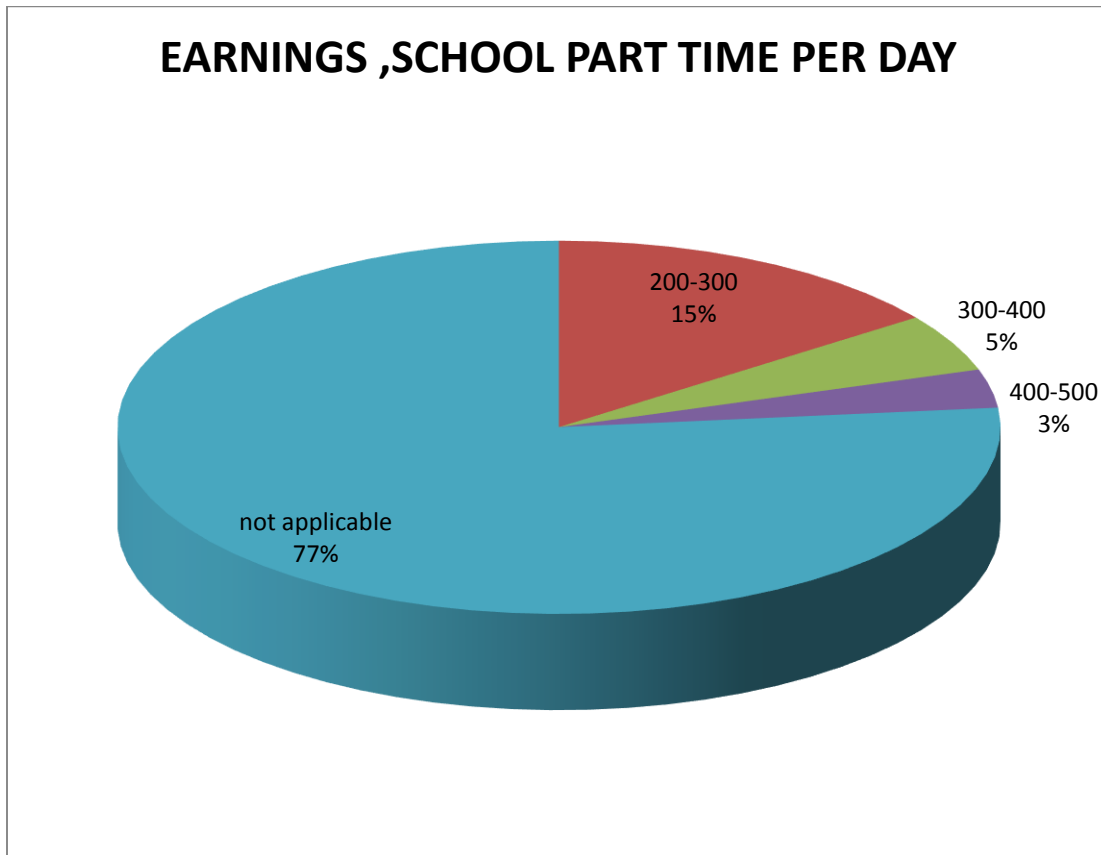
The above mentioned figure mentions about the various reasons for the drop outs. About 50% of them have financial issues, 27% of the have family issues, 16% of them are not interested in continuing the further education and the rest 7% of them have other issues. These are the main reasons for the respondents to become the drop outs. The most common reason for the drop out was the financial issues.

Figure 4.12



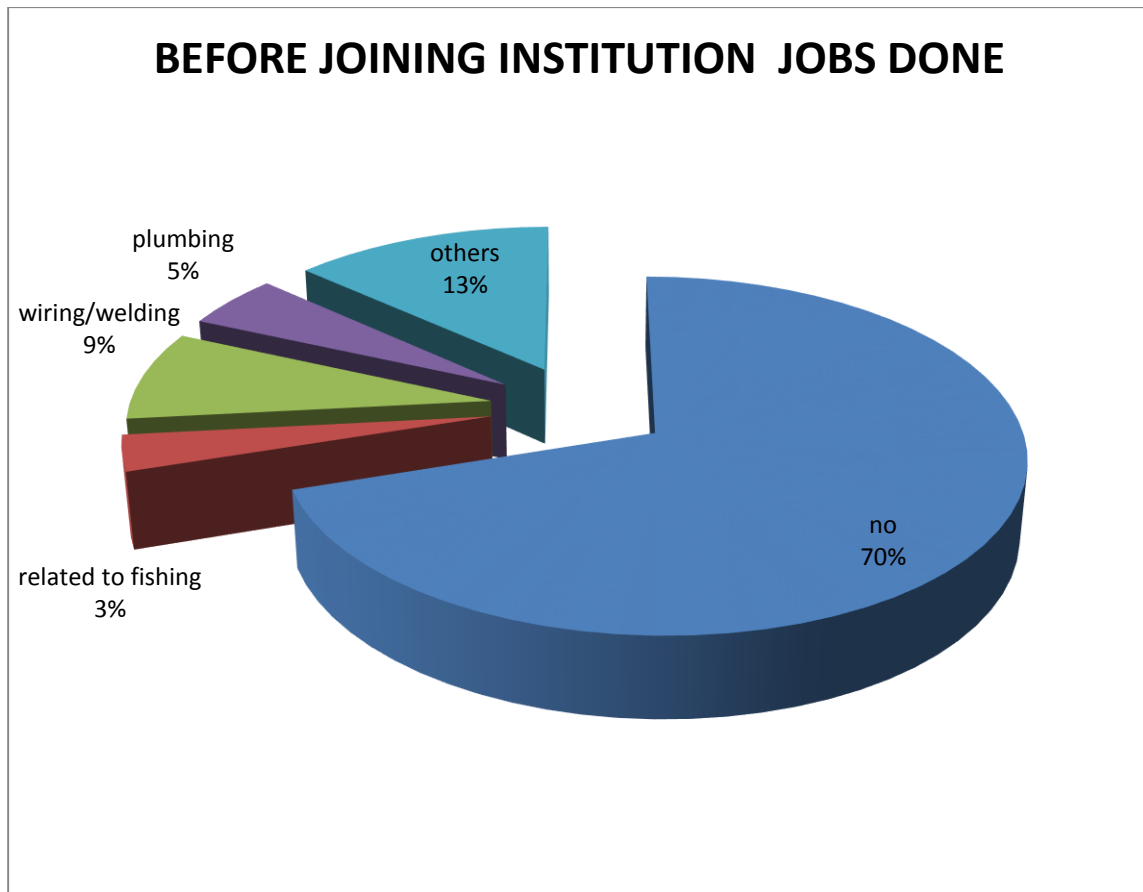
This figure mentions about the school part time jobs which they have done during their school days along with their studies.8% of them have done jobs related to fishing, 5% of them have done jobs related to wiring and welding, 3% of them have gone for plumbing related works, 7% of them have gone for other works and the rest 77% of them have not gone for any jobs during their school days.in total 23% of them have gone for the part time jobs during their school days.

Figure 4.13



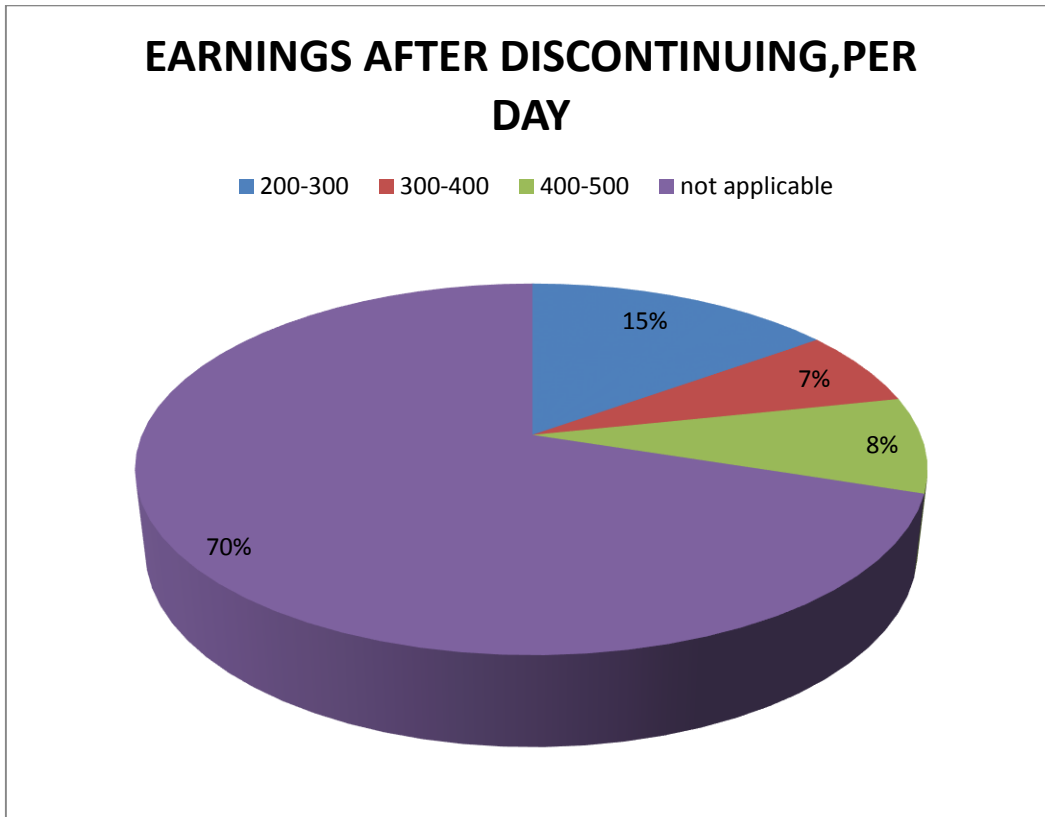
This table shows the earnings which they were receiving during their school part time jobs. For 77% of them it was not applicable. 15% of them receives a daily income in between 200 and 300, 5% of them receives an income between 300 and 400 and the rest 3% receives an income in between 400 and 500. This was their daily income status, while they were doing their part time jobs during their school days.

Figure 4.14



This pie diagram shows about the data related to the jobs which the respondents have done before joining the institution and after discontinuing their education. The 70% of them were not working, 3% of them have done works related to the fishing, 9% of them have done jobs related to the wiring and welding. 5% of them have done jobs related to plumbing and the rest 13% of them were involved in various other jobs.

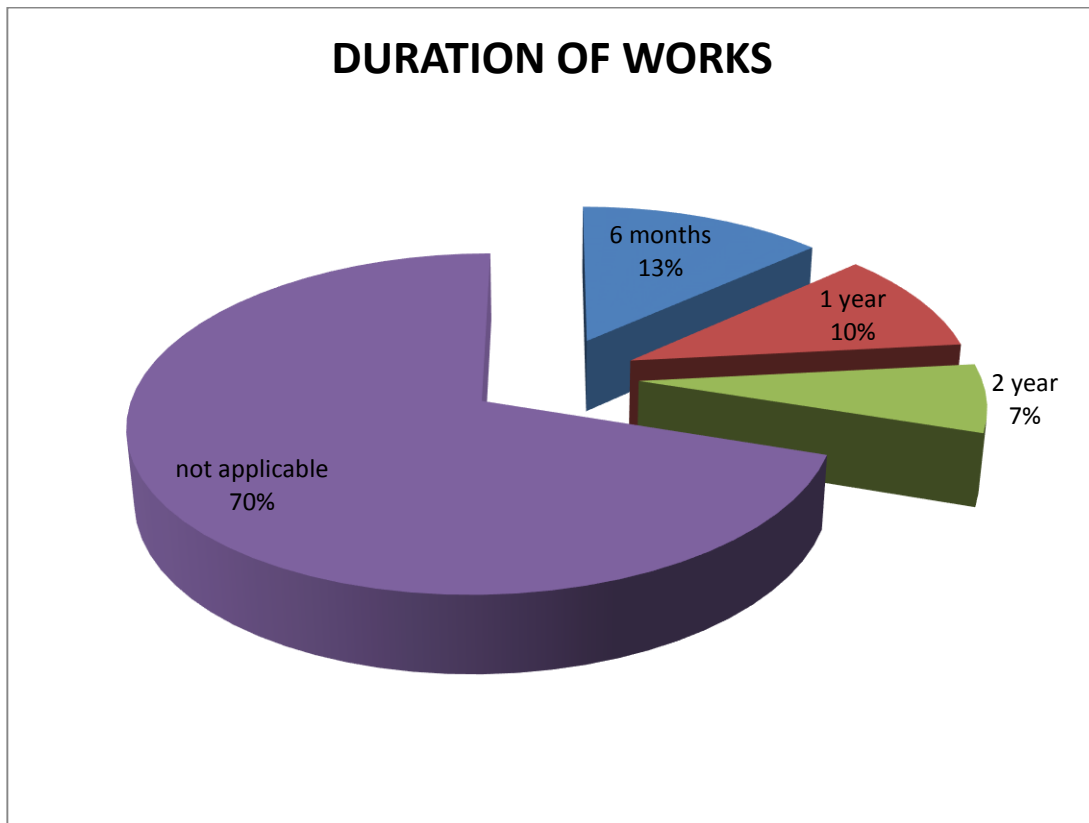
Figure 4.15



This above mentioned pie diagram shows the income per day of the respondents who have gone for the job after discontinuing the education and before joining the institution. Around 70% of them were not going for the part time jobs so they were not earning. 15% of them were getting a daily income in between 200 and 300. 7% of them were having an income in between 300 and 400 and the rest 8% of them were earning in between 400 and 500.



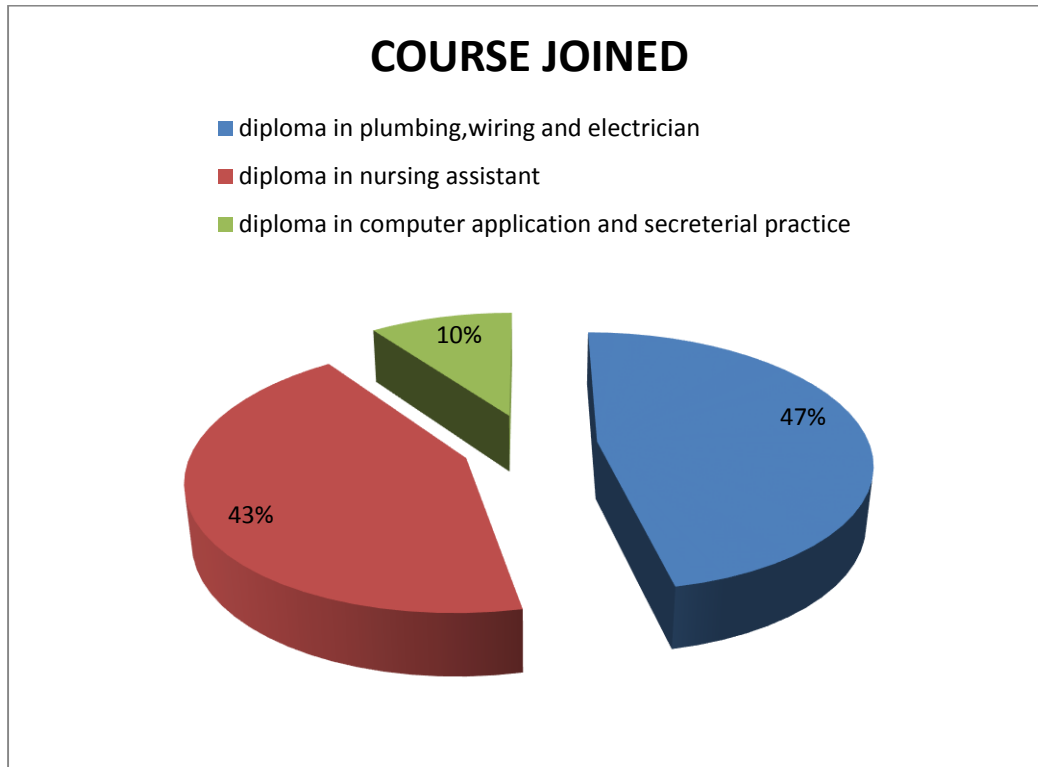
Figure 4.16



The duration of the works which they have done before joining the institution and after discontinuing their studies. 70% of them didn't go for the part time jobs so it was not applicable for them. 13% of them have gone for job for 6 months, 10% of them have gone for job for one year and rest 7% of them have gone for work for 2 years.

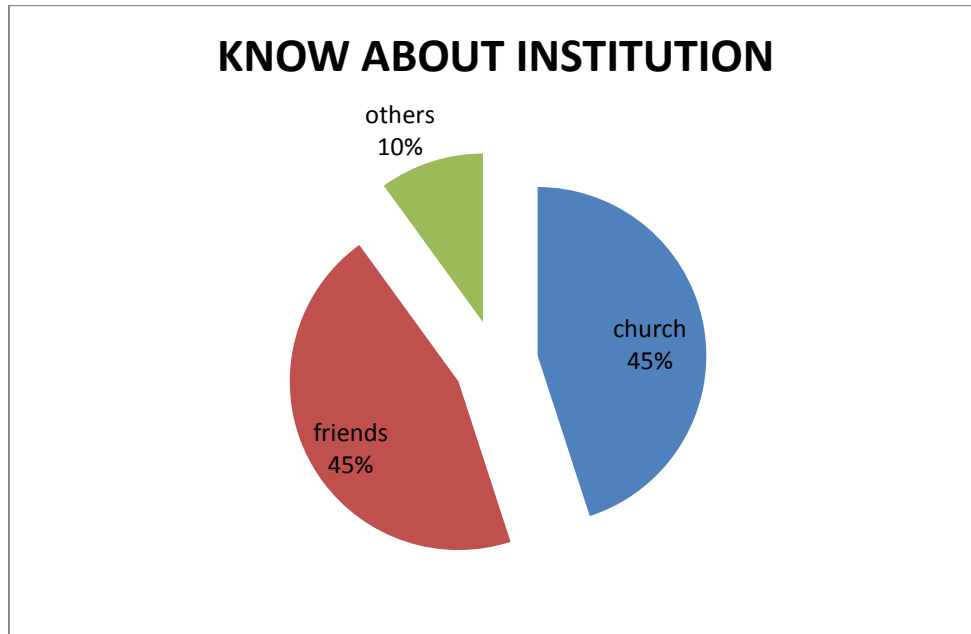
## 2. INFORMATION RELATED TO MODULES ,TEACHER AND TRAINEES

Figure 4.17



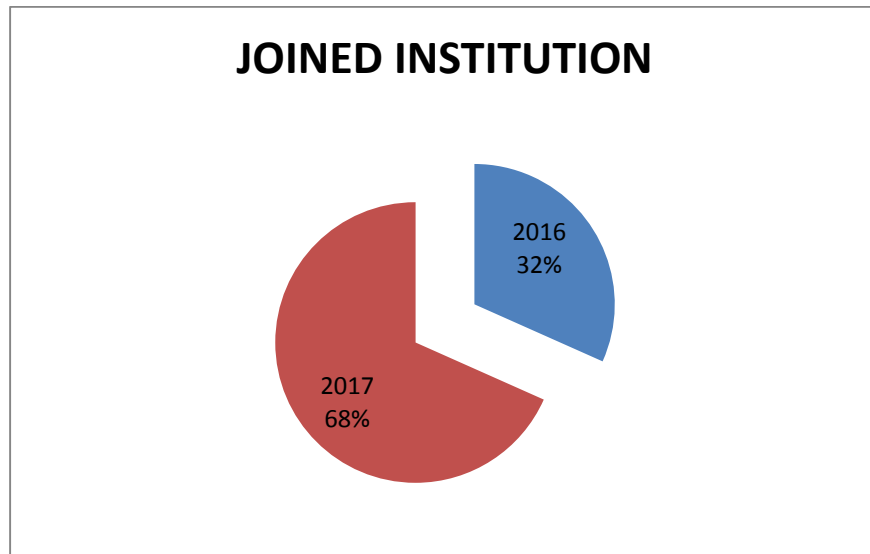
Out of the 60 respondents and out of the 4 courses which the institution offers 47% of them have joined in the diploma in plumbing, wiring and electrician. 43% of them have joined in the diploma in nursing assistant and the rest 10% of them have joined in the diploma in computer application and the secretarial practice. No one out of the 60 respondents has joined for diploma in electronics.

Figure 4.18



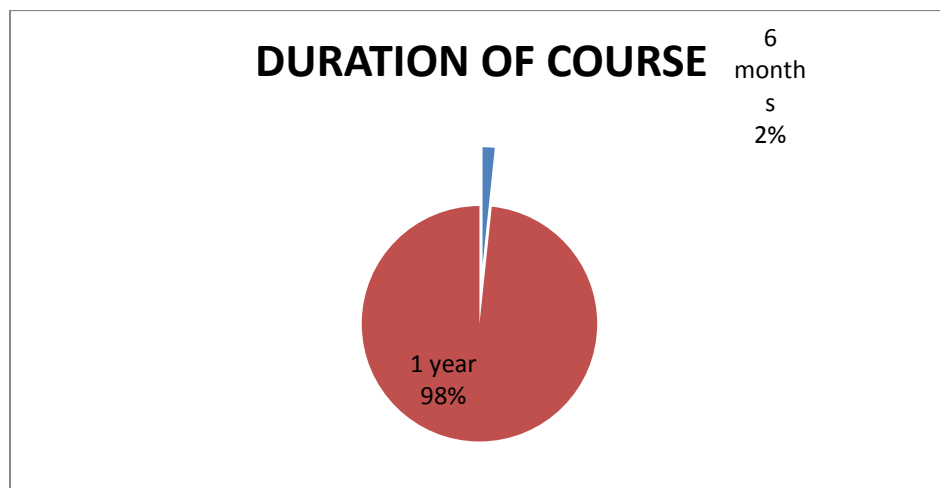
This pie diagram shows the data about how the respondents came to know about the institution. 45% of them came to know about the institution through the church and the 45% of them came to know about the institution through the friends and the rest 10% of them came to know about the institution through various other methods.

Figure 4.19



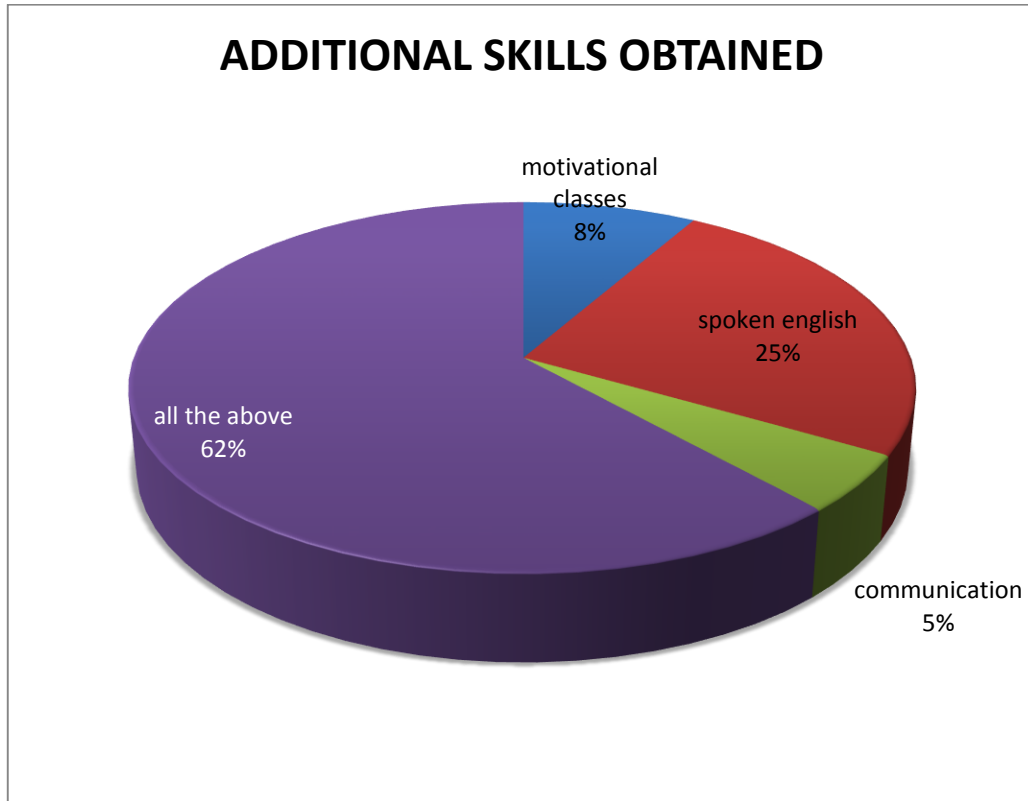
Out of the 60 respondents 68% of them have joined in the year 2017 and the rest 32% of them have joined in the year 2016.

Figure 4.20



Duration of the course was one year and 98% of them have completed one year course completely and the rest 2% of them have joined lately so they could attain the classes only for 6 months.

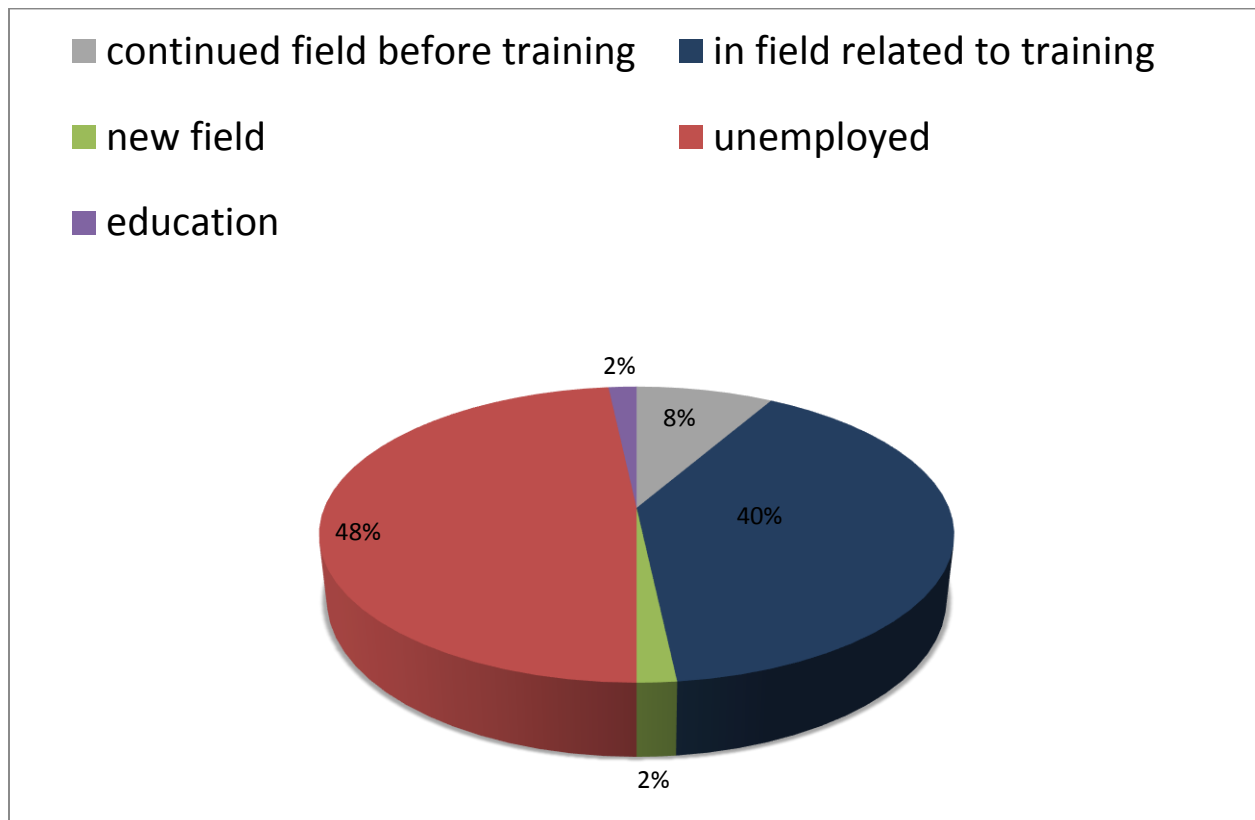
Figure 4.21



This pie diagram shows the percentage value of the additional skills which the trainees have obtained during their academic year in the institution. 8% of them had got motivational classes only, 25% of them have got spoken English classes only, 5% of the have got communication classes only and the 62% of the have got all the above mentioned additional skill trainings.

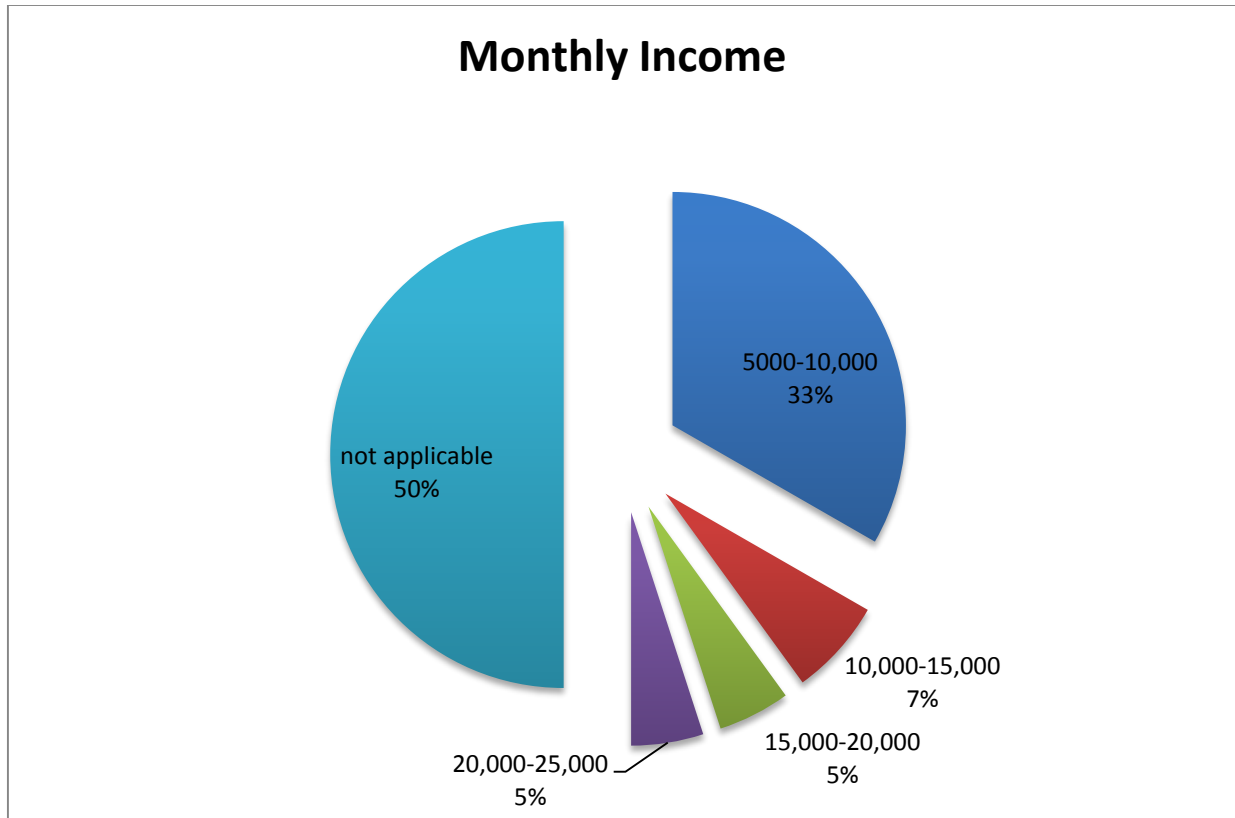
### 3. ABOUT THE EMPLOYMENT HISTORY SINCE PASSING OUT

Figure 4.22



The above mentioned figure shows about the occupational status of the 60 respondents. 40% of them are working in the field related to the training which they got from the institution. 8% of them continued the field before training. 2% of them have gone to the new field for working. 48% of them are unemployed in nature and the rest 2% of them have gone for the further education. It was clearly seen that the 50% of the respondents are employed and the rest 50% of them are unemployed. This is the occupational status of the respondents at present scenario.

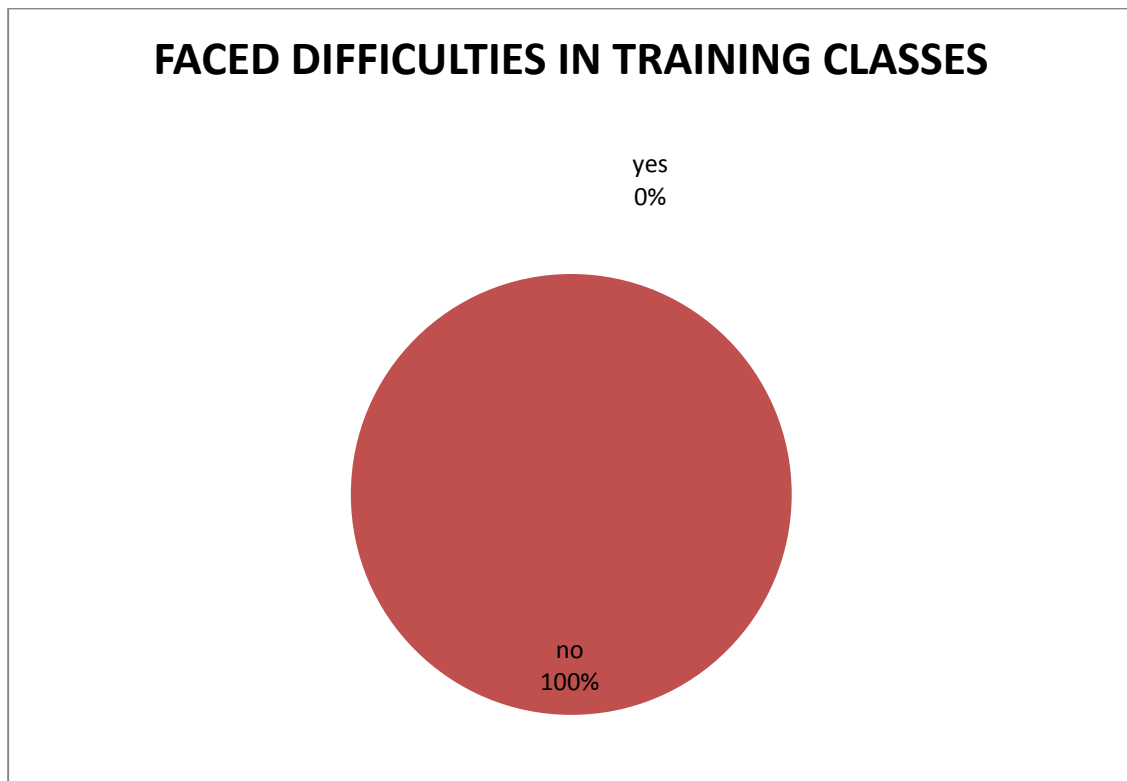
Figure 4.23



The above mentioned diagram shows the monthly income status of the respondents; since 50% of them are unemployed they have no income. 33% of them receive a salary in between 5000 and 10,000. 7% of them receive a salary in between 10,000 and 15,000. 5% of them receive salary in between 15,000 and 20,000. And only 5% of them are receiving the salary in between 20,000 and 25,000.

#### 4. TO FIND OUT THE GAPS IN THE TRAINING

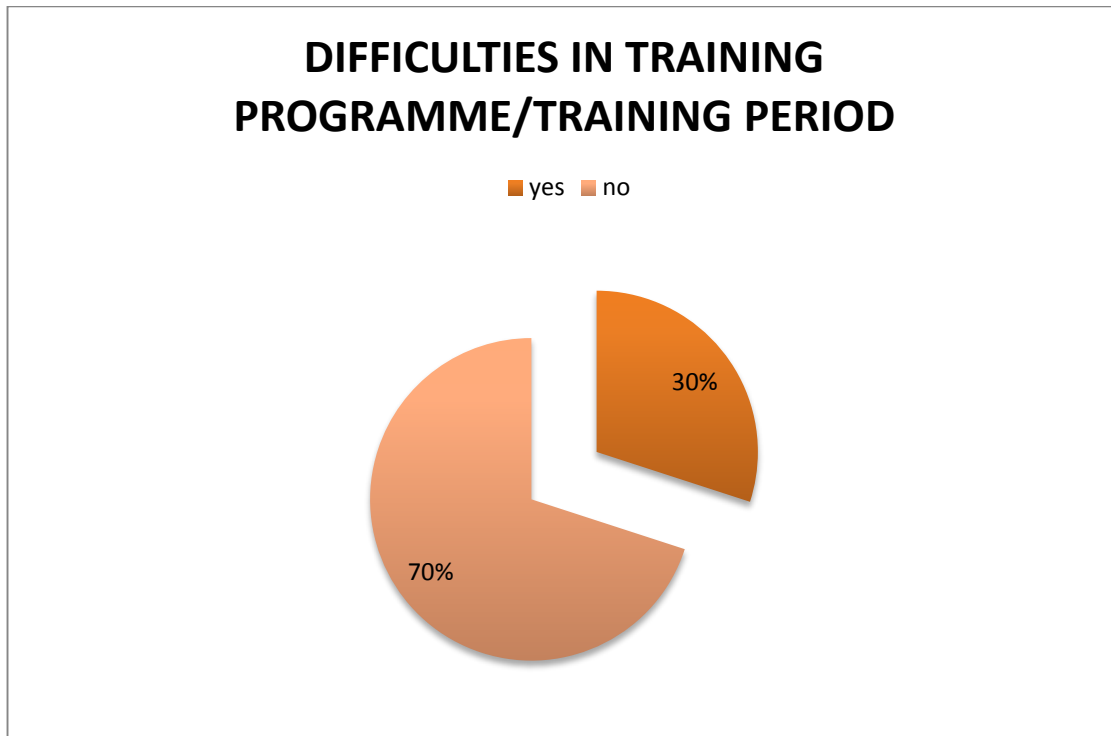
Figure 4.24



This was basically done to know whether the respondents or the trainees have faced any difficulties in the training classes. And the results show that no one had faced any difficulty in following the training classes and the teaching styles and the syllabus which they have.

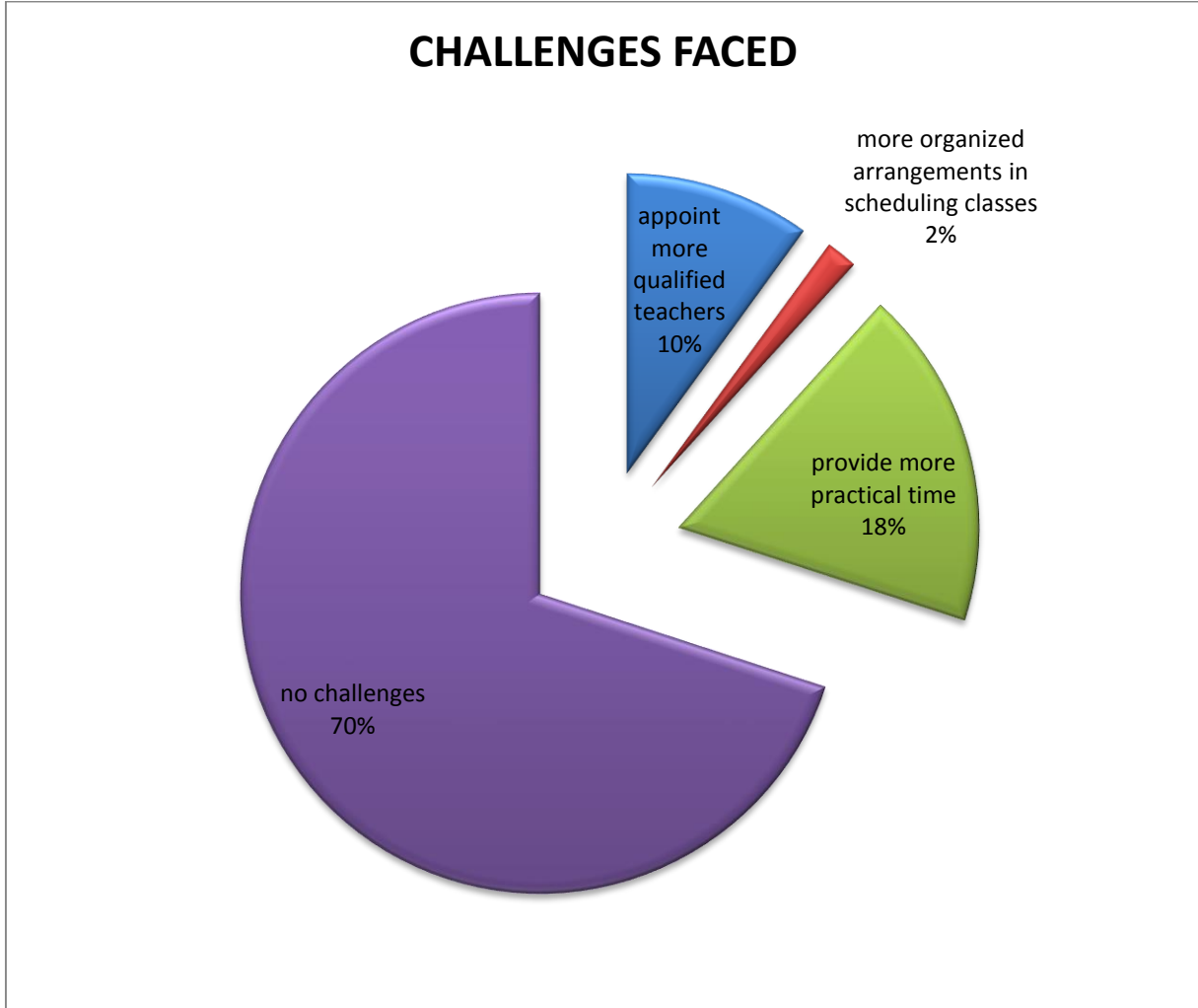


Figure 4.25



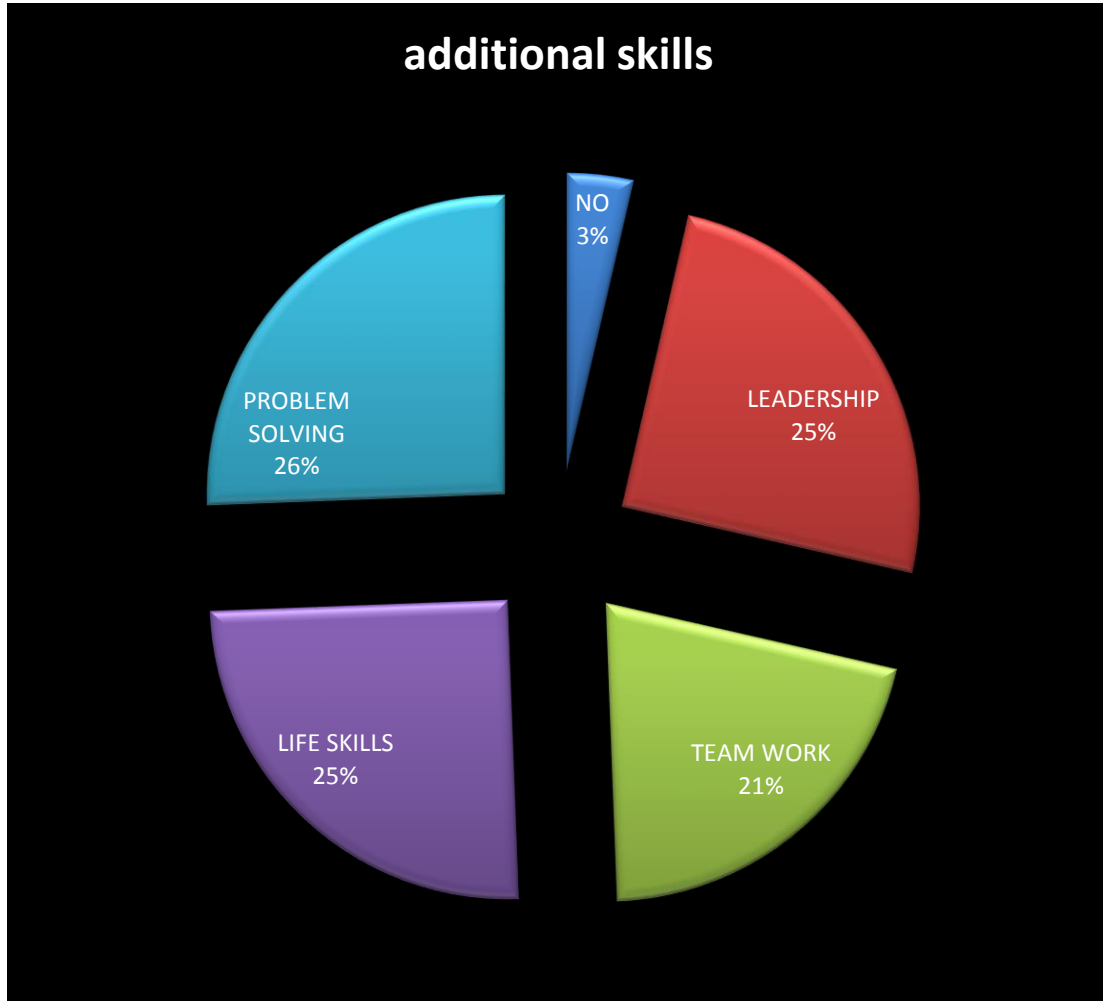
This pie diagram mentions about the difficulties faced by the respondents during their training programme or the training period. It shows that 70% of them have faced no challenges or difficulties and the rest 30% of them have faced difficulties.

Figure 4.26



This figure shows the challenges faced by the respondents during their academic year. 70% of them have faced no challenges. And from the rest 30%, 18% of them suggests for providing more practical time, 2% of them suggests for providing more organized arrangements in scheduling the classes and the rest 10% suggests for providing more qualified teachers.

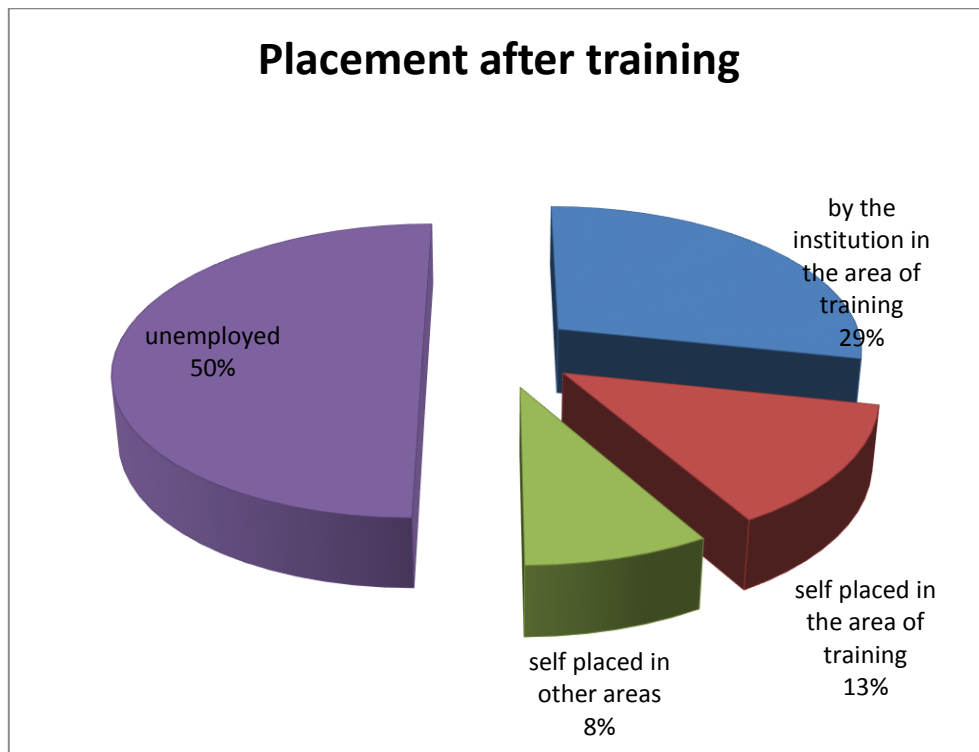
Figure 4.27



This pie diagram shows the additional skills suggested by the respondents 26% of them opt for problem solving skill, 25% of them opt for the leadership skills, 25% of them opt for the life skill training, 21% opt for the team work skill and the rest 3% of them doesn't opt for any for any skills.

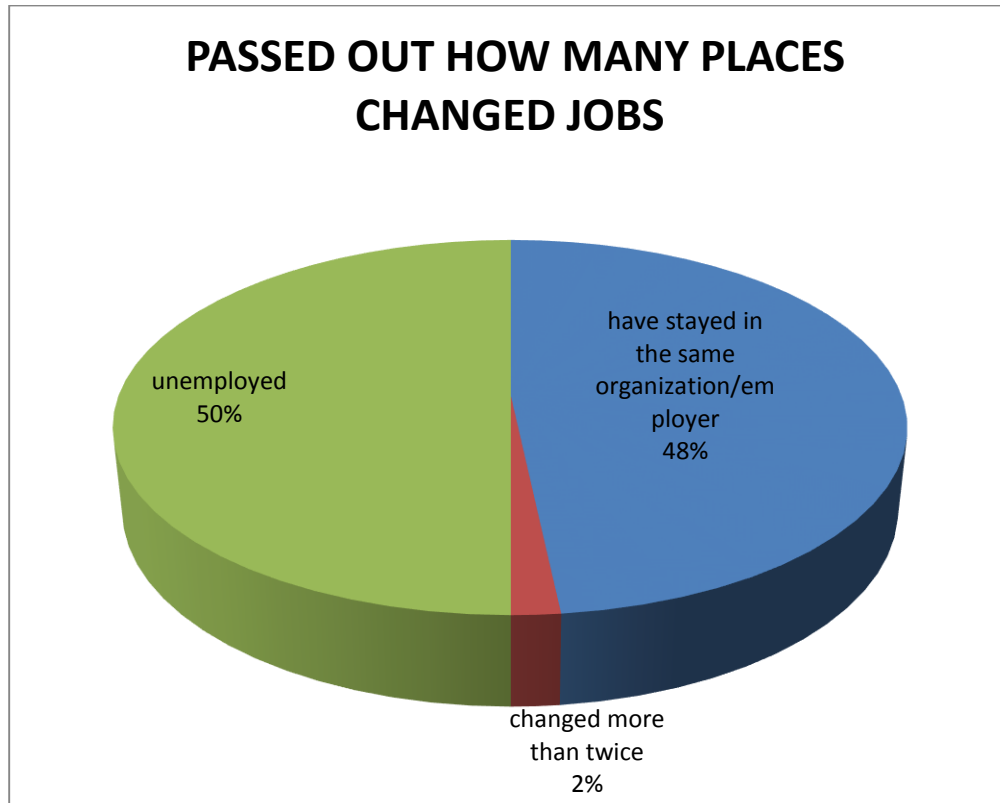
## 5. IMPACT OF TRAINING

Figure 4.28



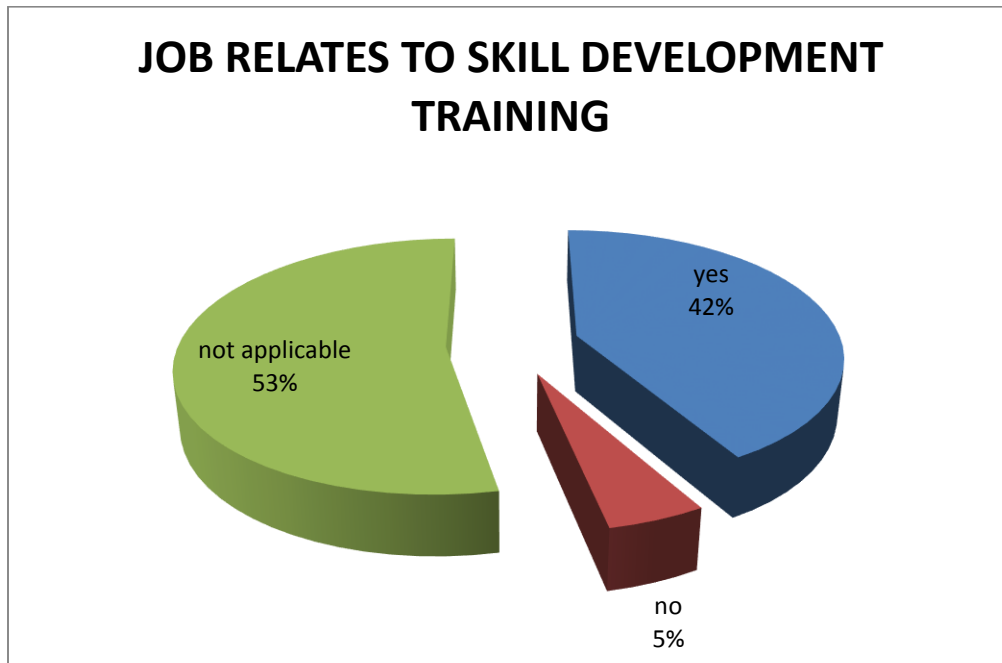
Out of the 60 respondents 50% of them are unemployed. 29% of them were placed by the institution in the area of training. 13% of them were self-placed in the area of training and the rest 8% of them were self-placed in other areas.

Figure 4.29



This table shows the details about the respondents who have passed out from the institution and the number of times they have changed their jobs. The 50% of them are unemployed, 48% of them have stayed in the same organization or under the same employer and the rest 2% of them have changed their jobs more than twice.

Figure 4.30



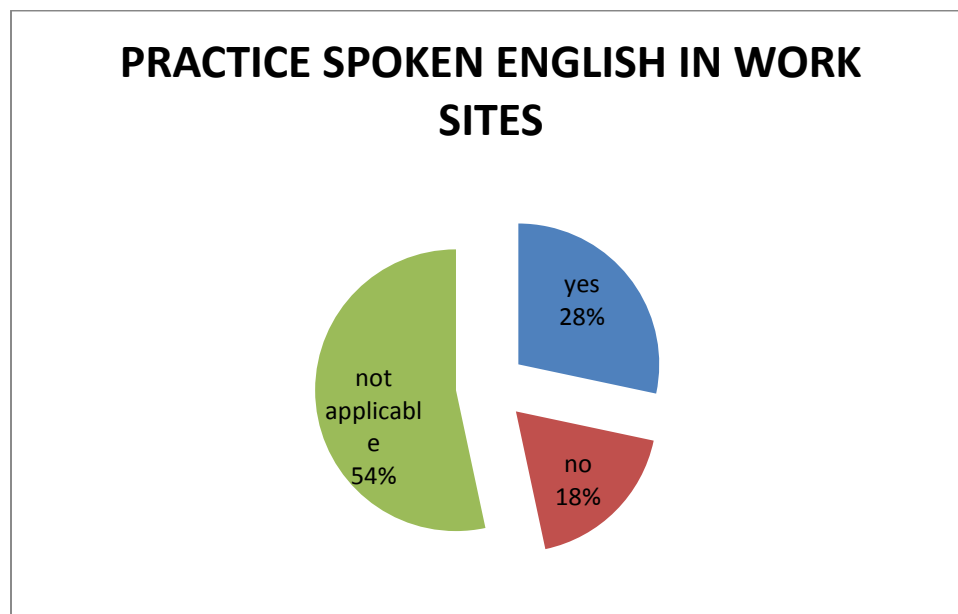
This pie diagram mentions whether the job relates to the skill development training. The 53% of them mentions that it was not applicable for them. The 42% of them have agreed that their job relates to the skill development training they have received. And the rest 5% didn't agree to this.

Figure 4.31



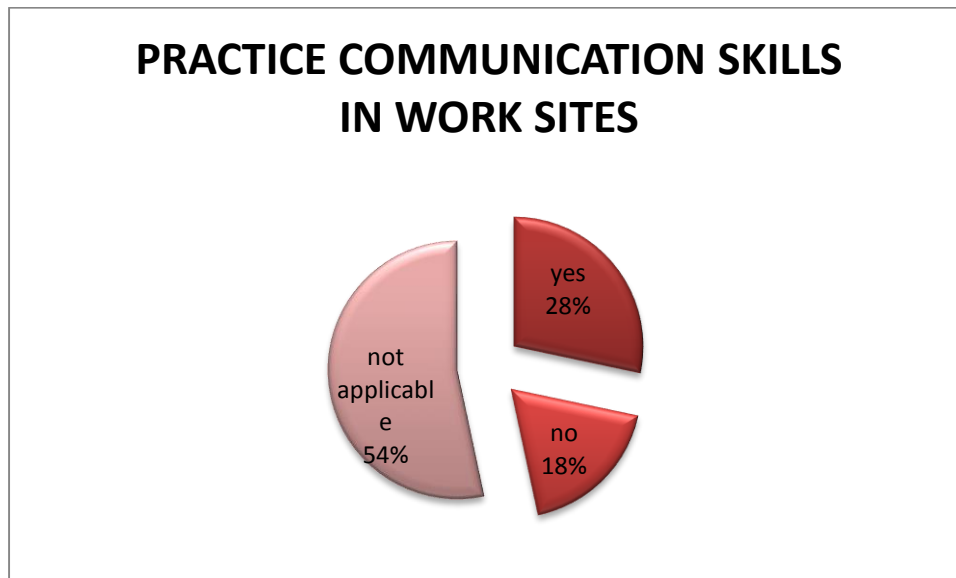
This diagram shows that 42% of the respondents got the opportunity to apply the motivational skills in the work sites and 5% of them could not apply this skill and for 53% of the people it was not applicable for them.

Figure 4.32



This figure shows that 28% of them could practice the spoken English in their work sites, 18% could not practice it and for the rest of them it was not applicable.

Figure 4.33



The diagram above shows that 28% of the respondents could practice the communication skills in the work sites, 18% of them could not apply this in the field and the rest 54% it was not applicable



**CHAPTER -5**  
**FINDINGS, SUGGESTIONS AND**  
**CONCLUSION**

## **DISCUSSIONS AND FINDINGS**

### **Objective: 1**

#### **To find out the socio-economic profile of respondents**

The first objective of the research is dealing with the socio-economic profile of the 60 respondents. Among that age group is the first category 76.6% of the respondents come under the age category between 18-20, 21.7% of them come under the age between 21-23 and the rest 1.7% comes under the age between 24 and 27. This clearly shows that most of the respondents or the trainees have the age between 18 and 20. In other way most of the trainees after the age of 18 directly comes into the training field, with the hope that they will be placed in various companies or organizations for the jobs. Next it mentions about the gender of the respondents, out of the 60 respondents 53% of them are females and the 47% of them are males, so it was seen that most of the respondents were females who are appearing for attending the courses in the institution. The data was analyzed based on the 2016 and 2017 batch of students and more no: of trainees were females. About the regions which they comes from, 83% of them comes from the coastal areas of the Trivandrum district, the 10% of them are coming from the urban settings and the rest 7% of them are coming from the rural areas of our district. So the majority of them are coming from the coastal areas, it was seen that all are coming from the same District of Trivandrum. So it can be said that more students from the coastal regions are approaching for the skill development trainings, and a major group of trainees are coming from the fishing family background with a very poor economic background.

This profile also discuss about the religion in which they comes from. 85% of the respondents are following the Christian religion, the 12% of them are Hindus and the rest only 3% of them are Muslims. So most of them are from the Christian religion. So majority of the trainees are coming from the coastal areas and most of them are following Christian religion. It also deals with the marital status of the trainees or the respondents and came to know that about 92% of

them are unmarried and the rest 8% of them are married. All the 8% of the married respondents are females. And these married groups of girls age is between 19 and 22. Out of the 53% of females only 8% of them had married and the rest have not. The economic status of the 60 respondents has been analyzed and it shows that 81.7% of them are coming under the BPL category and the rest 18.3% of them are coming under the APL category. The economic status of the most of the respondents is very poor. The economic status of these respondents is very important; it plays a vital role in deciding their further studies. About the members in the family 73% of the respondents have the family members in between 4-6, the 15% of them are having the family members between 1-3 and the rest 12% have the family members above 6. So most of the respondents have the family members from 4 to 6, the number of family members and the economic status of these respondents have a connection, as the size of the family and the income level is inversely proportional the chances for the student to get opportunity for the higher studies decreases.

The educational status of the 60 respondents have analyzed, it was clear that 51% of them have completed their 10 standard education, 47% of them only have gone for the plus two or the higher secondary education and the rest 2% of them have gone for the ITI. so most of them could complete their matriculation and many of them could go for the higher secondary education. An analyses of the present education status of these respondents have been analyzed, about the continuing education of the 60 respondents the 88% of the are not continuing their education, 5% of them are doing their plus two studies along with their job, 2% of them are doing the diploma courses and the rest 5% of them are doing the other related studies. so a huge percent of people are not continuing with their education. About the dropout status of the respondents, 10% of them became dropouts after the 10<sup>th</sup> standard, 4% of them have attempted the plus two, 18% of them have failed in plus two, 23% of them became dropouts after plus two. There are various reasons for these respondents for becoming dropouts, about 50% of them have financial issues, 27% of the have family issues, 16% of them are not interested in continuing the further education and the rest 7% of them have other issues. These are the main reasons for the respondents to become the drop outs. The most common reason for the drop out was the financial issues, since most of them are coming from the BPL category.

During the school days some of them were involved with the part time jobs, they had earned while they were learning, it was due to the financial crisis they had faced in their families. 8% of them have done jobs related to fishing, 5% of them have done jobs related to wiring and welding, 3% of them have gone for plumbing related works, 7% of them have gone for other works and the rest 77% of them have not gone for any jobs during their school days. In total 23% of them have gone for the part time jobs during their school days. The 23% of them have not earned daily, but around 15 days per month they have gone for the works and earned. The daily income varies from person to person, for 77% of them it was not applicable. 15% of them receives a daily income in between 200 and 300, 5% of them receives an income between 300 and 400 and the rest 3% receives an income in between 400 and 500. Out of the 23% of the working group during the school time only 3% of them were getting a daily income in between 400 and 500. And all the working group of respondents were males, those who were going for the fishing related activities had gone for fishing during the nights and have attended the classes in the morning time.

Before joining the St. Xavier's Community College and after becoming the dropouts or completing their higher secondary education, some of them have gone for part time jobs. The 70% of them were not working, 3% of them have done works related to the fishing, 9% of them have done jobs related to the wiring and welding. 5% of them have done jobs related to plumbing and the rest 13% of them were involved in various other jobs. This various other jobs includes working in stationary shops, hotels, coffee shops etc. this 30% of this working group were earning, and they have no regular works and regular incomes. Around 70% of them were not going for the part time jobs so they were not earning. 15% of them were getting a daily income in between 200 and 300. 7% of them were having an income in between 300 and 400 and the rest 8% of them were earning in between 400 and 500 so this was the income status of the youngsters during that period of above mentioned time. The duration of the works which they have done before joining the institution and after discontinuing their studies. 70% of them didn't go for the part time jobs so it was not applicable for them. 13% of them have gone for job for 6 months, 10% of them have gone for job for one year and rest 7% of them have gone for work for 2 years.

So the major findings of the objective 1, i.e. the analyses of the socio-economic background of the children are as follows:-

- Out of the 60 respondents most of them are females, who have appeared for the skill development training in the community college.
- Most of the respondents are coming under the age group in between 18 and 20.
- Most of them are coming from the coastal areas of the Trivandrum district and the all are from the district of Trivandrum.
- Majority of them are followers of Christian religion and most of them are coming from the fisherman community.
- The marital status of the respondents shows that the very few of them got married and the married ones are females. All the male respondents are unmarried.
- Most of them are coming from a very poor background and they falls under the category of BPL.
- Majority of the have a family members in between 4-6, which shows that as the inverse proportion of the family income and the family members have a great influence on the further education of the children.
- Around half of the population has completed their matriculation and majority of them have gone for their higher secondary education.
- At present , even though they are working some of them are appearing for their higher secondary education
- The reason for drop out was mainly because of the poor financial status of their families, also family issues and some are not interested in continuing their education.
- This also mentions about the few respondents who had gone for the part tome jobs during their school days and they don't have works daily, but they have earned a little during their school days since they were facing with the financial issues.
- Some of them have also gone for the part time jobs before joining the institutions and after discontinuing their studies, they have earned and worked in various fields of their interest. And most of them have worked for up to 6 months and others have worked and earned more than 6 months.

**Objective: 2**

**To understand the skill development training provided by St. Xavier's Community College, in terms of courses, teachers and students.**

The second objective is dealing with the skill development training provided by the institution in terms of the courses, teachers and the students.

**MODULE**

The course duration is 1 year, for the first 3 months the students will be given the additional skill training classes like motivational classes, spoken English classes communication classes etc. Along with the theory classes the practical onsite and offsite workshops will also be provided by the institution.

They are providing basically 4 different courses in the institution, and the 4 courses includes Diploma in Welding, plumbing & Electrician, Diploma in Nursing Assistant, Diploma in Electronics and Diploma in Computer Application & Secretarial Practice.

**TEACHERS**

There is one principal in charge and he had been the principal for the past 13 years. There are 13 teachers in total, and a few teachers are the alumni of the institution. Others have ITI/Diploma courses in the same area. Since the salary is very low the teachers used to change their jobs, i.e. there is high turnover among teachers. External resource persons are invited for additional skills sessions by the institution.

## TRAINEES

Mostly the students belonging to the low economic background and mainly the dropouts and the ones who had discontinued their education due to various reasons join the institution.

About the courses they have joined, Out of the 60 respondents and out of the 4 courses which the institution offers 47% of them have joined in the diploma in plumbing, wiring and electrician. 43% of them have joined in the diploma in nursing assistant and the rest 10% of them have joined in the diploma in computer application and the secretarial practice. No one out of the 60 respondents has joined for diploma in electronics. And for the nursing assistant all of them are females who have joined for the course. And most of the males have joined for the diploma in wiring, plumbing and electrician. 45% of them came to know about the institution through the church and the 45% of them came to know about the institution through the friends and the rest 10% of them came to know about the institution through various other methods. This shows the importance of the church authorities in giving importance to the education system and more over the community college is run by the Trivandrum Social Service Society. Out of the 60 respondents 68% of them have joined in the year 2017 and the rest 32% of them have joined in the year 2016. Duration of the course was one year and 98% of them have completed one year course completely and the rest 2% of them have joined lately so they could attain the classes only for 6 months.

These students were provided with the additional skill classes by the institution. . 8% of them had got motivational classes only, 25% of them have got spoken English classes only, 5% of the have got communication classes only and the 62% of the have got all the above mentioned additional skill trainings. So many of them got an opportunity to attend all the additional skill training classes provided by the institution.

So the major findings obtained from the 2<sup>nd</sup> objectives are as follows,

- It mentions about the duration of the classes is one year and the 3 months they were given additional skill training classes.

- They have theory classes as well as the onsite and offsite workshops and the practicals.
- They are offering various four kinds of diploma courses, which the students can join according to their interest.
- Mentioned about the teachers who are coming from the same field and some are alumni of the institution.
- Most of the trainees coming there are from a very poor economic background.
- Most of the respondents have joined for the diploma in plumbing, wiring and electrician and all are males, a large group of females have joined in the diploma in nursing assistant and a few have joined in diploma in computer application and secretarial practice which includes both males and females. And no one from the 60 respondents has joined in the course diploma in electronics. This shows lack of interest of students towards this particular course. And for the first two courses mentioned above have more scope and this is the reason, most of them are opting for these courses.
- And most of them came to know about the institution through the church and through friends.
- Majority of the respondents have joined in the year 2017 and a very few had joined lately so they got only 6 months classes.
- Most of them receive the additional skill training classes provided by the institution.

### **Objective: 3**

#### **To trace their employment history since passing out.**

This objective first deals about the occupational status of the 60 respondents. 40% of them are working in the field related to the training which they got from the institution. 8% of them continued the field before training. 2% of them have gone to the new field for working. 48% of them are unemployed in nature and the rest 2% of them have gone for the further education. It was clearly seen that the 50% of the respondents are employed and the rest 50% of them are unemployed. This is the occupational status of the respondents at present scenario. After coming and completing the different courses in



the institution they still faces lack of employment opportunities. Before joining the institution only 30% of the respondents had employment, but after the training 50% became employed. That is 20% more respondents were employed. However 8% were employed in the previous employments not related to training. Hence the net employment increase is 12%.

It was observed that about 50% of the trainees who have passed out from the institution still faces unemployment; this shows that the training programme was partially unsuccessful in creating employment. This was also because, most of the male respondents stated that they got good job offers from various companies, but they mention about the minimum experience which is of 2 years and due to this reason they were rejected.

The monthly income status of the respondents were also analyzed since 50% of them are unemployed they have no income. 33% of them receive a salary in between 5000 and 10,000. 7% of them receive a salary in between 10,000 and 15,000. 5% of them receive salary in between 15,000 and 20,000. And only 5% of them are receiving the salary in between 20,000 and 25,000.the rest 50% of the employed category of youth they are receiving a fairly good income and more over the income is stable for them. Now they are regularly employed and earn a regular income.

The major finding of the 3<sup>rd</sup> objectives is as follows,

- About half of the respondents have various jobs some relates to their training courses and some is entirely different from what they have learned from the institution. About half of the respondents are still unemployed and the most common reason was mentioned above. This shows the impact of the training provided by the institution.
- The monthly income status of the respondents states that they have a regular monthly income and a regular job. About the half of the respondents still have no earnings and this shows the negative impact of the training provided by the institution.

#### **Objective: 4**

##### **To discover the gaps in the training**

The objective four deals with the gaps in the training, and at first it deals with the difficulties of the respondents or the trainees during their training classes. And the results show that no one had faced any difficulty in following the training classes and the teaching styles and the syllabus which they have. At next it was dealing with the difficulties that the respondents have faced during their training period and during their training programme. It shows that 70% of them have faced no challenges or difficulties and the rest 30% of them have faced difficulties. And from the rest 30%, 18% of them suggests for providing more practical time, 2% of them suggests for providing more organized arrangements in scheduling the classes and the rest 10% suggests for providing more qualified teachers. It also deals with the need for various other skill trainings which the respondents require in the institution, and the data shows that around respondents 26% of them opt for problem solving skill, 25% of them opt for the leadership skills, 25% of them opt for the life skill training, 21% opt for the team work skill and the rest 3% of them doesn't opt for any for any skills. These were the suggestions given by the pass out trainees from the institution. These are some of the gaps found in the training programmes provided by the institution.

The major findings include:-

- None of the respondents faced any difficulty in following the training classes and the syllabus which they have.
- Some of them faced difficulty during the training period and the suggestions are also mentioned by them, which includes appointment of more qualified teachers, providing or scheduling more organized classes for the students, since most of them are coming from the faraway places, they have a feeling that some class hours they are set free, due to the absence of the teachers and also suggests about providing more practical time for the plumbing and welding students.
- They have also suggested for proving additional skill trainings for the team work, leadership skill, life skills, problem solving etc. and a few have no particular suggestions.

## **Objective: 5**

### **To determine the impact of the skill development training**

The fifth objective is dealing with the impact of the skill development training, it first deals with the placement of the trainees of the institution, and out of the 60 respondents 50% of them are unemployed. 29% of them were placed by the institution in the area of training. 13% of them were self-placed in the area of training and the rest 8% of them were self-placed in other areas. the institution has promised them with the placement opportunities and this was the main reason for them to study in this institution, after completing the course only 29% of them were placed by the institution and the rest have found the jobs by their own. And this shows dissatisfaction from the respondents. This objective also deals with the number of times the respondents have changed their jobs after placed in various places. The 50% of them are unemployed, 48% of them have stayed in the same organization or under the same employer and the rest 2% of them have changed their jobs more than twice. This shows that after resigning from one job they are confident enough to find other jobs and work.

The objective also analyzes whether the job relates to the skill development training. The 53% of them mentions that it was not applicable for them. The 42% of them have agreed that their job relates to the skill development training they have received. And the rest 5% didn't agree to this. This objective is also dealing with the practicing of the additional skills obtained from the institution in their work sites, about the motivational skills, 42% of the respondents got the opportunity to apply the motivational skills in the work sites and 5% of them could not apply this skill and for 53% of the people it was not applicable for them. So this skill helped them in their field of work and shows a positive impact. About applying the spoken English in their work sites, that 28% of them could practice the spoken English in their work sites, 18% could not practice it and for the rest of them it was not applicable. About applying the communication skills in the field of their work, around 28% of the respondents could practice the communication skills in the work sites, 18% of them could not apply this in the field and the rest 54% it was not applicable. This basically shows the impact of the other skill trainings provided by the institution. Most of them stated that the other skill trainings were useful for most of them, but only a quarter of them could apply in their field, in case of respondents working in the field of

electrical works, plumbing works there arises no chances for them to practice the other skills provided by the institution. In case of nursing assistant and the respondents working in the field of secretarial assistant have more opportunities for applying these additional skills in the fields.

The major findings of the objective fives are as follows:-

- The placement opportunities of the trainees in the organization, since they were promised to be placed in various settings after their one year of training most of them were not placed by the institution. Many of them have taken initiatives to find the jobs and this shows the confidence level of the respondents to search for the jobs.
- It also deals with the impact of the additional skill trainings provided by the institution for these respondents , many of them were able to practice the additional skills provided by the institution, some others didn't get the opportunity to practice this, but most of them mentioned that the additional skill training have improved them a lot.
- It was also understood that, the people working in the field of nursing assistant and the secretarial practice have more opportunities to practice or to apply the additional skills provided by the institution.

## **SUGGESTIONS**

- Providing more employment and the placement opportunities for the trainees who are passing out from the institution every academic year.
- Establishing more contacts with various companies who can support the institution by providing with more placement opportunities.
- Appointment of more qualified teachers will help the students in more beneficial manner.
- Providing more practical time for the trainees who are doing diploma in plumbing, wiring and electrician, especially they need more practical time for the plumbing classes.
- More organized and scheduled classes will help to avoid the unnecessary free hours and this time could be worth fully used.
- The need for the additional skill training classes for the leadership skill, team work, life skills and problem solving is more; trainings should also focus on these areas.

- More researches could be conducted in the area of impact evaluative studies of the skill development training programmes, so that the challenges and the gaps could be identified easily.

## CONCLUSION

In the present study, an attempt has been made to describe the impact of the skill development training given by the St. Xavier's Community College Trivandrum. The quantitative method was used for conducting the study. The interview schedule was followed and the research design was survey design. The trainees passed out from the institution from the last two years were taken as the sample and the sample size was set as 60. The contact numbers of the trainees who have passed out from the institution on the year 2016 and 2017 was given by the institution. Around 120 contact numbers were given; the researcher has followed the telephonic interview method and collected the data. The interview schedule was prepared in such a way that it had satisfied all the objectives. The researcher got an idea about the training programmes conducted by the skill training institutions. The researcher had met the principal of the St. Xavier's Community College, Trivandrum and gathered much valuable information related to the institution and about the training procedures.

The researcher had gone through many of the literature reviews and many of them are not focusing on the skill development trainings given by the institutions, there are large number of upcoming institutions which focuses on the skill development trainings and at this present scenario it is important to know the impact of such programmes so that improvements could be made. Trainee had approached the particular institution which was coming under the Trivandrum Social Service Society, and it was known that there were no such evaluations or the Impact studies done in the institution, so the researcher was welcomed by the institution to do an impact evaluation research. So based on this the researcher tries to explore the impact of the skill development programme given by the St. Xavier's Community College situated in Trivandrum District.

- **Socio-economic profile of the respondents**

Out of the 60 respondents most of them are females, who have appeared for the skill development training in the community college. Most of the respondents are coming under the age group in between 18 and 20. Most of them are coming from the coastal areas of the Trivandrum district and the all are from the district of Trivandrum. Majority of them are followers of Christian religion and most of them are coming from the fisherman community. The marital status of the respondents shows that the very few of them got married and the married ones are females. All the male respondents are unmarried. Most of them are coming from a very poor background and they falls under the category of BPL. Majority of the have a family members in between 4-6, which shows that as the inverse proportion of the family income and the family members have a great influence on the further education of the children. Around half of the population has completed their matriculation and majority of them have gone for their higher secondary education. At present, even though they are working some of them are appearing for their higher secondary education. The reason for drop out was mainly because of the poor financial status of their families, also family issues and some are not interested in continuing their education. This also mentions about the few respondents who had gone for the part tome jobs during their school days and they don't have works daily, but they have earned a little during their school days since they were facing with the financial issues. Some of them have also gone for the part time jobs before joining the institutions and after discontinuing their studies, they have earned and worked in various fields of their interest. And most of them have worked for up to 6 months and others have worked and earned more than 6 months.

- **Understanding the skill development training provided by St. Xavier's Community College, in terms of courses, teachers and students.**

It mentions about the duration of the classes is one year and the 3 months they were given additional skill training classes. They have theory classes as well as the onsite and offsite workshops and the practicals. They are offering various four kinds of diploma courses, which the students can join according to their interest. Mentioned about the teachers who are

coming from the same field and some are alumni of the institution. Most of the trainees coming there are from a very poor economic background. Most of the respondents have joined for the diploma in plumbing, wiring and electrician and all are males, a large group of females have joined in the diploma in nursing assistant and a few have joined in diploma in computer application and secretarial practice which includes both males and females. And no one from the 60 respondents has joined in the course diploma in electronics. This shows lack of interest of students towards this particular course. And for the first two courses mentioned above have more scope and this is the reason, most of them are opting for these courses. And most of them came to know about the institution through the church and through friends. Majority of the respondents have joined in the year 2017 and a very few had joined lately so they got only 6 months classes. Most of them receive the additional skill training classes provided by the institution.

- **Tracing the employment history of the pass outs**

About half of the respondents have various jobs some relates to their training courses and some is entirely different from what they have learned from the institution. About half of the respondents are still unemployed and the most common reason was mentioned above. This shows the impact of the training provided by the institution. The monthly income status of the respondents states that they have a regular monthly income and a regular job. About the half of the respondents still have no earnings and this shows the negative impact of the training provided by the institution.

- **Discovering the gaps in the training**

None of the respondents faced any difficulty in following the training classes and the syllabus which they have. Some of them faced difficulty during the training period and the suggestions are also mentioned by them, which includes appointment of more qualified teachers, providing or scheduling more organized classes for the students, since most of them are coming from the faraway places, they have a feeling that some class hours they are set free, due to the absence of the teachers and also suggests about providing more practical time



for the plumbing and welding students. They have also suggested for providing additional skill trainings for the team work, leadership skill, life skills, problem solving etc. and a few have no particular suggestions.

- **Impact of the skill development training**

The placement opportunities of the trainees in the organization, since they were promised to be placed in various settings after their one year of training most of them were not placed by the institution. Many of them have taken initiatives to find the jobs and this shows the confidence level of the respondents to search for the jobs. It also deals with the impact of the additional skill trainings provided by the institution for these respondents, many of them were able to practice the additional skills provided by the institution, some others didn't get the opportunity to practice this, but most of them mentioned that the additional skill training have improved them a lot. It was also understood that, the people working in the field of nursing assistant and the secretarial practice have more opportunities to practice or to apply the additional skills provided by the institution.

**CHAPTER-6**  
**REFERENCES AND APPENDIXES**

## **References:**

1. Gauda, S. M., & Sekhar, V. T. (2014, december). Factors Leading to School Dropouts in India: An Analysis of National Health Survey-3 Data. Retrieved from Research Gate: <https://www.researchgate.net/publication/269932850>
2. Kishore, A. N., & Shaji, K. S. (2012, december). School Dropouts: Examining the Space of Reasons. Retrieved from Indian Journal of Psychological Medicine: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3662127/>
3. Additional Skill Acquisition Programme. (n.d.). Program Monitoring and Evaluation System Assessment. Retrieved from Additional Skill Acquisition Programme: <https://www.adb.org/sites/default/files/linked-documents/47334-002-prmes.pdf>
4. Sharma, R. (n.d). Skill Development -Impact on Economic Growth. Retrieved dec 11, 2017, from Professional Panorama: An International Journal of Management & Technology: <http://www.professionalpanorama.in/wp-content/uploads/2016/05/11-Ragini-Sharma.pdf>
5. Impact of Vocational Training and Skill Development on Economic Growth in Pakistan. (2012). Retrieved dec 10, 2017, from World Applied Sciences Journal 17: <https://pdfs.semanticscholar.org/8298/40e4de87ba75e249626db22c550077d37898.pdf>
6. Government of India Planning commission. (n.d) Skill Development And Vocational Training Retrieved dec 8 2017. from Government of India Planning Commission New Delhi: [http://planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11\\_rpskill.pdf](http://planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11_rpskill.pdf)
7. ISAS Working Paper. (2009, September 17). Skills Development in India: Challenges and Strategies. Retrieved dec 10, 2017, from ISAS Working Paper: [www.isas.nus.edu.sg](http://www.isas.nus.edu.sg)

8. Kapur, R. (2014, April).Skills Development in India.Retrieved dec 11, 2017, from International Journal of Transformations in Business Management:  
[http://www.ijtbm.com/images/short\\_pdf/1426172413\\_Radhika\\_Kapur\\_8.pdf](http://www.ijtbm.com/images/short_pdf/1426172413_Radhika_Kapur_8.pdf)
  
9. Venkatesh, Abhisekh & Singh, A. (2015). Evaluation of Skill Development Programmes: A Project Management Perspective.Retrieved dec 11, 2017, from International Journal of Humanities and Management Sciences (IJHMS):  
<http://www.isaet.org/images/extraimages/ED1015028.pdf>
  
- 10.Skilling the Work Force: Skill Development Initiative in India. (2013, Nov).retrieved dec 10, 2017, from India Brand Equity Foundation Insight: <https://www.ibef.org/download/skilling-the-workforce.pdf>
  
- 11.Brar, K.K &Amandeep (2015, Nov).Skill Development in Higher Education: Trends and Issues. Retrieved dec 10, 2017, from International Journal of Emerging Research in Management &Technology:  
[https://www.ermt.net/docs/papers/Volume\\_4/11\\_November2015/V4N11-151.pdf](https://www.ermt.net/docs/papers/Volume_4/11_November2015/V4N11-151.pdf)
  
- 12.Goswami, S. (n.d.). Development in India After Independence. Retrieved march 21,wednesday, 2018, from mapsofindia: <https://www.mapsofindia.com/my-india/india/development-in-india-after-independence>
  
13. Aseem. (2010, Jan 25). Concept of Economic development. Retrieved march 21, 2018, from Economic Development in India Since Independence:  
<https://www.scribd.com/doc/25775321/Economic-Development-in-India-Since-Independence>

14. India Unemployment Rate. (n.d.). Retrieved March 21, 2018, from Trading Economics:  
<https://tradingeconomics.com/india/unemployment-rate>
  
15. Problems and Solutions to Unemployment in India. (2016, July 6). Retrieved march 22, 2018, from Problems and Solutions to Unemployment in India:  
<https://www.linkedin.com/pulse/problems-solutions-unemployment-india-manikandan-viswanathan>
  
16. Patnaik, J. (2015, Nov 6). Why Skill development is necessary for India? Retrieved from  
Linkedin:<https://www.linkedin.com/pulse/why-skill-development-necessary-india-jayashree-patnaik>
  
17. Skills development. (2011). Retrieved April 2, 2018, from skills development impact  
evaluation: <http://guia.oitcinterfor.org/sites/default/files/guia/skills-development-impact-evaluation.pdf>
  
18. Dropout prevention programs. (n.d.). Retrieved april 3, 2018, from county health rankings  
and roadmaps: <http://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/policies/dropout-prevention-programs>

19. Skill Development. (2015). Retrieved april 3, 2018, from Skill Development in India 2015:  
[http://www.kas.de/wf/doc/kas\\_42848-1522-2-30.pdf?151016072126](http://www.kas.de/wf/doc/kas_42848-1522-2-30.pdf?151016072126)
  
20. Anand, S. (2017, january 16). Community Colleges offering affordable & accessible education in India. Retrieved april 3, 2018, from Shiksha:  
<https://www.shiksha.com/hospitality-travel/articles/community-colleges-offering-affordable-accessible-education-in-india-blogId-13556>
  
21. India Unemployment Rate. (n.d.). Retrieved March 21, 2018, from Trading Economics:  
<https://tradingeconomics.com/india/unemployment-rate>
  
22. Problems and Solutions to Unemployment in India. (2016, July 6). Retrieved march 22, 2018, from Problems and Solutions to Unemployment in India:  
<https://www.linkedin.com/pulse/problems-solutions-unemployment-india-manikandan-viswanathan>

## **APPENDIXES**

### **Tool for data collection**

#### **RESEARCH TOOL**

As this is a quantitative study, the researcher decided to conduct a research related to impact evaluation using survey design and the interview method. The researcher needs the quantitative data which relates to the objectives of the study and mainly it should focus on the impact evaluation of the skill development programme given by the St. Xavier's Community College Trivandrum. To analyses and access the impact of the trainings quantitative studies are mostly used. The interview schedule was prepared based on the main five objectives and the questions have covered all the areas of the objectives. Telephonic interview was conducted by the researcher for collecting the data from all the respondents.

#### **GENERAL OBJECTIVE**

To explore the impact of the skill development programme provided by St. Xavier's Community College, Trivandrum.

#### **SPECIFIC OBJECTIVES**

1. To find out the socio-economic profile of respondents
2. To understand the skill development training provided by St. Xavier's Community College, in terms of courses, teachers and students.
3. To trace their employment history since passing out.
4. To discover the gaps in the training
5. To determine the impact of the skill development training

## TOOL

### I. Basic Information

1. Name :

2. Age :

3. Sex :            male                female   

4. Place        :    urban                rural                coastal   

5. Religion:        Hindu                Christian                Muslim   

6. Marital status:    married                unmarried   

7. Economic status:    APL                    BPL       

8. Total members in the family:    0-3                3-5                above 5   

9. Educational qualification:        10<sup>th</sup>                +2                Degree   

10. Occupation:

(a) Continued field before training

(b) In field related to training

(c) New field

(d) Unemployed

(e) Education

11. Monthly income (personal):

(a) 5000-10,000



(b) 10,000-15,000

(c) 15,000-20,000

(d) 20,000-25,000

(e) Not applicable

12. Are you continuing your education?

(a) Doing +2

(b) Doing degree

(c) Doing other diploma courses

(d) others

## II. Details of their school days

13. Which class did you drop out?

(a) After 10<sup>th</sup>

(b) attempted +1

(c) Attempted +2

(d) failed +2

(e) Attempted degree

(f) failed degree

14. Reason for dropout

(a) Family issues

(b) financial issues

(c) Not interested to continue

(d) others

15. During school days have you ever done any part time jobs?

(a) No

(b) related to fishing

(c) Wiring/welding

(d) plumbing

(e) others

16. Mention the earnings during the work time

(a) Rs.200-300 per day

(b) Rs.300-400 per day

(c) Rs.400-500 per day

(d) not applicable

17. After discontinuing your studies and before joining St.Xavier's community college, did you go for any job-?

- (a)No (b) related to fishing  
(c)Wiring/welding (d) plumbing  
(d) Others

18. Mention the earnings during the work time

- (a) Rs.200-300 per day (b) Rs.300-400 per day  
(c) Rs.400-500 per day (d) not applicable

19. Mention the duration of works

- (a) 6 months (b) 1 year  
(c) 2 year (d) above 2 year  
(e)Not applicable

### III. Details of St. Xavier's Programme attended:

20. How did you came to know about the institution and the training programmes?

Church  friends  others

21. In which year you have joined the institution-

2016  2017

22. Which course you have joined?

- (a)Diploma in plumbing, wiring and electrician  
(b)Diploma in electronics  
(c)Diploma in nursing assistant  
(d)Diploma in computer application & secretarial practice

23. What was the duration of your course-?

6 months  1 year

24. Did you face any difficulty in following the training classes-?

Yes  no

25. Other than the training in the particular field what all additional skills you got from this training programme?

- (a) Motivational classes (b) spoken English  
(c) Communication (d) others

26. Mention the year in which you have passed out from the training institution.

2017  2018

27. After completing the training programme, have you placed-?

- (a) By the institution in the area of the training  
(b) Self placed in the area of training  
(c) Self placed in other area  
(d) Self-employed  
(e) Unemployed

28. After passing out from the institution, how many places you have worked or how many times you have changed the job?

- (a) Have stayed in the same organization/employer  
(b) Changed twice  
(c) Changed more than twice  
(d) Unemployed

29. Does the job relates to your skill development training?

Yes  no  not applicable

30. Did you get an opportunity to practice or apply your interpersonal skills like motivation in the work sites?

Yes  no

31. Did you get an opportunity to practice or apply spoken English in the work sites?

Yes  no

32. Did you get an opportunity to practice or apply communication skill in the work sites?

Yes  no

33. Did you faced any difficulties in the training programme and training period?

Yes  no

34. What are the challenges you have faced?

- (a)Appoint more qualified teachers
- (b)Provide placement opportunities
- (c)More organized arrangements in scheduling the classes
- (d)Provide more practical time

35. Do you think that the St. Xavier's institution should offer training in additional skills areas?

- (a)No
- (b)Leadership
- (c)Teamwork
- (d)Life skills
- (e)Problem solving