



IMPACT ANALYSIS OF VOCATIONAL TRAINING PROGRAMS ON THE QUALITY OF LIFE OF MAHILA YOUTH IN TELANGANA.

A Project as a Course requirement for Sri Sathya Sai National
Leadership Programme for Self-Transformation

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In association

with Sri Sathya Sai Institute of Higher Learning

(Deemed to be University)

Vidyagiri, Prashanthi Nilayam Campus

December, 2020



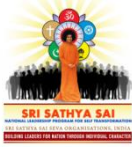
SRI SATHYA SAI

NATIONAL LEADERSHIP PROGRAM FOR SELF TRANSFORMATION

SRI SATHYA SAI SEVA ORGANISATIONS, INDIA

BUILDING LEADERS FOR NATION THROUGH INDIVIDUAL CHARACTER

DEDICATED AT THY LOTUS FEET



TELANGANA

SRI SATHYA SAI NATIONAL LEADERSHIP PROGRAMME FOR SELF TRANSFORMATION

CERTIFICATE

This is to certify that this Project titled *“Impact analysis of vocational training programs on the quality of life of Mahila youth in Telangana”* completed by the participants for the Sri Sathya Sai National Leadership Programme for Self-Transformation Batch 2020 from the STATE TELANGANA, is a bonafide record of the original work done under the supervision of the undersigned as a Course requirement for the completion of the National Leadership Program.

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DECLARATION

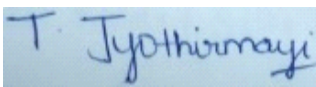
The Project titled "*Impact analysis of vocational training programs on the quality of life of Mahila youth in Telangana*" was carried out by the team under the supervision of the State President, the National Team Member, State Youth Coordinator for the Certificate Programme as a part of the Course requirement for Completion and has not formed the basis for the award of any degree, diploma or any other such title by this or any other University.

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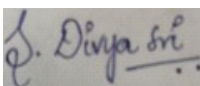
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CHAPTER 1 – PROJECT SUMMARY



Vocational training programs are categorized as the service wing activities of the SSSSO and extensively focus to provide skill development to the youth of the state such that the unemployment issue within the region/state is addressed. Youth of the country are the main focus of attention because it is believed that unemployment among the youth causes a ripple factor across the economy. However, if women are provided such skill development training they tend to contribute towards a sustainable and everlasting growth.

RVTC Mahila Vibhag programs within the state provides training on various skill development programs such as advanced tailoring and fashion designing, zardosi and maggam work, woolen work, basic computer knowledge (MS office skills), graphic design, web development, screen printing, jute bag manufacturing and batik work, etc.

The ultimate aim of the study was to gauge the benefits (social, economic and life skill development) that were derived of the program by the trainees and to also determine whether the programs achieved the expected outcome. Here we study and enumerate all the primary and secondary objectives of conducting these skill development programs.

The data for our study has been gathered from the most recent batches of the RVTC programs conducted within the Telangana state. A sample of 100 odd beneficiaries from various samitis and programs were picked, and relevant data was procured to analyze the impact of the programs on the lives of these women.

Cost involved at various levels for organizing one training program has also been collected so as to estimate and understand the investment required to conduct such programs. During the study, it was found that to organize a training program for the 1st time at a particular samiti, the investment was quite high due to the need of procuring required machinery such as tailoring machines, maggam frames, computers etc. A short study is done on the role of some sponsoring organizations such as BIREC and Richmond USA.

Output of vocational training programs is generally measured in terms of no. of trainees and no. of batches. Outcome of the program is measured in terms of employability, increase in the average monthly income of the household, personality development skills, spiritual orientation, quality of skill development etc.

The information for analysis was gathered through questionnaires, interviews and case studies. Apart from the social and economic benefits, we also have tried to capture the thoughts of the participants on existing limitations and possible improvements needed for future programs. Our study also highlights the role and intent of course coordinators and volunteers for these programs because during the study it became prominent that course coordinators/service providers and volunteers played an important part in molding the personality of these women.

We did begin the analysis expecting these programs to have impacted the economic life of the women but as we proceeded further in our research, we found that there was an all-round development which could hardly be found or expected in similar training programs conducted by other private organizations. Similarly, we could also conclude that the quality of the training offered at SSSSO was incomparable to training offered elsewhere.



CHAPTER 2 – OBJECTIVES



Here is a list of objectives we have defined for our impact study. The information collected through the objectives would not only help us for our impact study, but it would also help us understand the efficient functioning of the RVTC's within our state.

1. Carry out a detailed study on a sample of beneficiaries to understand if the primary objective of the RVTC mission was addressed.
(this includes information on their income and employability)
2. Evaluate and summarize the impact of the program on the beneficiaries
(here we focus our attention on families of beneficiaries, social life, spiritual development, skills, etc.)
3. Investigate any problems/issues or challenges that might have occurred during the programs and possible ways to overcome them.
(this information would help us in making the positive amendments required for conducting future programs.)
4. Capture the objective and intent of the organizer/volunteer/trainer of these programs.
(their role is highly important as it impacts the personality development of these women)
5. Measuring costs and analyzing the benefits derived out of them.
(a detailed cost breakdown structure to help understand the approximate investment per program).
6. Perform few case studies to understand how this program has actually made a difference in the lives of women.
(specifically chosen beneficiaries who carved out a living after completing the vocational training program at SSSSO)



CHAPTER 3 – SCOPE



3.1 Within Scope (area, beneficiaries, timeline, others)

RVTC programs for women in Telangana is considered as the most effective program that has provided skill development training to thousands of women at various SSSSO samitis. We in our project have focused on data collection from the following samitis: Prashantnagar, Babapur, Joggipet, Kollapur, Nagarkurnool, Kalvakurthi, Saroornagar, Badenpalli, Pargi, Mithakodur, Bhupalapalli, Siricilla, Ameerpet, Mehdiapatnam, Dilshuknagar, Lalithanagar, Vidyanagar etc.

Every batch of training program had a minimum of 20 to a maximum of 50 participants. Hence, we have limited our study to gather information and analyze it for a maximum sample of 100 beneficiaries from all the above mentioned samitis.

We also intended to capture data for most frequently held training programs that are almost similar in nature, therefore we focused on tailoring advanced training programs and zardozi & muggam work training programs.

To capture the proceedings of the training programs we chose to speak to one key member of each samiti.

All discussions, meetings, interviews were done over virtual medium such as phone calls, questionnaires (google forms) etc.

There are a few samitis where some training programs were sponsored by BIRED. We capture the details of such programs from a principal member of the samiti, who has closely worked with the sponsorer.

3.2 Out of Scope (tasks not included in the Project Charter)

Initially we had no plans of conducting physical meetings at the samiti due to the prevailing external situations within the state but, to actually understand and feel the original impact we organized a meet at one samiti. Few beneficiaries from different batches of RVTC programs attended the meeting.

We have not included the detailed cost-benefit analysis due to insufficiency of information. Instead we have collected information on the investment made to organize one program as a sample to understand the cost structure.

We outlined a secondary objective for our study which included the role and intent of Course coordinators and volunteers.

Video recordings of beneficiaries – talking about the overall impact of the training they attended is one extra step we have taken to capture the impact on their lives.



CHAPTER 4 – ROLES & RESPONSIBILITIES (Of Team Members)

The flow chart shown below highlights the activities undertaken by each of the team members during the project lifecycle.

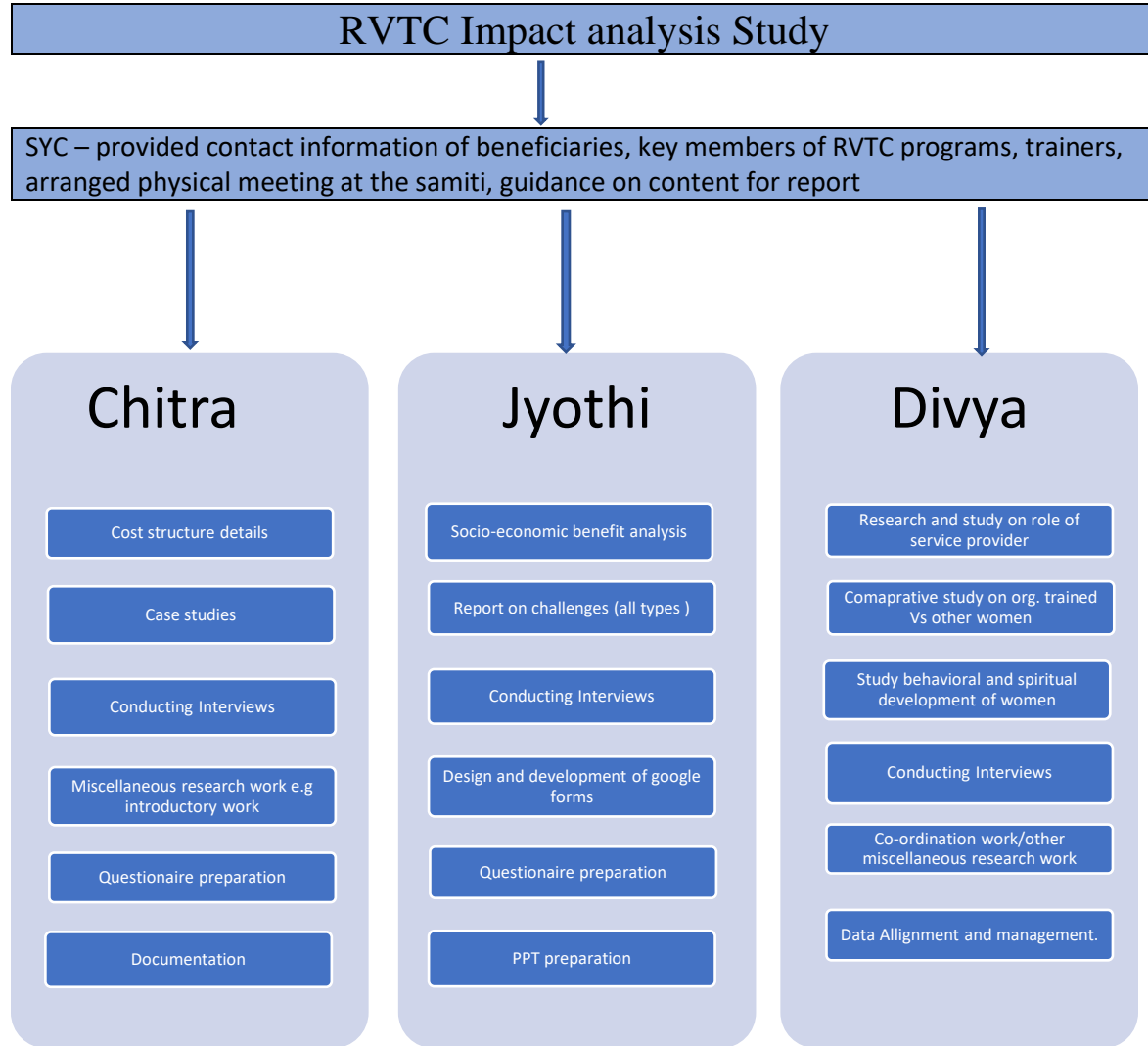


Fig 1: Roles and Responsibilities of the Team Members



CHAPTER 5 – PROJECT FLOW

(Phase-Wise Details, Using Project
Checklist Pointers Provided Earlier)



Phase 1: Project Conception and initiation

The current project team was decided by the course coordinators such that the members of the team work on a project advantageous to their respective states. That is where our involvement began as team members. Initially we had multiple ideas of undertaking new projects for the state but, eventually after our discussion with the state youth coordinator and national coordinator we decided to carry out a study project on a program which is very prominent in the state and has impacted the lives of many women. The project was to study the impact of vocational training programs conducted by SSSSO, on the lives of women in the state of Telangana. When we decided to draw a charter for the project, we discussed as to what aspects should be measured to show possible impact of the programs. The inputs of the derived benefits from the programs was given to us briefly by our state youth coordinator. Collecting all the inputs we framed the project charter which consisted of a short background to the RVTC programs, followed by objectives, project management methodology to be used etc.

Phase 2: Definition and Planning

After the charter was designed, then began the original planning stage where we had to sort out details that were available to us for gathering possible information about the aforesaid programs. Here two most important things were to be decided. Since there are thousands of beneficiaries of these programs, it was not feasible for us to gather information about each program and beneficiary. So, the first thing was to decide as to what sample size of beneficiaries we could target on. The second thing was to decide the content of our study (background information, samitis involved, types of programs undertaken, no. of batches trained, benefits obtained, outcome of the programs, process involved in organizing the programs, cost structure, the role of all the members involved in making these programs successful and essential case studies).

The second sub-stage in this period was to prepare the necessary tools and methodologies required for gathering the information. This included the design of questionnaires, google forms, etc.

The third substage was to plan the task division among the team members and also to decide the possible timelines for completing each task involved in the project. This was planned accordingly and a Gantt chart was prepared to show the progress of tasks undertaken. The role of each member is outlined in a flow diagram shown in chapter 4 of this document.

Phase 3 & 4: Launch/execution and performance/control

We have chosen to do a study project and therefore it does not involve any new implementation. So, during this phase our complete concentration was to gather information in accordance with our project objectives. Talking to beneficiaries, conducting physical meeting, recording some interviews, talking to service providers, trainers, volunteers etc. were some of the important activities during this phase. Here we also had internal team meetings to keep ourselves aligned to the project.

All the data that was gathered had to be analyzed and a report was drafted to show the possible outcome of the project.



Phase 5: Project Closure and Evaluation

We have collected too much information that was required for our project and we still feel that there is so much more to keep adding to it. In the recommendation section of the document we have some suggestions made for future RVTC programs that could help organization achieve greater objectives. There are certain topics such as the BIRED sponsorship, comparative study on various skill development programs (to understand which one has a better outcome and is more demanding) etc. which could also be studied in the future.

All the information that was collected for impact study has been saved to a drive. We have documented the findings of our project and have tried to meet most of the objectives that we designed at the start. We publish the drive link at the appendix section of this document for reference.

Before we end this project we had a internal meeting to understand as to how we could have done it even better and what else could the project deliver.



CHAPTER 6 – RESOURCES AND TOOLS USED (Finance, Manpower, Hardware, Software, Technology, Etc.)



1. Since this is a study project, we have no finances or investments for this proposed project.
2. Certainly, there was a huge man power requirement for our project.
 - a) Team members for the data collection and analysis
 - b) State coordinators for lending the team with required details of beneficiaries, supervisors, trainers, program information etc.
 - c) Samiti members for organizing physical meetings with the beneficiaries.
3. Hardware used for the project include laptops and mobile phones with decent internet connectivity.
4. Software used for the project include Gantt charts, MS excel and word etc.
5. Video conferencing tools, google forms, video recording apps, call recordings, mailing services (Gmail), messaging apps are some of the basic technologies used for the project.



CHAPTER 7 – PROJECT FINDINGS AND RECOMMENDATIONS



Beneficiary Data Analysis Report:

Analyzing the information that we collected from the trainees of the RVTC programs held across various samitis in Telangana, we observed the following:

More than 70% of the trainees attended the tailoring programs due to various reasons like personal interest, source of earning money, mastering the skill (learn some extra techniques and models), etc.

Most of the trainees got to know about these training programs through people associated with the Seva organization (friends and family). Approximately 5% of the trainees got to know about the programs at SSSSO through other means such as flex board advertisements, newspaper adverts, announcement in the respective samiti, etc.

Of the total sample of beneficiaries, 56% had no prior knowledge of the subject and approximately 43% attendees had some knowledge of the course they were about to join. Participants have responded saying that irrespective of the knowledge they possess, the training that was delivered to them gave them hands on experience from basic level to expert level work in their respective courses.

There were approximately 1% of dropouts from the course for every batch.

Approximately 50% of the participants found it difficult to reach training areas. (probably due to remote location of the Seva organization in certain areas).

94.8% responses said that there was no bias of any kind in the Sai organization.

Participants got recognition for their work in the society. 85.7% participants moved from an average to good social life condition. They could involve in important family decisions.

Economic related responses:

As per the analysis, it is found that only 58.4% of beneficiaries are self-employed and earn for their families. Whereas, 7.8% of the trainees could find employment and 33.8% of the candidates remained unemployed.

If a woman is self-employed, then her average monthly income is approximately around 3000-4000 per month. The min value of monthly earning is Rs 500 and the maximum monthly earning is around Rs 10k

Most of the women (68.4%) who found work after the course completion said that they certainly do earn profits out of their work.

Only 17.6% of the trainees feel very good about their financial growth after the skill development program. Most of the women who earned 3000-5000 Rs per month felt that their financial growth was satisfactory. All the women (36.5%) who could not find employment or start some business responded saying that their financial growth was rated as not-satisfactory.

Analysis of the responses from the participants says that self-employment helps to improve income when compared to employment.



During the initial days, when RVTC's started in Telangana, sewing machines or relative equipment was given to the participant upon successful completion of the course. But these days the equipment remains at the RVTC to be used by several batches for training.

Course related responses:

All the participants for any given program were provided with course material (theoretical) for their future reference. Participants said that the rough and fair record that they were asked to maintain during their course has helped them design/work on any given task at any moment of time.

All the programs were a mix of both theory and practical and the rate of satisfaction after the course completion was recorded as 100%.

All the practical work material to be used during the training was provided by the samitis. Some changes are being made recently where samitis have asked the participants to get their own material for practical purpose. (This has been recorded for 1 samiti).

When beneficiaries were asked about what extra support was required in addition to the training, then a variety of thoughts popped-up: few needed machines, some needed financial support to start a small business, some needed the samiti to get them stitching contracts etc.)

Every program concluded with a skill test, which created immense enthusiasm and satisfaction among the participants to show case their talents/skills. (they were graded based on the result of the skill test).

Every batch of trainees was divided into groups so as to increase the efficiency of the program and help each participant learn to the maximum of their capacity.

85% of the participants have rated the quality of training as very good, 12 % rated it as good and 3% rated the quality as satisfactory.

All the Participants felt that the quality of training they received was excellent and the skill set they possess are 100% better than professional people working in the same area.

80% of the participants have rated the delivery of course content as excellent and 20% rated it as good.

The training that was given at the SSSSO was completely free of cost. 62% of the participants pointed that the same training course at a commercial training institute would cost them around 3000-5000 Rs (quality of the training not guaranteed at other training institutes)

More than 61% of the participants responded that there was no regular follow up from the samiti after the program was over.

81% of the participants said it was easy to find work in real time after the course completion. 19% said it was difficult to find work related to that particular skill.



The participants required some time to find themselves work on the skill they developed and the average time required for finding work or starting their own little business was approximately 30 days after the course was completed.

Personal and spiritual development related responses:

Participants responded that they developed discipline as the most important quality during the program followed by punctuality and human values.

The co-operation among the participants within the program was rated excellent.

All the participants helped the organization by using their skills to develop items that could be used for the service activities of the SSSSO.

The participants felt that they have developed some positive qualities with respect to their behavior such as 73% felt that they developed helping nature and discipline, 22% said that they have become punctual. Approximately 5% of them replied saying they felt positive at the mandir, they learnt to control anger, etc. 93% of the attendees were interested to do service at the mandir even after the program concluded.

The participants have learnt to begin their activities with small prayers, they have learnt to chant om-karam, few slokas and greet each other "Sairam".

The organizers conducted motivational satsangs during weekends for these women to help them overcome some typical behaviors.

The sanity and cleanliness of the training area was done by the participants i.e. the participants would take turns throughout the 90 days period to tidy up the training area every evening before they left the mandir.

Cost-Structure Details:

Most of the RVTC programs were either self-sponsored or were sponsored in collaboration with BIREC. A few programs were also sponsored by Richmond USA. We outline the basic details of investment for self-sponsored programs. This would help future organizing teams to plan a budget for these programs.

Fig:2 in this section shows a clear break-down of expenses for RVTC program held at Prashantnagar samiti. This cost break-down structure can be used as a reference if any particular samiti is wishing to organize the RVTC for the first time. The details in the investment details contain both recurring and non-recurring expenses. Non-recurring expenses include purchase of equipment such as tailoring machines, Muggam frames, teaching boards etc. They are procured by the organization once and are utilized to train multiple batches of trainees. So, the investment made in buying the equipment is possibly one-time investment. Whereas, the other investments which include purchase of raw material, salaries of the trainers etc. come under the recurring expenses. Miscellaneous expenses in the sheet refer to gifts for the participants to encourage their proactive behavior at the training classes. Sometimes, the samiti also organizes short trips for these participants to motivate them and such expenses are also added under the miscellaneous category.

Items	Quantity	Cost per Item	Total
Sewing machines(Not new)	6	3000	18000
Scissors	10	250	2500
Paper tape	50	6	300
Long Tape	50	10	500
Board	1	1000	1000
Markers	10	10	100
Waste Paper	20kgs	10	200
Needles	500		500
Threads			800
Rough notebooks	50	20	1000
Practical Note book	50	35	1750
Training Certificate	50	20	1000
Salary-Professional	3 months	6000	18000
Salary-Semi Professional	3 months	4000	12000
Refreshment			10000
Total			67650
Final Approx Total	miscellaneous (included)		70000

Fig 2: Investment details of Tailoring program

BIRED, is an NGO that sponsors vocational training programs for livelihood creation to the unemployed youth in the rural areas. Among many such programs sponsored by BIRED, one Maggam and zardosi work training program was studied during the survey. BIRED has given a sponsorship of approximately Rs 2.2 Lakhs for organizing the entire program. Generally, when vocational training programs are sponsored by this organization, they tend to define the syllabus, allocate a trainer and also decide the nutrition that has to be supplied to the trainees. Such sponsorship programs have helped both the SSSSO and the women in the rural area to earn a few bucks for their families.

The Attitude of course coordinators

The RVTC programs have emerged successful and have positively impacted the life of the participants because of the sanguine intent of the course coordinators of the programs.

As we interviewed some coordinators of different samitis and we got to know the following facts about their intention on the RVTC and its need.

- Women due to many reasons have restricted themselves to the household, some just revolve around the materialistic world and some women focus on earning for their family needs. They remain completely or partially ignorant of some important teaching and aspects of life. Through these programs the SSSSO invites all rural women to participate in an activity which helps them in skill development (primary) and also attempts to teach them life skills for social and spiritual development (secondary).



- Course coordinators believe that personality development of these women is an essential aspect because that indirectly affects the family well-being. The women come to the samiti with everyday situations that create unrest in their families and with the help of volunteers and other key members, they walk out with confidence to handle such situations.
- Women are given an opportunity for service; their children are gladly received at Bal Vikas classes where they are groomed into kids with high moral values.
- Women were motivated to imbibe qualities like discipline, punctuality, good handwriting, proper record maintenance, taking initiatives etc. Service providers recognize these attributes in women and reward them accordingly for their quality time at SSSSO.
- Helping all the women earn money through their skills is not the only objective, helping them deal with critical life situations and stimulating the idea of service and love among the society is another important objective that the RVTC's carry along.
- Some samitis have taken extreme care and helped some of these women get loans from funding organizations (e.g. Mudra Loan) so that they become self-reliant.
- Service providers and volunteers in particular teach them the SAI way of life such that the end of the program marks a new beginning in their lives where each woman inculcates all good habits and becomes an active part of the samiti proceedings.

The Role of Service Providers:

These RVTC programs have been conducted regularly within the state of Telangana and it is almost 4-4.5 years that these programs are active in different samitis across the state.

- The major motivation for organizing these programs is firstly to help women become an extra earning member of their families and secondly, to make these women service oriented (use to society).
- Mostly, the programs are held at the samiti premises, but sometimes if the batch is too big then a separate place or area is rented to conduct these programs.
- All the RVTC programs are conducted at-least once or maximum thrice within a year depending on the availability of resources for that samiti. It is important to note that either the same training type of training program is repeated or a different program is chosen by the service provider as per the situation in demand.
- Service providers plan in advance and display the advertisements such that there is enough time to organize and create a batch of trainees.
- No. of trainees per batch are decided by the service provider keeping in view the following factors such as quality of training, availability of equipment for practical demonstration, area requirement etc. Approximately 20-50 trainees are grouped into a batch depending on the decision of the service provider.
- The program pre-requisites are age group (20-35 years), low income group, interest in the skill plus a potential to earn.
- These programs are conducted under the guidance of a coordinator, who supervises the entire functioning and delivery of the training program. There could be supportive volunteers to help during the training program.



- The ideal time for candidates to apply for the course is approximately 20-30 days before the start of the course. The consent of the family members of the trainees is highly essential for them to get admitted to the course.
- Some service activities that the training programs demand are guidance in record writing, supply of water, food, preparation of food, seating arrangement etc. all these activities are carried out within the organization with utmost devotion, dedication and patience.
- There are a set of rules and regulations that the trainees have to follow as they enter the organization and it is a must to adhere to these rules.
- The program is an act of service and therefore precaution are taken to deliver the service efficiently.
- The training quality has to be of high standard hence instructors are chosen specifically for this program.
- At the end of every program, a certificate of participation and learning is given.

Case Studies:

Every woman who attends the training program has a transformational journey to tell, but we have picked 2 stories of women from these training programs who were unaware of the organization and its functions but trusted in its training program and stood out successful in achieving the objective of income generation, employability and personality development.

The video recording of one such women (Akhila) is attached to the google drive link that is given in the appendix section of the document.

CASE 1:

Kavya, a home maker and a resident in the nearby area of Babapur got to know of the Maggam work training program through her local associations (Dokra groups). She initially was doing tailoring work and after she developed a new skill, she says her income has improved. Her motivation and practice of the skill has helped her train 45 other women in her area. The motivation classes held during the training period had a great influence on her, she feels great confidence about her skill. Anger management, helping nature, training skills etc is what she claims to have learnt from the RVTC program. Her monthly income is now in the range of Rs 7K-10K. Apart from this she has earned an additional income of Rs 95K by training 45 other women in the nearby areas.

CASE 2:

Akhila, a young girl from the Siricilla samiti has also received extremely good output from the tailoring skill development training that she attended. She has this to say, “My father expired when I and my sister were too young and my mother had to take up the complete responsibility of looking after our household needs. She worked very hard to generate income for the family. Our financial condition was in an extremely bad state. It was then when I decided that I should help my mother by earning some money. I fortunately got to know about the tailoring training program from a family friend (aunty) and applied



immediately. The selection for the program was done by interviewing each candidate and only women with an extremely low financial situation were selected.

We were a batch of 25 participants and entire batch felt like a family. The trainer was also very kind and polite, she explained each and every skill in detail right from the scratch. After I finished my 75days of training, the first order we received was for uniforms and we completed it successfully. I received a tailoring machine from the samiti and now I am taking orders and earning through that work. Initially, I was not aware of the SAI organizations, but after this program I got involved into all the activities of the organization. Now our batch members have started a small balvikas unit to educate the little ones in our area. I have learnt slokas, bhajans and other service activities in this organization. I would continue to devote myself to the service activities to the best of my ability. The organization has helped me recover from the parental loss through motivational classes and skill training. I experienced peace by getting involved into the activities of the SAI organization.”

Limitations and challenges of RVTC programs

Vocational training programs have positively influenced the women in nurturing their personality but it is observed that the objective outcome in terms of income generation and employability has not reached to the expected results. There are a few reasons that participants made to justify low employability even after receiving an exceptional skill development training at the SSSSO. Some of the limiting factors are:

- Participants who have joined the training out of interest for the skill, have confined themselves to using their skill for personal purpose and therefore do not take assignments that generate income for them.
- Participants with no formal knowledge needed extra time and practice when compared to the others in the batch to cope up with the skills. It was observed that expertise in the skill after the course completion was extremely important to secure employment or to get self-employed.
- Participants of one particular region felt that by the time they could get perfection on their skills, there would be another set of trainees who learnt the skill and posed a competition within the same region for employment.
- Participants who wanted to earn a living through this skill could not afford to buy proper equipment for themselves and were in need of some financial aid to procure the required material.
- Few participants also responded that their employability was low in the region because of the fact that there were already a few established people with the same skill running their businesses successfully and people would not trust in new talent.
- Marketing and business are a game, which not every one can play. These trainees should as well be trained on marketing and business-oriented skills such that they learn to survive in the commercial world. But it is equally important for them to understand that the quality of the training they have received should never be compromised while doing business.

7.1 Findings and Recommendations implemented in the current project



This impact analysis project work is a study to assess the outcome of various RVTC programs held across the state of Telangana. We as a team have not implemented anything new through this study project. There is one section of our study where we definitely record the limitations and challenges of these programs, which could therefore be taken as constructive feedback.

7.2 Recommendations parked for future implementation/scale-up

As mentioned in the earlier section, we have received some thoughts from the beneficiaries who felt that efficiency of the programs in terms of outcome (income and employability of the beneficiaries) would increase if the following could be implemented in addition to the current working of the programs. Some of the recommendations made after a thorough study of the beneficiary responses are as follows:

- When a particular batch of participants is divided into smaller sub-groups for the ease of training then it is expected to create these sub-groups in such a way that it is a mix of participants who have prior knowledge and no-prior knowledge. This would enable the participants learn the skill quickly and efficiently.
- The motivation of the participants for getting trained at the organization has to be understood before selecting the candidates for training. This will help the organization chose candidates who actually intend to earn a living once they successfully complete this training program. We at SSSSO would not deny training candidates, but we train them on the basis of priority.
- In some areas, the frequency of the occurrence of the training program has to be widened because too many women are trained on the same skill for e.g. tailoring in a particular region within short span of time and this creates great competition for securing work based on the skill.
- Women who do not possess a machinery for practicing their skill, should be offered an alternate way such that the practice keeps going and they make profit out of it. (An instance from Prashantnagar samiti is recorded where the service providers have instructed the participants to use the equipment at the samiti to get the external client work done). Such initiative would relieve them of the thought that they are not able to practice after the course completion.
- Access to the loan facility for participants who aspire to start their own small businesses should be made available such that they remain encouraged for turning the skill development into a profession of their choice.
- It is expected that the SSSSO finds a possible way to get work contacts and contracts for the participants initially for a few months such that their talent is exhibited, which can later on get them multiple commercial work projects to improve their income.
- There is a need to train these women on lines of business skills such that they make a strong income for their family and the primary objective of organizing these training programs is fulfilled.



CHAPTER 8 – LESSONS LEARNT (Success & Failure Stories)



8.1 Collective learning (Project)

- The most important aspect as a team we have learnt is to stand for one another.
- Every person has some unique quality and as we travel in a team, we get the opportunity to learn some specific traits which adds on to the existing attributes of a person.
- Project is a collection of multiple processes and definitely needs ideas and contributions of multiple people. Creativity zooms in with positive productive ideas of a team.
- Information about a particular thing is available everywhere, but we need to get the right people to deliver us the information that is needed.
- We have also learnt some lessons from the mistakes we did during the start of the project and would definitely focus on avoiding them in our future live projects.
- There were temporary glitches that occurred during the project, but what we understood is that it is a usual/ obvious thing to happen in any activity we take up (now or in future). The learning we got was that we have to evolve out of such circumstances with much dedication, discipline and focus.
- We need to positively accept the fact that the timeline concept was breached due to many reasons, but we have understood that more creative planning and focus can definitely set us right.

8.2 Individual learning (Self Transformation)

Name	Self-Transformation <i>(Learning/Experiences during the Project Lifecycle)</i>
Chitra	Prioritization of work, Clarity of speech, Responsibility, Collaboration, Positivity and Confidence. Apart from all these mentioned attributes, I have learnt that our ultimate goal while performing a task and the intention associated with the goal are very important. One is bound to succeed if the right intention is summed up with patience and discipline.
Jyothi	The transformation I underwent during this leadership program is invaluable and has impacted my lifestyle and relationships. I have gained confidence of facing any challenge. Even midway through the NLP journey, I felt I have the potential to become an entrepreneur and not just confine myself to a certain job. I aim to inspire people around me and focus to undertake greater responsibility to serve the society.
Divya	NLP has given me an understanding of good conduct. Certainly, there has been immense change in my mindset during this program. I have become more proactive, dedicated and disciplined during this journey. I would want to start implementing all the lessons that I have learnt during the NLP classes into every walk of my life.



CHAPTER 9 – REFERENCES (Documents, Links, Etc.)



SRI SATYA SAI NATIONAL LEADERSHIP PROGRAMME FOR SELF TRANSFORMATION



We were successfully able to gather all the required information because of the following people:

Sri Krishna Kumar --- SVP

Smt. Niveditha --- SYC, Prashant Nagar samiti

Sri P.V Shastri --- Convenor, Koti samiti

Smt. Manitha --- DYC, Siricilla

Sri Venkateshwara uncle --- Prashant Nagar samiti



APPENDIX



SRI SATYA SAI NATIONAL LEADERSHIP PROGRAMME FOR SELF TRANSFORMATION



All the information that was collected and analyzed, the responses received from beneficiaries, trainers, service providers, video interviews, physical meetings etc. are all saved in the google drive and the links are published here:

<https://drive.google.com/drive/folders/1iyAfX0CvYD-mLn34GQILlqPEBq5Ty-WA?usp=sharing>

<https://drive.google.com/drive/folders/1vGnfzmQq-m9d3RGxcTs4Xw3pi8qq61XL?usp=sharing>

<https://drive.google.com/drive/folders/1aPT9HFQ4snjJ0wi6u7el0mzEEWTJ9bif?usp=sharing>

https://drive.google.com/drive/folders/1_a2eNWQMwXqXCw6eKTaa_A9A0Th20Zp1?usp=sharing

<https://drive.google.com/drive/folders/1X4gUt4BzTUX8x0PGAc3aWoDwU5cuH0rw?usp=sharing>

<https://drive.google.com/drive/folders/1xuD92iTkKVaUdzp0jchE5XoI9Jtz0XbQ?usp=sharing>

https://drive.google.com/drive/folders/1424KgdHnZbAEzxGX_nuRIKF9NOgD9djk?usp=sharing

<https://drive.google.com/drive/folders/1u4VX0TimtbjHLtIPcBmQRYSsEyL8wLkV?usp=sharing>

https://docs.google.com/forms/d/e/1FAIpQLSf3bKSWw6PeJZn7Xf3tv7BVvs2HPgxN0xSn62Yh2m_ZqvwPWJQ/formResponse

https://docs.google.com/forms/d/13WUxTTzg_oD8RGBsSnZy_SF_1K-g62bCQKfrGXuFFOo/edit

https://docs.google.com/forms/d/12PCw71QfHnojwuPdbYwynezJ4a22ZPQfBkxQDI1f_tg/edit