



Crompton CSR Foundation

Impact Assessment Study of MEP Skill Development Program

Baddi, Himachal Pradesh

Report by NuSocia| August 2023



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Abbreviations

ADB	Asian Development Bank
ASHA	Accredited Social Health Activist
BPL	Below Poverty Line
CCF	Crompton CSR Foundation
CGCEL	Crompton Greaves Consumer Electricals Limited
CMIE	Centre for monitoring Indian Economy
CSR	Corporate Social Responsibility
ILO	International Labour Organization

KIIs	Key Informant Interviews
MEP	Mechanical, Electric, Plumbing
NGO	Non-Governmental Organization
NSDC	National Skill Development Corporation
OECD-DAC	Organization for Economic Development and Cooperation - Development Assistance Committee
REECIS	Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability.
SDGs	Sustainable Development Goals
SHGs	Self Help Groups

Executive Summary

The Crompton CSR Foundation MEP Skill Development Program in Baddi, Himachal Pradesh, represents an earnest endeavor to empower educated youth and address the prevailing unemployment challenges in the area. This collaborative initiative, undertaken with the esteemed partnership of the Dev Loka Educational Trust, endeavors to equip unemployed or underemployed educated youth with essential proficiencies in the domains of Mechanical, Electrical, and Plumbing (MEP). By doing so, the program aims to enhance their employability prospects and elevate their socio-economic status.

The primary objectives of the MEP Skill Development Program in Baddi encompass two important aspects. Firstly, it seeks to impart comprehensive and industry-relevant training to the participants, enabling them to acquire technical expertise and practical knowledge in the field of MEP. Secondly, the program endeavors to facilitate job placements for the trained individuals within the MEP sector, thus contributing to the reduction of unemployment rates in the region.

The program has met with considerable success in skill development and employment generation for educated youth in the area. Participants have reported notable improvements in their employability, effectively applying the acquired skills in their current jobs. The Human Resources representatives of employing companies have also recognized and lauded the technical abilities demonstrated by program graduates.

The program's training facilities and equipment have been designed to provide a balanced blend of theoretical learning and hands-on experiences, which have been well-received by the youth. However, it has been observed that some female participants faced difficulties in continuing their employment due to familial restrictions.

The curriculum, thoughtfully crafted in consultation with the National Skill Development Corporation (NSDC), strategically emphasizes both technical (MEP) and soft skills, such as communication, personality development, and basic computer skills. Qualified local experts possessing B.Tech qualifications and extensive industry experience have effectively served as trainers, ensuring a high-quality learning experience for the participants.

A notable highlight of the program is the job placement support offered to the participants. The program's Center provides continuous guidance, resulting in a reported high placement rate

of 70% for the program graduates. However, during primary research interactions, some discrepancies in the data emerged, suggesting that a few placed students were currently unemployed or not actively working.

The program has also demonstrated positive financial impacts on participants and their families. Many students have achieved financial independence and have made significant contributions to their household finances, thus positively influencing their livelihood opportunities.

To further fortify the program's impact and sustainability, several recommendations are proposed. Firstly, it is advised to regularly update the curriculum to incorporate advanced topics and align with emerging industry trends, thereby ensuring that participants remain abreast of the latest developments in the MEP sector. Secondly, the establishment of an alumni network is proposed, which will offer ongoing support, networking opportunities, and mentorship for program graduates, thereby fostering their professional growth and career advancement.

In conclusion, the Crompton CSR Foundation MEP Skill Development Program in Baddi, Himachal Pradesh, has successfully empowered youth with vital skills, effectively reducing unemployment and fostering socio-economic growth in the region. By implementing the aforementioned recommendations, the program can further enhance its impact and serve as an exemplary model for future skill development initiatives.

1. Introduction

1.1 Background

Skill development programs targeted towards youth have the potential to yield positive economic impacts by diminishing reliance on social welfare systems and harnessing the full potential of a nation's human capital. These programs impart essential skills and knowledge to young individuals that align with the demands of the job market. Training conducted by professionals enables the youth to be better prepared for securing gainful employment or embarking on entrepreneurial ventures. Consequently, these initiatives result in heightened individual income levels, thereby mitigating poverty and enhancing the overall standard of living.

A crucial benefit of young people acquiring relevant skills is the substantial improvement in their efficiency and effectiveness in the workforce. This heightened productivity contributes to increased economic output and fosters overall economic growth. Furthermore, skill development programs cultivate an entrepreneurial spirit, which stimulates economic expansion, creates job opportunities for others, and fuels innovation and creativity, consequently driving comprehensive development within the country.

According to the International Labour Organisation (ILO), projections indicate a slight rise in global unemployment rates in the years 2023 and 2024, reaching 211 million, while the rate itself remains steady at 5.8 per cent. In 2017, the global unemployment rate was 5.6 per cent, accounting for 192.7 million unemployed individuals, as per the ILO's latest estimation utilizing improved data sets and methodologies. Emerging and developing countries are projected to experience insufficient employment growth compared to labor force expansion, leading to an increase in the count of unemployed individuals by 0.9 million in 2018. However, the unemployment rate in emerging countries is expected to decline slightly by 0.1 percentage points, while it remains stable in developing countries. The positive momentum emanating from emerging countries' post-downturn recovery is anticipated to plateau in 2019, resulting in an unemployment rate of 5.5 percent and an increase of 1.3 million in the global number of unemployed.

As per the recent report by the CMIE, the employment rate has experienced growth since January 2022, culminating in a record high of 37.1% in December 2022. While the urban unemployment rate escalated to 10 per cent in December, the rural unemployment rate showed a slight decline from 7.6 per cent in November to 7.4 per cent in December.

Nevertheless, the unemployment rate in rural India is slowly inching upwards, settling at levels higher than 7 per cent.

Skill training programs play a crucial role in increasing the employability of young individuals and reducing youth unemployment rates. Investing in these initiatives contributes to social development and inclusion, as they provide opportunities for disadvantaged and marginalized youth to acquire valuable skills and break free from the cycle of poverty. By nurturing and empowering the youth with the necessary skills, society can reap substantial benefits in terms of enhanced economic growth and overall well-being.

Himachal Pradesh- According to ADB data, more than 90% of Himachal Pradesh's workforce has not received any formal skills training¹. According to a world bank report, the majority of people in Himachal Pradesh are involved in agricultural activities, with a relatively lower proportion engaged in non-farm jobs compared to other states. Self-employment constitutes more than two-thirds of the workforce, while salaried employment is scarce. Himachal Pradesh has witnessed gradual job growth since 2005, primarily in the construction sector. Although female labor force participation in the state is initially high, it has experienced a decline in recent years². This also emphasises that only 18% of the population in HP is salaried employees, rest are either self employed or wage labourers.

A report by ADB says that in Himachal Pradesh, a significant majority of the workforce, around 81.8%, is employed in the informal sector, while only 18.2% are engaged in the formal sector. As of the fiscal year 2014, the primary sector employs 58.5% of the workforce, the secondary sector employs 22.5%, and the services sector employs just 19.0%. Himachal Pradesh has a limited timeframe until 2022, after which the working-age population (15-59 years) will start to decline. In the period between 2017 and 2022, there was a demand for 515,557 skilled workers across multiple sectors such as retail, healthcare, tourism and hospitality, and information technology in Himachal Pradesh³.

Baddi- Baddi is an industrial town and Nagar parishad in the southwestern Solan district of Himachal Pradesh. According to the 2011 Census of India, Baddi town had a population of 29,911 with 19,332 males and 10,579 females. Baddi is home to multiple pharmaceutical

¹ <https://www.adb.org/projects/49108-002/main>

² <https://documents1.worldbank.org/curated/en/584511504085484182/pdf/119182-REVISED-Himachal-Pradesh-Jobs.pdf>

³ <https://www.adb.org/sites/default/files/linked-documents/49108-002-sd-05.pdf>
[tate's urban population and unemployment rate, both see an increase | Mumbai news - Hindustan Times](#)

companies which have established manufacturing plants and R&D hubs in the town. The town is Asia's biggest Pharmaceuticals hub and is home to some of the largest pharmaceutical companies including Cipla, Dr. Reddy's Laboratories, Cadila Healthcare, Torrent Pharmaceuticals, Abbott Laboratories, Glenmark Pharmaceuticals, and Manjushree Technopack.

In Baddi Tehsil, there exists a disparity in literacy rates between males, recorded at 77%, and females, documented at 62.61%. Moreover, findings from the National Sample Survey conducted in 1999-2000 indicate a significant limitation in the labor force participation, with only approximately 7% of the overall workforce in India being actively involved in the formal or organized sector. These statistics underscore the pressing need for targeted interventions in skill development training to address the gender gap in literacy and enhance workforce engagement in the organized sector.

1.2 About the Skill Development Program

Crompton is a renowned company with a rich history and a dominant presence in the electrical industry. Since its inception in 1878, Crompton has solidified its reputation as a reliable manufacturer and provider of a diverse range of electrical products and solutions.

The company is deeply committed to advancing the Sustainable Development Goals (SDGs) through various initiatives and programs. It embraces the fundamental principles of the SDGs and has seamlessly integrated them into its business practices. Recognizing the transformative potential of the SDGs, Crompton acknowledges their vital role in fostering a sustainable and equitable future for all.

Crompton CSR Foundation, the philanthropic arm of Crompton Greaves Consumer Electricals Limited (CGCEL), operates with the noble mission of providing vocational training and essential resources to school and college dropouts, as well as unemployed youth in the local community of Baddi. With a dedicated focus on combating unemployment and underemployment, the foundation endeavors to equip these individuals with the necessary skills and knowledge to secure employment in the formal sector or enable them to establish their own businesses. Emphasising corporate social responsibility (CSR), the Crompton CSR Foundation (CCF) actively participates in various initiatives, encompassing Water Conservation, Skill & Entrepreneurship Development, Education, and Community care across diverse regions.

To effectively implement these empowering programs, Crompton CSR Foundation has joined forces with Devloka Educational Trust, a distinguished local non-governmental organization

(NGO) with a proven track record of successfully executing development initiatives in the region. Together, their collective efforts aim to provide comprehensive vocational training opportunities to the unemployed youth in Himachal Pradesh.

Through this strategic collaboration and unwavering dedication, Crompton and its partners are working towards fostering inclusive growth and socio-economic development in the region, thereby contributing to the advancement of the SDGs and promoting a brighter future for the local community.

Key Components of the Interventions

1. **Skill Training for Youth:** A multi-skill technician (electrician) training program engaged 240 young individuals, and the remarkable outcome was that over 70% of the participants secured employment with diverse companies. This outcome highlights the program's remarkable success in effectively meeting the demands of the local labor market.
2. **Entrepreneurship Awareness:** The program's impact extends beyond employability, as some candidates ventured into starting their own businesses. This exemplifies how the program has not only cultivated marketable skills but also nurtured entrepreneurial acumen among the participants.
3. **Improving Socio-Economic Conditions:** The positive impact of the program reverberates within the candidates' families as well. Considering an average four-person family, the program's success directly benefits approximately 672 individuals. These families now have significantly improved prospects of achieving financial stability, which, in turn, positively influences health outcomes, education opportunities, and overall quality of life.

Progress of the project

Project type	Residential training program
Training duration for a batch	3 months
Number of Beneficiaries	240
Center capacity	60 (30 per batch)
Total Budget	INR 1,12,43,100.00
Average cost per trainee	Approx INR 50000

Profile of the Beneficiaries

Among the 240 beneficiaries, a significant majority (84%) of beneficiaries belong to the Hindu community, comprising the largest portion. However, the representation of other communities is relatively lower. While examining the participation of beneficiaries based on caste, it is noteworthy that approximately 46% (109) of the students come from the general category. Following this, the OBC category constitutes 28% (67) of the beneficiaries, while the SC category represents 23% (56) of the beneficiaries. This distribution helps to know the diversity in the selection of beneficiaries for the training program.

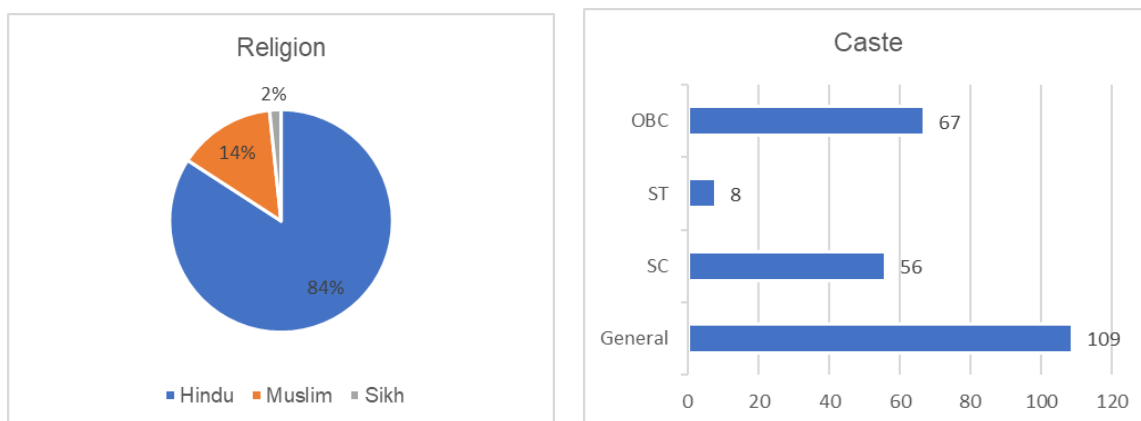


Figure 1 : Religion-wise representation of the participants

Figure 2: Caste profile of the participants

While analysing the educational qualifications of the beneficiaries, it is evident that the majority (58%) have completed their higher secondary education. Approximately 18% of the beneficiaries have achieved their secondary education. Additionally, a small proportion of beneficiaries have pursued an I.T.I (Industrial Training Institute) program following their secondary or higher secondary education. This information highlights the distribution of educational qualifications among the beneficiaries, with higher secondary education being the most prevalent attainment.

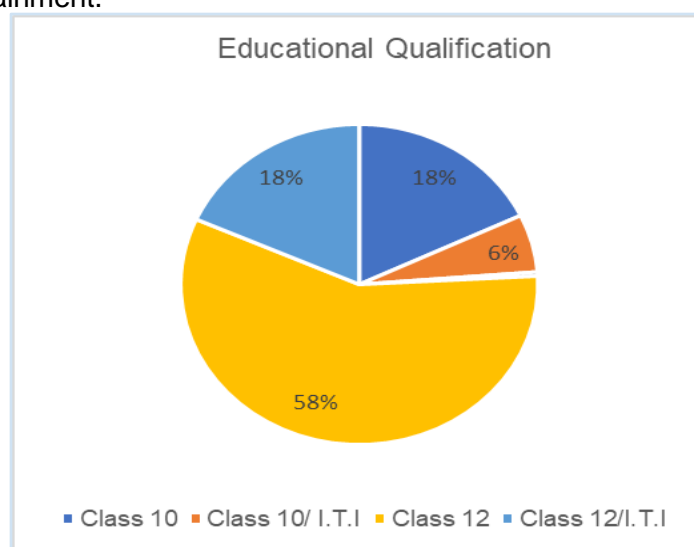


Figure 3: Educational Qualification of the participants

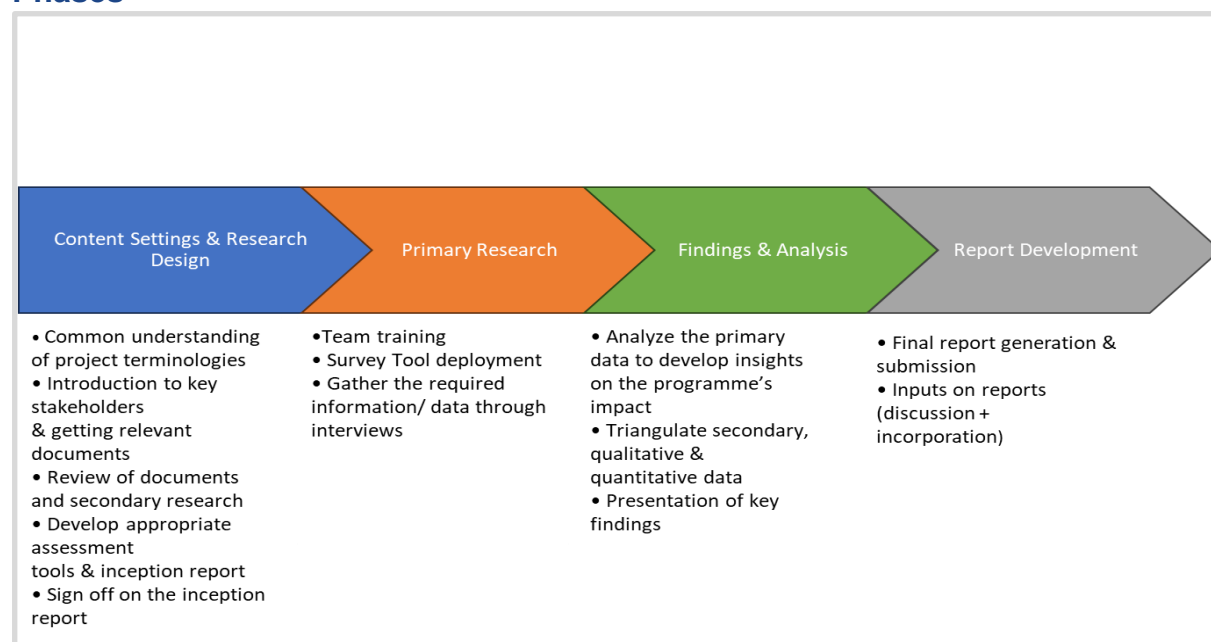
2. Methodology

This section will discuss the research approach selected for the impact assessment study. The study started with the content setting and understanding of the project. A review of the project reports, relevant documents and secondary research was conducted to understand the progress of the project.

2.1 Research objective

The aim of this study is to conduct a comprehensive impact assessment of the MEP Skill Development Project in Baddi, Himachal Pradesh, during the financial year 2022-2023. The primary objective of this evaluation is to gain insights into the efficacy and outcomes of the skill training program offered to the youth residing in the Baddi region. To achieve this goal, a specific timeline has been adhered to for the execution of the study.

Phases



2.2 Research approach

The primary research conducted for the impact assessment was grounded in a mixed research methodology. This approach incorporated both qualitative and quantitative methods to assess the project effectively. The rationale behind employing this combination of research methodologies was to acquire comprehensive programmatic and organizational insights. By utilizing a mixed approach, the study aimed to gather a more holistic understanding of the project's impact and effectiveness from both qualitative and quantitative perspectives.

2.3 Research sampling

The primary data collection was conducted through virtual interactions with the learners, parents, trainers and other stakeholders of the project. The virtual research ensured to utilize qualitative and quantitative research tools like Key Informant Interviews (KIIs) and the online survey.

The primary research sampling details are mentioned below

	Qualitative (Virtual Interactions)	Quantitative (Online Survey)
	Achieved KII	Achieved Surveys
Learners	16	156
Parents	18	
Trainers	2	
Employers	3	
Other Stakeholders (CCF, Program Manager)	3	
Total	32	156

Table 1: Details of KIIs and Online Survey

2.4 Research framework

The global analytical framework by OECD-DAC was used as an evaluation framework for assessing the CCF MEP Skill Development Project Baddi, at a programmatic as well as an organisational level. The framework analyses the programme on 6 indicators of Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability (REECIS).



REECIS Framework by OECD-DAC

The REECIS analysis provided the following information:

- **Relevance:** The importance of the MEP Skill Development Project in the context of unemployment and underemployment scenarios in India.
- **Effectiveness:** Actionables taken under the MEP Skill Development Project to help achieve the programme objectives.
- **Efficiency:** The evaluation of the processes involved in the implementation of the MEP Skill Development Project.
- **Coherence:** To understand the compatibility of the MEP Skill Development Project with similar interventions happening in the Indian education sector, private as well as non-private.
- **Impact:** The impact achieved by the programme on all the intended and unintended beneficiaries.
- **Sustainability:** The long-term effectiveness of the programme benefits.

3. Findings

The Assessment explores the findings of the study against the objectives of the intervention as below:

- 3.1 Implementation of the Program
- 3.2 Skill development among the youth
- 3.3 Increase in the income generation of the youth
- 3.4 Impact

3.1 Implementation of the Program

This section entails the identification and collection of essential resources, data, and information necessary to commence and carry out the project successfully. It encompasses various factors, including the mobilization process, the recruitment and training of instructors, and the availability of curriculum and training facilities at the designated center. By addressing these aspects, the project can be set on a solid foundation, ensuring its smooth and effective implementation.

A. Collaborating with Dev Loka Educational Trust for the implementation

The MEP Skill Development Project, launched by the Crompton CSR Foundation (CCF) with the aim to address the pressing issue of unemployment and underemployment among school and college dropouts, as well as unemployed youth, in the Baddi region of Himachal Pradesh. Acknowledging the need to equip these individuals with the requisite skills and knowledge for securing gainful employment or initiating their own entrepreneurial ventures, CCF collaborate with the esteemed non-profit organization (NGO), Devloka Educational Trust as it possesses significant experience in providing skill development opportunities to youth.

This partnership has proven instrumental in the seamless implementation of the MEP Skill Development Project in the Baddi region, drawing upon the expertise and experience of Devloka Educational Trust in empowering young individuals through skill training initiatives. Together, CCF and Devloka Educational Trust have played a pivotal role in generating opportunities for the youth and effectively fostering their socio-economic development. The project's tangible outcomes stand testament to the efficacy of this collaboration, which has not only addressed the challenges of unemployment but also enriched the lives of the youth by equipping them with the necessary tools to thrive in the modern workforce or entrepreneurship landscape.

B. Stages of Mobilization

Based on the interactions with the implementation partner, it has been found that the mobilization process for the project involves several strategic steps such as Surveys and Research, stakeholder engagement and Collaboration with local bodies and influencers that aimed at attracting participants and raising awareness about the program. During the KII, an interviewee from the implementation agency expresses how well planned the mobilization efforts were:

"The project team meticulously conducted surveys and thorough research to adeptly identify market gaps and precisely determine the precise training requirements. Their engagement extended to collaborating extensively with local government authorities, employment offices, technical schools, and village representatives. This comprehensive approach allowed them to systematically gather comprehensive insights into the intricate dynamics of employment demands and the availability of skilled workers."

Moreover, findings from the online survey indicated that 76% of respondents learned about the MEP skill training program through community mobilization efforts by Dev Loka. Additionally, social media advertisements and word-of-mouth referrals from friends and family members also played a significant role in disseminating information about the skill training program, as seen in the graph below:

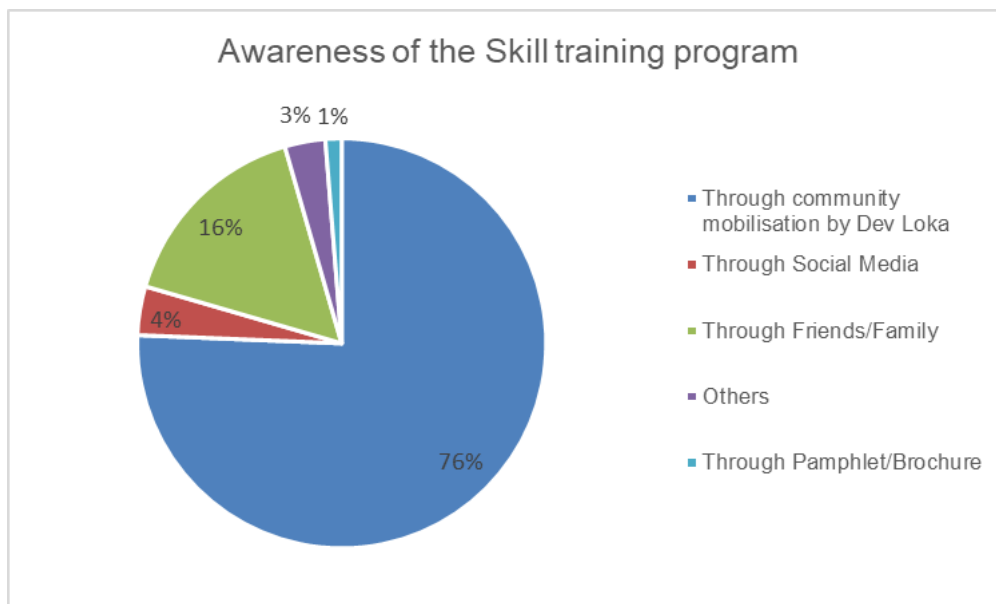


Figure 4: Awareness of the Skill training program

Mass Mobilization Activities: In order to ensure extensive outreach, the training center team strategically arranges mass mobilization initiatives. The Baddi Center manager expounded on this approach, stating:

"As part of our mass mobilization efforts, we often establish tents as central points and extend invitations to the wider community. We conduct comprehensive counseling sessions through door-to-door visits, engagements at educational institutions such as schools and ITIs, as well as interaction with the district office to gather pertinent data. These interactions are occasionally coupled with on-site meetings. Collaborative assistance is sought from entities like SHGs or NGOs, often supplemented with incentives. Our marketing team then undertakes a diligent door-to-door campaign. A significant emphasis is placed on counseling parents, as their support plays a pivotal role in the enrollment of their wards."

Counselling and Parent Engagement: Counseling sessions have been an essential component of the mobilization process. The team conducted counselling sessions with both potential participants and their parents. These sessions addressed any concerns or queries that individuals had about the program. One of the challenges faced during mobilization is the short-term participation of some participants. To address this, the team invested efforts in counselling both students and parents, highlighting the long-term benefits of the programme and the importance of commitment. Additionally, the team differentiated itself from organizations that offer free incentives and not placements, emphasizing the MEP programme's focus on employability and the provision of job opportunities.

Through these comprehensive steps and strategies, the mobilization process aimed to attract a diverse pool of participants, addressing their concerns, and create widespread awareness about the MEP skill development program.

C. Selection and Enrollment of the participants

The selection and enrollment process of youth into the MEP training program involved phone interviews and face-to-face interviews. Although the progress report from the implementation partner referenced the inclusion of a psychometric test within the process, most of the participants during this assessment mentioned that they phone interviews with the center team. A select few among them had the privilege of undergoing in-person interviews with the training center's team.

Regarding educational backgrounds, the majority of the participants had successfully completed their higher secondary education, while others had accomplished their secondary education. Their active pursuit of opportunities for meaningful engagement in the workforce was evident. In the initial stages, many participants did not accord substantial consideration

to the program. This perception has been changed once they became aware of the MEP skill training program.

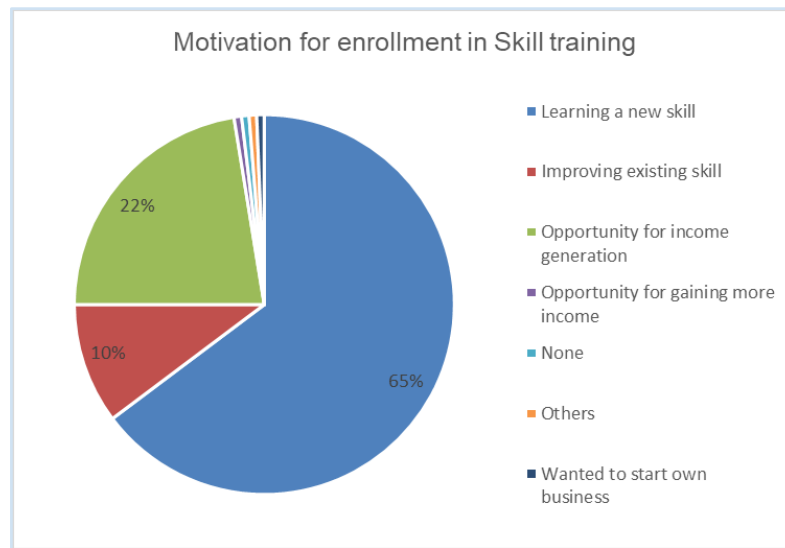


Figure 5: Motivation for enrollment in Skill training program

The analysis of the online survey reveals that the driving force for the enrollment of youth in the MEP training program is derived from a list of factors. Approximately 65% of the participants in the survey cited the acquisition of a new skill as the driving force behind their decision to join the program. At the same time, a portion of the respondents expressed a desire to refine their existing skill set, signifying a clear motive. Furthermore, 22% of the surveyed individuals identified the program as a platform for potential income generation, thus underlining its perceived potential in this trade.

The parents additionally highlighted that the training has provided beneficial outcomes for their children, as evident from their post-program employment successes. Predominantly, the inclination to enroll their children comes from the youth's own keen interest and enthusiastic commitment to pursuing the MEP trade. During our interactions, it emerged that a subset of participants lacked personal interests or aspirations, opting for program enrollment due to recommendations from friends or family members.

In conversations regarding the composition of the participants, the implementation partners conveyed their intentional inclination toward including girls within the selection process at the Baddi Center. Notably, around 5-10% of the enrolled participants were female, a strategic response to the interest expressed by girls during the mobilization phase. About 20-25% of the participants are from Below Poverty Line (BPL) backgrounds, while the remaining belong to the general and minority categories. The program demonstrates a dedicated commitment

to upholding diversity within its batches, ensuring a balanced representation of various backgrounds and communities.

D. Curriculum and Trained Instructors

The implementation partner has explicitly stated that they are utilizing the curriculum designed by the National Skill Development Corporation (NSDC) for the MEP skill development program. This curriculum is thoughtfully structured to include both technical and soft skill training components, ensuring the comprehensive development of the program participants. It includes diverse subjects, ranging from electrical and safety measures to customer service, teamwork, communication, etiquette, leadership, time management, and more. By aligning the curriculum with industry standards, the program aims to equip the participants with the necessary knowledge and skills to excel in their respective fields of employment.

To facilitate the training process, the MEP skill training center has assembled a team of well-trained instructors. These instructors undergo a rigorous selection process, comprising interviews conducted at the head office and technical evaluations featuring practical assessments. For the MEP training, the instructors are required to hold a minimum diploma in electrical and possess a minimum of two years of technical experience. On the other hand, soft skill trainers are expected to meet specific criteria, including holding a minimum master's degree, demonstrating proficiency in computers, and possessing relevant experience in skill development.

Within the Baddi training center, a dedicated team of two trainers, trained by the National Skill Development Corporation (NSDC), fulfills their roles as experts in their respective fields. Possessing the necessary qualifications and significant experience, these trainers play a pivotal role in imparting both technical and soft skills to the program participants. Notably, the implementation partner emphasizes that the trainers actively engage in training workshops or sessions to continually update their knowledge and stay updated of the latest industry practices and effective teaching methodologies. This commitment to ongoing professional development ensures that the training delivered to the participants remains relevant, up-to-date, and of the highest quality.

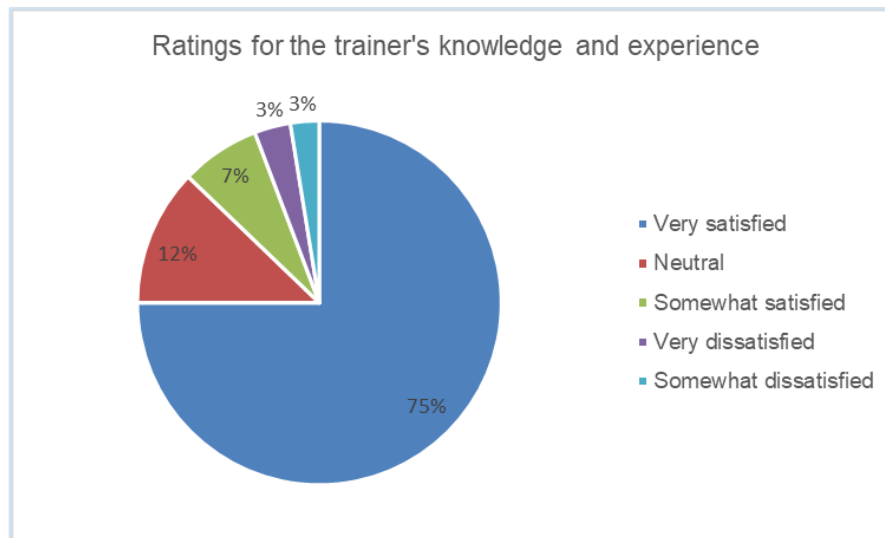


Figure 6: Ratings for trainer's knowledge and experience

In the online survey, approximately 75% of the respondents expressed their satisfaction with the trainers' knowledge and instructional methods in the MEP skill development program. These findings underscore the positive experiences encountered by the participants during the course of the program. The trainers have earned appreciation for their supportive and helpful approach towards the participants, and were praised for their teaching methods, guidance, and support throughout the entire training process. Notably, the trainers maintain continuous communication with the participants even after the program, inquiring about their job placements and professional progress.

The feedback gathered from the respondents reflects a high level of contentment with the trainers' skill and experience in providing training and their instrumental role in securing job placements for the participants. Their dedication and commitment contribute significantly to the overall success of the MEP skill training program, as they play a pivotal role in fostering the participants' growth and development. Their efforts create a conducive learning environment, ensuring that the program participants are equipped with the requisite skills and knowledge to excel in their chosen fields.

E. Training facilities and equipment

The MEP skill development program offers training facilities that encompass both theoretical and practical aspects, providing participants with a comprehensive learning experience to equip them with the essential skills and knowledge required for their respective trades.

The program's training facilities incorporate classroom sessions where participants receive theoretical instruction on various MEP subjects, including diverse electrical appliances, safety regulations, customer service, and more. The trainers ensure that the participants grasp the foundational theoretical concepts and principles underlying their trade.

Moreover, the program places significant emphasis on practical training, which forms a pivotal component of the training process. Participants actively engage in hands-on experiences, working with electrical equipment, tools, and machinery. This practical training serves to develop essential technical skills and instill confidence in participants to apply their knowledge effectively in real-world scenarios.

In recognition of the paramount importance of safety in MEP work, the program ensures the availability of safety equipment, such as helmets, gloves, goggles, and other protective gear. Participants receive comprehensive training on the proper usage of safety equipment and protocols, creating a secure and conducive learning environment. Upon the successful completion of the three-month training program, participants are awarded a completion certificate, recognizing their accomplishments and acquired skills.

Overall, the training activities at the MEP skill development program harmoniously blend theoretical and practical learning, thereby empowering participants to acquire the requisite skills and knowledge essential for success in their chosen trades. The program adopts a learner-centric approach, emphasizing continuous skill development for the trainers and fostering a nurturing learning environment that enables participants to gain hands-on experience and practical proficiency in their respective fields.

3.2 Skill development among the youth

During this phase, the project activities were executed, and distinct deliverables were generated. These tangible outcomes were measurable and observable achievements. They encompassed elements like the count of trained youth, attained certifications, provided job placement assistance, and offered guidance.

A. Skills training in MEP (Mechanical, Electrical, Plumbing)

The skill training provided in the MEP (Mechanical, Electrical, and Plumbing) program was designed to equip 240 participants with the requisite knowledge and practical skills demanded by the industry. The training program was meticulously designed to encompass both theoretical comprehension and hands-on experience, ensuring participants acquired a comprehensive skill set.

The training program has a duration of three months, during which participants attend classes five days a week. Additionally, they engaged in extracurricular activities on Saturdays. The training curriculum was meticulously fashioned in accordance with the guidelines and standards implemented by the National Skill Development Corporation (NSDC) or sector skill councils. These benchmarks served to ensure that the training program comprehensively addressed essential skills and industry-relevant proficiencies specific to MEP trades.

Central to the skill training program was a fusion of practical sessions and theory classes. Practical sessions include hands-on engagement, wherein participants worked directly with electrical appliances, machinery, and plumbing equipment. This experiential learning afforded them a proficiency in tool utilization, an understanding of equipment functionality, and learning to execute diverse tasks pertinent to MEP trades. Expert trainers provided demonstrations, monitored participant progress, and extended tailored support as deemed necessary.

The theory classes were dedicated to fostering a robust knowledge foundation encompassing subjects like electrical principles, safety regulations, customer service, and more. Participants delved into the theoretical concepts underlying their trade, thus empowering them to learn the technical nuance intrinsic to MEP work.

Beyond technical skills, the program underscored the significance of cultivating soft skills. Participants were imparted training in areas such as communication, teamwork, leadership, time management, and etiquette. The assimilation of these soft skills was necessary for

fostering effective interactions within professional environments, encompassing interactions with colleagues, customers, and employers.

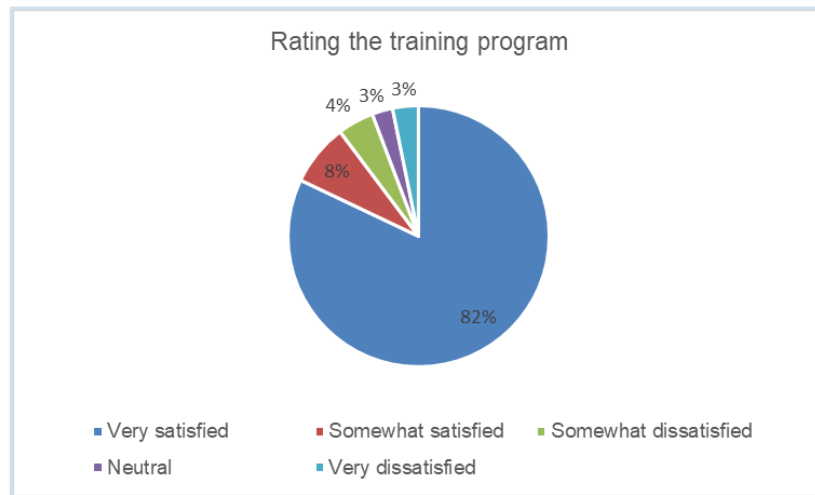


Figure 7: Rating for the overall training program

During the online survey, 82% of the respondents mentioned that they are very satisfied with the training session. They are satisfied with its ability to provide skills, knowledge and job opportunities. There are a few of the respondents who are not satisfied with the program. Upon completion of the training program, participants receive a completion certificate or a similar acknowledgment of their achievement. This certificate serves as proof of their training and can enhance their employability prospects in the MEP industry.

Overall, the skill training in the MEP program provides participants with a well-rounded skill set. By focusing on industry-relevant competencies and incorporating soft skills development, the program prepares participants to enter the workforce with confidence and meet the demands of the Industries.

B. Job placement support and guidance

The training program placed significant emphasis on job placement and guidance to ensure participants' successful integration into the workforce. A comprehensive process was followed to facilitate job placements for the participants.

The program collaborated with diverse companies, inviting HR heads to conduct interviews with the candidates. Pre-placement activities encompassed acquainting the participants with the partnering companies and providing them with crucial insights concerning job roles and responsibilities. Subsequently, candidates underwent the interview process, providing them the opportunity to demonstrate their skills and qualifications to potential employers.

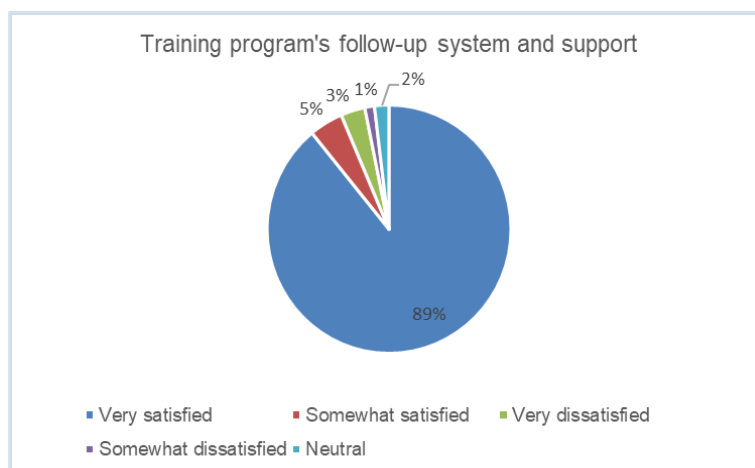


Figure 8: Training program's follow-up system and support

Post-placement follow-ups constituted a pivotal element of the program's support infrastructure. The program's team maintained communication with participants even subsequent to their job placements. Routine follow-up initiatives were executed, usually extending over a span of one month after placement. Remarkably, 89% of the survey respondents conveyed their contentment with the program's follow-up mechanisms and support provisions. Team ensures consistent communication with participants through calls and WhatsApp groups and make sure to provide sustained guidance and assistance throughout their initial phase of employment.

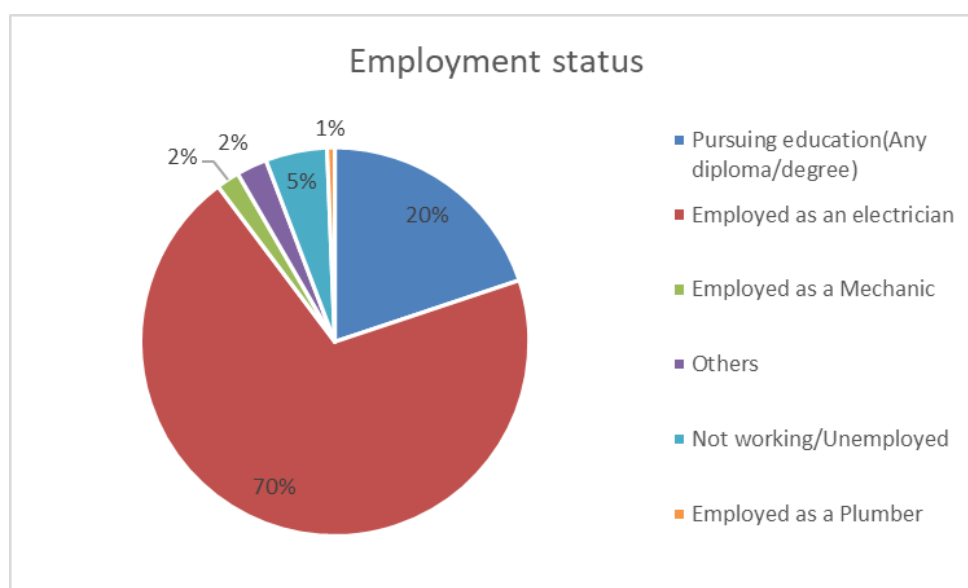


Figure 9: Employment Status of the participants

As per the survey findings (Figure 9), out of 240 students, around 70% were employed as electricians (109) and 19% participants were pursuing education (31), 5% of them are not working and unemployed. Derived from conversations with HR managers from diverse companies, an apparent pattern has emerged whereby the youth who underwent training at the center commonly attain roles designated as 'Apprentices' or 'Trainees'. The designation provided to them depends on work experience and the proficiencies they have gained. It's noteworthy, however, that these roles predominantly serve as entry-level positions for the youth and might not inherently entail tasks of advanced nature. Given the confines of their initial training, it might be less pragmatic for the companies to entrust them with responsibilities of advanced level in this preliminary phase.

Some of the youth leave their jobs within a few weeks of joining as they are being provided the night shifts. And they do not want to work in the night shifts. Some leave their jobs and find alternative employment or livelihood opportunities. The training center team actively engages with the participants, helping them explore different options and connecting them with suitable job openings.

The program acknowledges that job retention can be a challenge, particularly in certain industries or regions. They closely monitor the job retention status of the candidates and actively focus on sustaining their employment. The program and center manager, in particular, takes a personal interest in this aspect, dedicating effort to ensuring that all candidates are not only placed but also able to sustain their jobs for the long term.

The ultimate goal of the program is to achieve 100% job placement and job retention for all participants. While some individuals may have aspirations to pursue entrepreneurship or further studies, the program aims to support them in realizing their goals as well. By providing guidance, assistance, and ongoing support, the program aims to ensure that participants successfully transition into the workforce, secure employment, and sustain their jobs beyond the initial placement period.

Overall, the program's job placement and guidance activities demonstrate a strong commitment to the participants' career success and overall well-being. By maintaining connections with employers, conducting follow-up activities, and addressing individual needs, the program strives to provide comprehensive support and guidance throughout the participants' job placement journey.

C. Awareness of Entrepreneurship

The training center recognizes the aspirations of some participants to pursue self-employment and starting their own businesses. In such cases, the center provides support and assistance to help them establish their own business.

One way the center facilitates self-employment is by helping participants access credit facilities. They assist interested individuals in obtaining loans for starting their own businesses. The center issues certificates to the students upon completion of their training. These certificates can be used as a credential to apply for loans from financial institutions. While the center plays a supportive role in directing participants towards loan opportunities, the application process and approval ultimately depend on the individuals themselves. They need to approach the relevant offices and apply for the loans. The participants take a major role in the loan application process.

The center understands that starting a business requires financial resources, and by providing assistance in obtaining credit facilities, they aim to empower participants to fulfill their entrepreneurial aspirations. This support extends beyond the training program, demonstrating the center's commitment to the participants' long-term success and self-employment goals.

It is important to note that the extent of the center's involvement in the loan application process may vary. While they can provide guidance and direction, the participants are responsible for fulfilling the requirements and following the necessary procedures to secure the loan. The center's primary role is to provide the necessary certification that enables participants to access credit facilities.

By facilitating access to credit facilities and providing certificates that support loan applications, the training center seeks to empower participants who are interested in self-employment. This assistance aims to enable them to start their own businesses and pursue entrepreneurial endeavors.

3.3 Increase in income generation of the youth

This section focuses on assessing the immediate results and benefits derived from the project outputs. It involves evaluating whether the project objectives and targets have been achieved.

A. Increased employability of participants in the MEP sector

The training program has proven to be effective in equipping participants with the necessary knowledge and practical skills in the field of electrical work. Participants express satisfaction in their learning experience, highlighting specific areas such as making extension wires and installing electrical items. They appreciate the program's comprehensive approach, which not only focuses on electrical skills but also includes computer knowledge, providing them with a broader set of competencies.

However, it is important to note that not all participants pursue a career directly related to the acquired skills. Some individuals have different aspirations or circumstances that lead them to explore other opportunities. For example, one participant is preparing to work as a driver in Dubai, while another is pursuing a master's degree in computer application. This indicates that not all the participants desire to pursue their career in the MEP sector and they explore various career paths and pursue their individual goals.

Despite the diversity of career paths, there are participants who express a desire to leverage their acquired skills for entrepreneurial purposes. One individual mentions their aspiration to start a small business while continuing to work in their current company. This highlights the potential for participants to apply their knowledge and skills to establish their own ventures, showcasing the program's impact in fostering entrepreneurship.

Furthermore, feedback from participants indicates a level of autonomy and self-reliance in their professional roles. One individual mentions working as an operator in a company and being responsible for handling assignments independently. This demonstrates the program's effectiveness in developing participants' confidence and competence to work autonomously, fulfilling their responsibilities and contributing to their respective workplaces.

However, it is worth mentioning that some individuals mentioned not currently working or having left their jobs. This could be due to various factors such as personal choices, market conditions, or other circumstances. It underscores the diverse outcomes and career trajectories of program participants.

Overall, the training program has successfully provided participants with essential electrical skills and knowledge, allowing them to pursue various career paths based on their individual interests, aspirations, and circumstances. The program has contributed to participants' self-reliance, confidence, and ability to work independently within their chosen field or explore entrepreneurial opportunities.

B. Providing livelihood opportunities

The MEP skill development project has witnessed a range of aspirations and outcomes among its participants. One individual stands out with his ambition to become a skilled electrician, reflecting the program's effectiveness in fostering growth and expertise in this field. He has successfully secured employment as an operator in a company, demonstrating the program's ability to create job opportunities for participants.

Another notable aspiration is that of starting a business based on the trade learned during the training program, highlighting the entrepreneurial spirit nurtured by the institution. This

showcases the potential for participants to leverage their newly acquired skills to establish their own ventures and contribute to local economic development.

In some cases, participants have expressed their aspirations to pursue alternative career paths. For instance, one individual aims to become a pharmacist to support their family financially, following the unfortunate loss of their father. This illustrates the difference in the individual interest and the type of skill training he has attended.

However, it is worth noting that not all participants felt the program fully met their expectations. Some individuals expressed a sense of dissatisfaction, suggesting potential areas for improvement in the curriculum and delivery of the program. These insights highlight the importance of periodically evaluating and refining the program to align with the participants' interest and desired outcomes.

Furthermore, several participants emphasized their preference for working in their native places or engaging in self-employment. This underscores the significance of creating opportunities within local communities and fostering economic growth at the grassroots level. It is crucial for the program to consider and address the unique interest and aspirations of participants based on their specific geographical contexts.

The range of aspirations identified among participants extends beyond the field of electrical work. Some individuals expressed interests in pursuing careers as tattoo artists, while others indicated their desire to pursue further education and explore opportunities in different fields. This diversity of aspirations shows that they are not counselled properly and their interests were not taken into account while finalising their admission. This shows the difference in individual interest and aspirations and type of training he attended.

However, along with aspirations, participants also face certain challenges. These include indecision regarding career paths, lack of family support, and the need for job transitions. These challenges underline the significance of offering personalized support and tailored interventions to address the specific needs and circumstances of each participant, thereby maximizing the impact of the skill development project.

Overall, the MEP skill development project has witnessed a variety of aspirations, achievements, and challenges among its participants. By addressing individual needs, fostering entrepreneurship, and creating job opportunities, the program can continue to empower participants and contribute to their personal and professional growth.

3.4 Impact

A. Economic impact: Improved earning potential for participants

The MEP skill development program has had a significant impact on the participants, leading to personal growth and a renewed sense of hope. Many individuals, especially those who were previously feeling unproductive and dejected, expressed gratitude for the program's practical aspects that enhanced their skills. The program's support in securing employment after training was appreciated, as it brought increased happiness and financial stability to participants.

However, it is important to note that not all participants felt substantial professional development or significant benefits from the program. Some individuals expressed confusion about their career paths, with uncertainties about choosing between the electrical and computer fields or considering alternative career options such as becoming a driver. Nevertheless, one participant found value in the soft skills training, highlighting its positive impact on their communication and teamwork abilities.

The reasons for seeking employment and the current activities of the participants reflect various factors influencing their choices. Economic circumstances and the need to support their families emerged as significant motivations, particularly in cases where a family member had passed away. Some participants emphasized the importance of gaining experience for personal growth or as a stepping stone toward future endeavours, such as starting their own businesses. On the other hand, some individuals are currently not employed and are focusing on their studies, indicating diverse aspirations and circumstances among the participants.

The training program has had a significant financial impact on the families. As reported by the parents, their children who underwent the MEP training have successfully secured employment, subsequently enabling them to make valuable financial contributions to their households. The reported monetary gains prior to the training ranged from Rs. 4,000 to Rs. 7,000 per month. Following the completion of the program, these contributions have exhibited a relatively steady trend, ranging from Rs. 5,000 to Rs. 7,000 per month. While these earnings might not be deemed substantial, they undeniably play a role in the overall economic enhancement of their families.

The transformations witnessed among the program participants serve as tangible evidence of the favorable outcomes resulting from the training initiative. As participants acquire fresh knowledge, particularly through hands-on sessions in the electrical domain and comprehensive soft skills training, their enthusiasm and motivation for further exploration are

notably heightened. Some individuals proactively pursue additional insights within these realms, showcasing their dedication to continual learning and advancement.

B. Social impact: Empowered individuals with marketable skills

The job applications and career aspirations observed among the participants of the MEP skill development program exhibit a diverse array of perspectives and plans. Some individuals have already transitioned to new jobs, indicating their eagerness for fresh opportunities and personal growth. They actively seek different avenues for career advancement, recognizing the value of continuous improvement. In contrast, certain participants express contentment with their current positions and intend to focus on learning and gaining experience before considering further changes. They believe their current roles offer ample room for growth and development.

It is worth noting that some participants are presently not actively applying for jobs due to various reasons. Personal commitments, such as caregiving responsibilities, marital obligations, or ongoing studies, have influenced their decisions. Moreover, limited job opportunities in their immediate surroundings have contributed to this situation. Family support or resistance also plays a significant role, with one participant mentioning family opposition to job applications. These diverse factors contribute to the participants' varied approaches towards career progression.

Furthermore, the participants' aspirations diverge, with some having plans to work abroad or pursue higher studies before actively seeking employment. Their ambitions revolve around gaining international experience or acquiring advanced qualifications to enhance their future job prospects. This indicates a mismatch between their specific interests and career aspirations and the skills provided by the skill training program.

Moreover, it is noteworthy that participants who have completed the MEP training program display a perceived difference compared to other youth in the community. Parents have observed a transformation in their children, particularly in terms of their understanding of the value of money and financial responsibility. The program appears to have instilled a sense of accountability and financial awareness, leading to positive changes in their behavior and mindset.

In summary, the job applications and career aspirations within the MEP skill development program reveal a wide spectrum of perspectives and plans. Some participants actively seek new opportunities, while others prioritize personal growth and experience within their existing

roles. External factors, such as personal commitments and family dynamics, significantly influence the participants' decisions regarding job applications. Additionally, the program's positive impact on personal growth and financial awareness has led to favorable changes in the participants' behavior and mindset.

4. REECIS Evaluation

In this section, the project activities for the financial year 2022-23 has been evaluated on the REECIS framework.

4.1 Relevance

The first criterion of the REECIS framework Relevance is to understand how important the programme is in the selected locations and how it responds to the needs of the beneficiaries.

The MEP skill development project initiated by the Crompton CSR Foundation holds significant relevance for the Baddi region of Himachal Pradesh. The importance of this project lies in addressing the demand for skilled workers in the rapidly growing MEP industries in the region. Baddi, being an industrial hub, witnesses a considerable presence of manufacturing units, commercial buildings, and infrastructure projects that require MEP services. However, the availability of skilled MEP professionals has been a challenge in meeting this demand. The project's relevance is evident in its aim to bridge this skill gap by providing specialized training in MEP trade, aligning with the specific needs of the local job market.

The MEP skill development project is crucial for the beneficiaries as it offers them an opportunity to acquire market-relevant skills and increase their employability in a high-demand sector. Many individuals in the Baddi region face limited employment prospects due to a lack of specialized skills. By providing training in MEP trade, the project empowers participants to access better job opportunities and enhance their socio-economic status. This aligns with the needs of the beneficiaries, who aspire for stable and well-paying jobs that can support their families and improve their quality of life.

Furthermore, the MEP skill development project's relevance extends beyond immediate employment opportunities. It also supports the long-term development of the Baddi region by fostering a skilled workforce that can contribute to the growth of the local economy. As participants gain expertise in MEP services, they not only meet the current industry demands but also possess the potential to drive innovation and entrepreneurship in the sector. This, in turn, can attract more investments and contribute to the overall development of the region.

In conclusion, the relevance of the Crompton CSR Foundation's MEP skill development project in the Baddi region of Himachal Pradesh is evident in its focus on addressing the skill gap in the MEP industry and responding to the needs of the beneficiaries. By providing specialized training, aligning with local industry requirements, and empowering individuals with market-relevant skills, the project contributes to the socio-economic growth of the beneficiaries and the region as a whole.

4.2 Effectiveness

The second criterion in the REECIS framework is Effectiveness, which measures the extent to which the programme achieved or is expected to achieve its objectives and its results, including any differential results across locations.

The Crompton CSR Foundation's MEP skill development project has been effective in achieving its objectives. But it has been not effective in identifying the individual interest, aspirations and their skill set requirements. Without understanding the individual's interest, they were encouraged to participate in the training programme. After the training, this individual found to be pursuing education or some other skill sets.

The project's effectiveness is measured by the extent to which it has successfully bridged the skill gap in the MEP industry and empowered beneficiaries with the necessary knowledge and expertise. The project has demonstrated its efficacy in equipping most of the participants with market-relevant skills and enhancing their employability prospects.

The project's effectiveness can be observed in job placement and job retention among the beneficiaries. By providing specialized training in MEP services, the project has facilitated the entry of participants into the job market, thereby addressing the demand for skilled professionals in the industry. The positive outcomes are evident in the number of beneficiaries who have secured employment in the MEP sector, contributing to their financial stability and socio-economic well-being. They also monitor the job retention status of the candidates and focus on sustaining their employment. They ensured that placed candidates able to retain their jobs for the long term. Whereas, there are some beneficiaries who are not working or do not want to take up employment.

The effectiveness of the project is not only measured by its overall success but also by its ability to cater to the specific requirements and opportunities in the Baddi region. Somewhere it does not work out in the case of some beneficiaries, as they expressed their dissatisfaction with the training program.

Overall, the effectiveness of the Crompton CSR Foundation's MEP skill development project is evident in the achievement of its objectives. By effectively addressing the skill gap, facilitating job placements, and adapting to the specific needs of location, the project has helped in empowering beneficiaries and supporting the growth of the MEP industry.

4.3 Efficiency

The criterion of Efficiency measures the evaluation of the processes involved in the implementation of the MEP Skill Development Project

The CCF MEP skill development project has demonstrated a high level of efficiency in delivering its objectives in a timely manner. Efficiency in this context refers to the optimal use of resources, including time, to achieve the desired outcomes of the project.

The project has been successful in ensuring timely delivery of 8 skill training batches in a duration of 12 months. The implementation partner has implemented a structured curriculum that encompasses the necessary theoretical knowledge and practical training required for MEP trainees. The training programs are efficiently organized, allowing participants to acquire the skills and competencies within a reasonable timeframe.

Furthermore, the project has efficiently utilized the available resources, such as budget, training facilities, equipment (laptop, projectors, biometric etc), and qualified trainers, to ensure smooth and timely execution of the training activities. It has received a CSR grant INR 1,12,43,100 and they have utilised the grant of INR 1,12,17,093. There is an unutilised amount of INR 26,007. The implementation partner has strategically planned the allocation of resources to accommodate the demand for training, maximizing the number of beneficiaries reached and minimizing any delays or bottlenecks in the process.

The project's efficiency is also reflected in its ability to promptly respond to the evolving needs of the MEP industry. The training centre is referring to the curriculum from NSDC and training methodologies to align with the latest industry trends. This proactive approach ensures that participants receive training that is up-to-date, enhancing their employability prospects in a rapidly changing job market..

Overall, the Crompton CSR Foundation's MEP skill development project has demonstrated a high level of efficiency in delivering its objectives in a timely manner. Through effective resource management, responsive curriculum updates, and strong industry collaborations, the project ensures that participants receive the necessary training within a reasonable timeframe, enabling them to enter the job market promptly and contribute to the growth of the MEP industry.

4.4 Coherence

Coherence is the fourth criterion in the REECIS framework, it understands the compatibility of the MEP Skill Development Project with similar interventions happening in the Indian education sector, private as well as non-private.

Coherence is an important criterion in evaluating the skill development training program of the Crompton CSR Foundation. It assesses the compatibility and alignment of the program with other skill training initiatives within the region or state.

The Crompton CSR Foundation's MEP skill development project demonstrates coherence by integrating and complementing the existing skill training programs in the country or state. The foundation recognizes the importance of collaboration and coordination with various stakeholders, including HR managers, industry leaders, government bodies (NSDC), vocational training institutes (I.T.Is). .

The program aligns its curriculum and training methodologies with the industry standards and requirements, ensuring that the skills imparted to the participants are in line with the broader skill development initiatives in the country or state. By maintaining coherence with National Skill Development Corporation (NSDC), the implementation partner ensures that the participants' acquired skills are recognized by potential employers.

Moreover, the foundation actively engages in knowledge sharing and exchange of best practices with other skill training organizations and industry associations. This collaborative approach enhances the coherence of the program by fostering a shared understanding and alignment of goals and objectives.

Additionally, the program focuses on creating a seamless transition for the participants from skill training to employment. It establishes strong linkages with employers and industry bodies, to ensure that the participants' skills are effectively utilized and recognized in the job market. This collaboration with other stakeholders enhances the coherence of the program by creating a well-connected ecosystem of skill development and employment opportunities.

By maintaining coherence with stakeholders, the Crompton CSR Foundation's MEP skill development project ensures that the participants' training is relevant, consistent, and compatible with the broader skill development landscape. This coherence contributes to the overall skill development efforts in the region and fostering a harmonized approach towards building a competent and skilled workforce.

4.5 Impact

This is the fifth criteria of the framework that focuses on the impact achieved by the programme on all the intended and unintended beneficiaries.

The MEP Skill Development Program of the Crompton CSR Foundation has had an impact on the individuals and communities it has reached. The program's impact can be observed in several key areas:

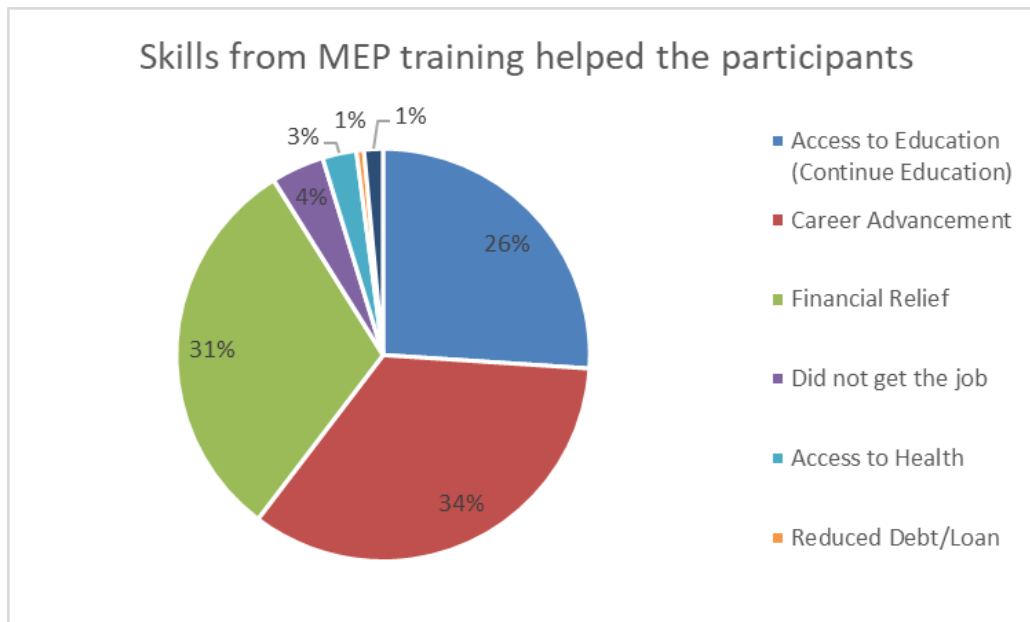


Figure 10: Skill training and how it helped the participants

Enhanced Skill set: The program's training curriculum has equipped 240 participants with a range of technical and soft skills. Participants have gained practical knowledge in electrical work, including installation, wiring, and maintenance. Additionally, the program has emphasized the development of essential soft skills such as communication, teamwork, and problem-solving, enhancing participants' overall employability and career prospects.

Job Placement: The program has demonstrated success in facilitating job placements for its participants. Through collaborations with employers and industry partners, the program has connected participants with suitable employment opportunities. This has not only provided individuals with stable income but has also contributed to addressing the skill gap in the job market.

Economic Empowerment: The program has provided participants with the necessary skills and training to enter the electrical field, opening up employment opportunities and contributing to their economic empowerment. Around 30% of the survey respondents mentioned financial relief due to the placement they got after training. By acquiring marketable skills, participants have been able to secure jobs, improve their earning potential, and support themselves and their families financially.

Personal Growth and Confidence: The program has had a positive impact on the personal growth and confidence of participants. By acquiring new skills and knowledge, individuals have gained a sense of accomplishment and self-assurance. Around 34% survey respondents mentioned that the training helped in their career advancement. They have become more

confident in their abilities, which has translated into improved performance in their professional and personal lives.

The program had a positive impact on the participants, empowering them through the acquisition of MEP skills. However, a notable limitation of the program is its failure to identify and cater to individual interests and specific training needs. During our interactions, it became evident that female participants face barriers to employment due to lack of support from their families. Similarly, male participants expressed differing aspirations and interests, indicating a lack of interest in pursuing a career in the MEP trade.

Despite these challenges, it is important to acknowledge that the program has overall empowered individuals by providing MEP skills and facilitating job placements.

4.6 Sustainability

The last criteria of the framework discusses the long-term effectiveness of the programme benefits.

The sustainability of the MEP Skill Development Project, initiated by the Crompton CSR Foundation (CCF), is a critical aspect of its design and execution. To ensure long-term success, the project incorporates several key elements. These include post-placement follow-ups and support, collaboration with industry partners, and active community engagement.

However, based on our interactions with the CCF, it is found that there is a lack of information concerning the long-term outcomes and job placements of the students. The feedback and validation from implementation partners regarding the progress of students after program completion were not consistently communicated to the CCF. Nevertheless, despite the challenges faced, the CCF acknowledges the importance of addressing the upskilling needs of the youth. As a result, they have future plans to implement projects aimed at enhancing the skills of the youth.

5. Recommendations

Customised Training Modules: Conduct a thorough examination of the changing requirements for the electrical industry and create training programmes that are tailored to fill in specific skill gaps and address new trends. Participants will have relevant and up-to-date skills thanks to the program's alignment with industry demands, which will increase their employability and success in the area.

Counselling: Implement individual counselling sessions to determine each participant's interests and abilities in order to match the skill training programme with their professional goals. Finding individuals that are really engaged in the programme will increase engagement and effectiveness.

Focus on soft skills: Develop soft skills holistically by acknowledging their importance in the workplace and incorporating thorough soft skill development alongside technical teaching. Focus on developing participants' communication, cooperation, problem-solving, and time management abilities so they can succeed in their jobs and fit well with different work contexts.

Establishment of an Alumni Network and Mentorship: Establish an alumni network to offer continuing assistance, networking opportunities, and career advancement to programme graduates. Participants will be able to grow and advance in the electrical business thanks to this platform, which will encourage information sharing, job referrals, and mentorship.

Robust Monitoring and Evaluation: To track participants' long-term career growth and job sustainability, strengthen the monitoring and evaluation processes. The programme will continue to be responsive to the needs of the industry and beneficiaries by receiving regular input from participants, employers, and industry experts, which will help identify areas for development.

Collaborate with Financial Institutions: Create alliances with financial institutions to provide individuals interested in starting their own enterprises with finance options or entrepreneurial support. This will encourage chances for independent work and support local economic development.

6. Conclusion

In conclusion, the MEP Skill Development Project undertaken by the Crompton CSR Foundation has undeniably made remarkable progress in providing vocational training and creating employment opportunities for individuals in the Baddi region of Himachal Pradesh. The project's success is evidenced by its responsiveness to the local demand for skilled workers in the electrical industry and its alignment with the aspirations of its beneficiaries.

While celebrating the positive outcomes and achievements of the project, it is equally important to acknowledge and address the constructive feedback received from some participants. These valuable insights shed light on areas for improvement, such as the need for more comprehensive theoretical knowledge, better alignment with individual career aspirations, and enhanced support for job transitions and sustainability.

To ensure the long-term success and sustainability of the MEP Skill Development Project, the Crompton CSR Foundation must earnestly consider these concerns and integrate them into future iterations of the program. This may entail revising the curriculum to include more robust theoretical components, providing personalized career counseling to participants, and strengthening post-placement support to facilitate job retention and career advancement.

By actively addressing the feedback and continuously striving for program improvement, the MEP Skill Development Project can further enhance its effectiveness and better cater to the diverse needs of its participants. This will undoubtedly empower individuals with the necessary skills and opportunities for a promising future in the electrical industry, consequently fostering socio-economic growth and prosperity in the region.

Throughout the implementation of the project, the diligent induction programs and skill development training provided to trainers and mobilizers ensure that they are equipped with subject-related knowledge and effective teaching techniques. This results in the delivery of high-quality training to the program participants.

Furthermore, the project's success is further bolstered by its establishment of effective coordination and collaboration with industry stakeholders, including employers and companies in the MEP sector. This strategic partnership facilitates seamless transitions from training to job placement, enabling timely and relevant employment opportunities for the beneficiaries. By maintaining strong ties with industry players, the project optimizes the supply of skilled

professionals to meet the sector's demands, contributing significantly to the overall efficiency and growth of the MEP industry.