

Make India Capable
(Unique project ID: KMBL202223028)

Impact Assessment Report
January 2025

Prepared by - NuSocia



Prepared For- Kotak Mahindra Bank Limited



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Ethical Consideration

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

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Executive Summary

Program ID	KMBL202223028
Year of completion	FY 2022-23
Program Duration	FY 2022–23 to FY 2023–24
Partner Organisation	Head Held High
Location	Gujarat, Karnataka, Telangana, Uttar Pradesh

The "Make India Capable" program is implemented by Head Held High Foundation (HHH) and supported by Kotak Mahindra Bank Limited (KMBL) under its CSR initiative. It aimed to address youth unemployment by providing capacity-building training to rural youth across eight districts in Gujarat, Karnataka, Telangana, and Uttar Pradesh states. The program empowered underprivileged youth by equipping them with vocational, technical, and behavioural skills for sustainable livelihoods. It successfully bridged the gap between education and employment for rural youth, fostering socio-economic resilience.

Key Findings of the Impact Assessment Study are given below:

- Inclusiveness:** The program targeted marginalized communities. It involved ~56% female participation and a focus on economically weaker sections with ~88% participants belonging to families earning less than Rs one lakh annually.
- Relevance:** The program addressed critical socio-economic challenges such as youth unemployment and inadequate access to quality education in underdeveloped regions in 4 states.
- Effectiveness:** Total 330 participants completed the training program. Approximately 70% of the participants secured employment within three months. Majority of the participants were placed in the retail and BPO sector.
- Impact:** Participants reported enhanced technical skills, self-confidence, and financial independence. Approximately 46% participants secured salaries above Rs 10,000 per month after completion of the training.
- Sustainability:** The program's inclusive design and alignment with SDGs and government initiatives like Skill India and PMKVY demonstrated its scalability and long-term viability.

Best Practices of the Program

- The program involved community engagement through local leaders and stakeholders to build trust.
- It adopted a comprehensive curriculum combining technical skills, digital literacy, and behavioural training.
- It used a Learning Management Systems (LMS) to track progress of the participants.

Recommendations to Overcome Key Challenges

- a. Retention:** It is suggested to address the dropout rates (~9%) due to cultural barriers and logistical issues. It can incorporate family engagement campaigns.
- b. Placement:** It is suggested to create local job opportunities and aligning salaries with market standards. It will address the low uptake of jobs in certain regions due to relocation challenges and salary dissatisfaction.

1. Introduction

1.1. Background

Kotak Mahindra Bank Limited (KMBL) was established in 1985 as Kotak Mahindra Finance Ltd. It has grown to become one of India's most trusted and prominent financial institutions. KMBL offers a diverse range of financial products and services to bring innovation and customer centric solutions.

KMBL delivers exceptional banking services to its customers while remaining committed to enhancing the quality of life for communities. It significantly contributes through its well-structured CSR initiatives towards socio-economic growth and environmental protection. KMBL is also committed to contribute towards Sustainable Development Goals (“SDGs”) of the United Nations. It focuses on various themes such as education, healthcare, livelihood enhancement, environmental sustainability, rehabilitation, sports etc. KMBL ensures that its efforts create a lasting positive impact in society.

“Make India Capable” initiative was implemented in FY 2022-23 with the CSR support of KMBL. The project was implemented by the Head Held High Foundation (HHH) across Karnataka, Gujarat, Telangana, and Uttar Pradesh states. Its aim was to provide capacity building training to rural youth and support them in generating sustainable livelihoods through employment and entrepreneurship opportunities. HHH is an organization working for the eradication of poverty in India and around the world since November 2011. It has successfully demonstrated solutions that work against poverty.

1.2. Unemployment Among Youth is a Global Concern

The worldwide youth (aged 15-24 years) unemployment rate was 15.6% in the year 2021¹. The global youth population was ~1.8 billion as of February 2022. Around one-third of this population (~600 million youth) are out of school, unemployed, or engaged in informal jobs. Around 90% of these youth live in developing economies, primarily in Sub-Saharan Africa and South Asia. Even among the employed youth ~70% are working in the informal sector. Unemployment is disproportionately higher among females, with three out of four unemployed youth being female².

Unemployment affects rural youth the most, restricting their opportunities and career prospects. They face significant challenges in accessing quality education, training, and labor markets. The decline of traditional rural jobs in agriculture and small manufacturing has hit them hard. Long-term unemployment pushes many rural youths into socio-economic marginalization.

1.3. Rural Youth Unemployment in India

India is the world's 5th largest economy and is set to become the third largest by 2030. However, employment growth hasn't kept up with GDP growth. Youth unemployment in India remains a critical challenge. The unemployment rate among youth (aged 15-29) in India is 10.2% (as of March 2024)³.

¹ ILO's Global Report Trends for Youth, 2022

² International Labour Organisation InfoSeries: The gender gap in employment: What's holding women back?; Feb 2022

³<https://pib.gov.in/PressReleasePage.aspx?PRID=2076956#:~:text=As%20per%20the%20latest%20available,is%20lower%20than%20global%20levels.>

The country has the largest working age population with an average age of 29 years. The majority of these youth reside in rural areas, accounting for two-third (~378 million) of the country's young population⁴.

Rural India is home to ~70% of the population, however it contributes only ~46% of the GDP. Most of the rural youth (~80%) are engaged in agriculture and allied activities. They struggle due to low productivity, diminishing returns, seasonal employment and lack of value-added economic activities. It leads to a widespread hidden underemployment and unemployment. It leaves rural youth vulnerable to socio-economic marginalization and seasonal distress migration. This is a critical challenge that demand immediate solutions to unlock India's true economic potential⁵.

1.4. Need for the Project

The unemployment among Indian youth is an urgent issue, which can have far reaching consequences for the country's socio-economic stability. India is struggling to create enough employment opportunities for its growing youth population.

It is driven by various factors such as lack of quality education & training, socio-economic challenges, and ineffective policies. The Indian education system fails to align with market demands, leaving graduates without the practical or industry-specific skills needed for jobs. Vocational and technical training is often overlooked due to gaps in the quality of education. Additional factors such as gender disparity, the dominance of the informal sector, and slow growth in manufacturing have further reduced job availability, exacerbating youth unemployment.

The locations selected for the project face significant challenges of youth unemployment due to existing multidimensional poverty, inadequate quality education, limited livelihood opportunities, and various socio-economic factors.

To address the issue of youth unemployment there was a need for quality education and vocational training a It targets rural youth from underprivileged communities, empowering them across socio-economic and personal dimensions. ligned with market needs. It is essential to equip rural youth with skills that align with modern economic demands, enabling them to transition from low productivity sectors to value-added industries. The quality training addresses the skill gap, enhances employability, and empowers youth to participate meaningfully in the labour market and modern employment.

1.5. About the Project

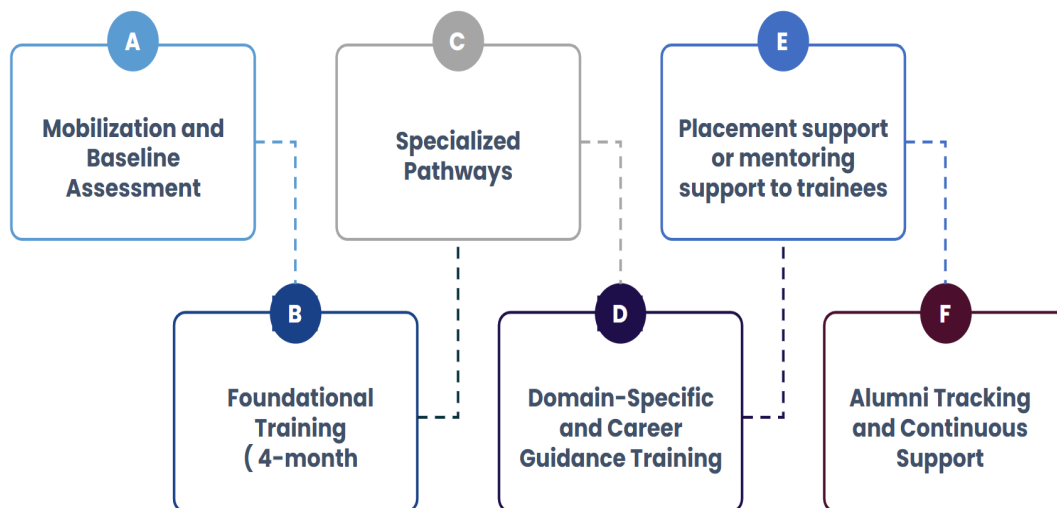
"Make India Capable" project is implemented by HHH in the 8 districts of 4 states Gujarat (Ahmedabad), Karnataka (Bhalki, Bidar, Shaktinagar, Raichur), Telangana (Warangal) and Uttar Pradesh (Aligarh, Shravasti). The program aims to build the capacity of rural youth through training and

⁴https://www.researchgate.net/publication/382321430_A_Study_on_Youth_Unemployment_in_India_Causes_Consequences_and_Policy_Responses/link/669904e2cb7fbf12a45c5e82/download?tp=eyJjb250ZXh0ljp7ImZpcnNOUGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

⁵ Ibid

placement support to equip them with the skills and opportunities necessary to achieve sustainable livelihoods.

The components of the program are:



- Mobilisation of rural youth from marginalized communities to join the program.
- Mapping their aspirations and conducting a baseline assessment to identify their goals.
- Conducting 4-month long literacy and behavioural training based on the current curriculum.
- Evaluation of the trainees opting for self-employment.
- Continuing the training into 5 and 6 months for those aiming for wage employment.
- Conducting 1-month EDP training to the trainees interested in starting their ventures.
- Conducting career guidance and domain specific training for the participants aspiring for a job.
- Providing placement support to job aspirants and mentoring support for entrepreneurship aspirants.
- Tracking the Alumni to ensure long-term retention and continuous support to program graduates.

2. Approach and Methodology

2.1. Approach

The study aimed at Impact Assessment of the “**Make India Capable**” program, which was supported by KMBL CSR initiative. The project was implemented in the 8 districts of 4 states Gujarat, Karnataka, Telangana and Uttar Pradesh in FY 2022-23. The Impact Assessment study conducted for the following broad objectives and outputs:

<p>01</p> <p>Impact on Beneficiaries To evaluate the level of awareness and impact on the target beneficiaries</p>	<p>02</p> <p>Best Practices To identify best practices</p>	<p>03</p> <p>Area of Improvement To suggest areas of improvements and innovative approaches basis market trends.</p>
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2.2. Methodology

The team adopted a mixed methodology for impact assessment, which combines Qualitative and Quantitative Research Methods. The study followed a well-defined methodology, participative and research-based strategy, consisting of a five-stage process for undertaking this study as explained below:

Context Setting	Research Design	Primary Research	Analysis	Output Report
<p>Building common understanding of project terminology.</p> <p>Introduction to key stakeholders / implementation partners</p>	<p>Desk review of project documents</p> <p>Primary research tool preparation</p> <p>Sharing of inception report with tools for approval of KMBL</p>	<p>Training of field research team</p> <p>On-field data collection through qualitative and quantitative methods to analyse programmatic elements</p>	<p>Data analysis based on OCED-DAC 'REECIS' Framework</p> <p>Triangulation against qualitative research through KIIs</p>	<p>Detailed report on observations, analysis, inferences, and recommendations</p> <p>Presentation of Findings</p>

2.3. Data Collection Tools

2.3.1. Development of assessment framework: The team developed research objectives, key probe areas, methodology of interaction with stakeholders. This helped in the effective designing of research instruments.

2.3.2. Primary data acquiring tools: Team prepared an **Interview Guide and Survey Tool** for collecting quantitative and qualitative data from beneficiaries and KIIs (Key Informants) based on assessment framework.

2.4. Sampling techniques

2.4.1. Quantitative research: The team conducted a survey of beneficiaries. The study followed a convenience sampling strategy for selecting respondents, who have undergone training programs.

2.4.2. Quantitative research: The study followed **Purposive Sampling Technique** for selection of respondents among beneficiaries' and Key Informants' (Kis') interviews.

2.5. Acquiring Information and Data Collection

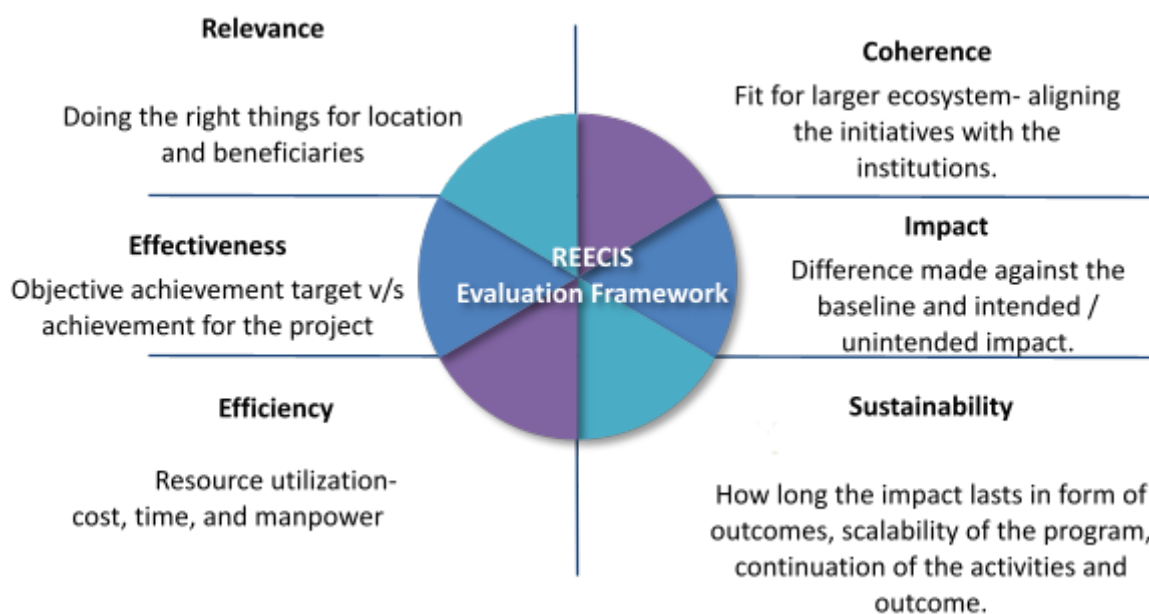
2.5.1. Primary and secondary research was conducted to acquire necessary data for the program. Field level data were collected through interviews and surveys of **beneficiaries and Key Informant Interviews (KIIs)**. The team interviewed 35 beneficiaries, 3 trainers, 7 mobilisers, 3 employers, HHH team and KMBL team. The team also conducted a survey of 147 beneficiaries.

2.5.2. Analyzing Financial Document: The team analyzed financial documents such as utilization certificates, to assess the financial expenses in the project.

2.6. Analyzing the information

After the primary and secondary research, the team compiled and tabulated acquired data. Tabulated data was sanitized to get insight as per the requirement of the study. The sanitized data was analyzed and triangulated with the findings of KIIs. The data analyzed depicted points identified as the key objective of the study.

The assessment was done through the REECIS evaluation framework, developed by the Organization for Economic Co-operation and Development's (OECD) and Development Assistance Committee (DAC).



It includes analysis of the results based on parameters such as Relevance, Effectiveness, Efficiency, Coherence, Impact and Sustainability. It is explained below:

2.7. Documentation and Report Preparation

The findings were documented in presentation mode and presented to the KMBL team for necessary inputs. The team prepared the detailed report for the Impact Assessment of **"Make India Capable"** program covering all the necessary aspects in accordance with the findings of the data analysis.

3. Findings and Analysis

3.1. Inclusiveness

The "Make India Capable" program demonstrated a commitment to inclusiveness by empowering rural youth from underprivileged communities from various geographies and demographics. It bridged socio-economic gaps, fostered personal and professional development, and promoted sustainable livelihoods.

3.1.1. Geographic Coverage

The program strategically targeted 8 districts of 4 states Gujarat (Ahmedabad), Karnataka (Bhalki, Bidar, Shaktinagar, Raichur), Telangana (Warangal) and Uttar Pradesh (Aligarh, Shravasti) to ensure representation from various geographies. Karnataka accounted for the largest share at 36%, followed by Uttar Pradesh at 32%, Telangana at 17%, and Gujarat at 15%. It reflects the program's diverse regional outreach and emphasis on regions with greater need for skill development initiatives.

State	District	Trained Students
Gujarat	Ahmedabad	48
Uttar Pradesh	Aligarh	58
	Shravasti	52
Karnataka	Bhalki	31
	Bidar	25
	Raichur	25
	Shaktinagar	32
Telangana	Warangal	59
Total		330

Table 1: Number of students trained

A total of 362 participants enrolled in the training program, out of which 330 successfully completed it, while 32 participants dropped out during the course.

3.1.2. Inclusiveness by Demographics

The training program prioritized the inclusion of rural youth from diverse demographics, ensuring equitable access to capacity-building opportunities.

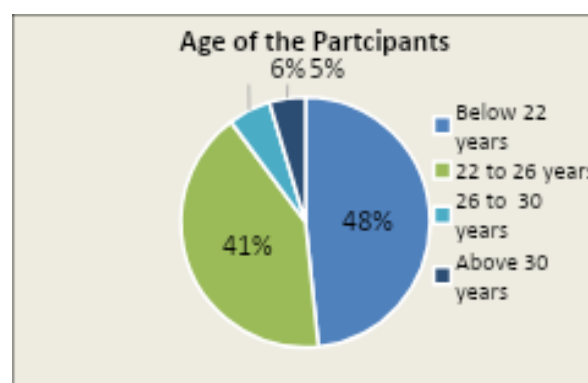
a) Gender and Age Representation

The program demonstrated gender inclusivity, with 56% of the participants being female and 44% male. It highlights efforts to bridge the gender gap and create equal opportunities for employment among youth.

State	Female	Male	Total
Gujarat	33	23	56
Karnataka	77	52	129
Telangana	39	23	62
Uttar Pradesh	54	61	115
Total	203	159	362

Table 2: Gender representation in program

The program primarily targeted young participants (less than 30 years old). Around 89% of the graduate participants are aged below 26 years as of December'2024 and only 5% are above 30. The introduction of younger demographics ensured that the most employable age groups received the training.



Ms. Khushi Mishra, a trainer at the Shravasti (UP) center said "Families often didn't allow youth, especially females, to go outside their homes. Parents were restricting female candidates from traveling outside their city for employment or pursuing courses. There was a lack of quality and accessible training centres in the region. HHH addressed these challenges through the Make India Capable program, where we provided counseling to both participants and their parents. We established trust with the parents."

Marital Status

The program was accessible to participants at different stages of life. A majority of them (~94%) were single and only 6% were married. It reflects that the program was able to cater to a broad spectrum of individuals from various life stages.

State	Married	Single	Total
Gujarat	3	53	56
Karnataka	9	120	129
Telangana	6	56	62
Uttar Pradesh	2	113	115
Total	20	342	362

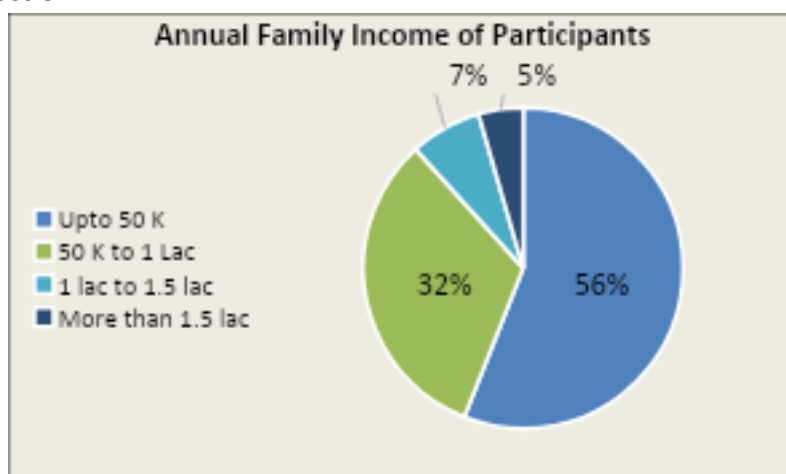
Table 3: Marital status of participants

b) Social Inclusiveness

The program ensured the participants from various socio-cultural and religious backgrounds. Around 89% of participants were Hindu, ~10% and ~1% were Muslim and Christians respectively. The program also engaged participants from diverse caste backgrounds. A majority were from the OBC category (~41%), followed by General (~23%), SC (~29%), and ST (~7%). It reflects the program's efforts to address social disparities and ensure equitable representation.

c) Participation of Economically Weaker Section

The program primarily engaged participants from economically weaker sections. The majority of participants (~88%) came from families with an annual income of less than Rs 1 lakh. Very few participants (~5%) belonged to families earning more than Rs 1.5 lacs annually. This highlights the program's focus on uplifting individuals from low income households and ensuring opportunities for those most in need.



3.2. Relevance

3.2.1. Empowering Youth from Socio-Economically Challenged Regions

The program is relevant for the selected districts which face significant socio-economic challenges. The locations face high youth unemployment driven by multidimensional poverty, poor education, limited livelihoods, and socio-economic factors. For instance, the Multi-Dimensional Poverty Index (MDPI) value for Shravasti is 0.412, with a staggering Headcount Ratio of 74%, reflecting the widespread poverty and deprivation in the region. The selected districts also suffer from low educational

attainment, with an average literacy rate of 66%, and limited workforce participation, where the overall average labor force participation stands at 41% and average female participation is as low as 30%. It creates a challenging environment for the youth, especially females, to access opportunities for skill development and employment. Furthermore, Agriculture is the main source of income in the selected districts, with an average of 68% of the population reliant on it. There is a need to diversify livelihood options and provide alternative career pathways⁶.

All these parameters indicate a significant lack of development opportunities in the selected districts. It leads to long-term unemployment among youth, which causes socio-economic marginalization, social unrest, and reduced economic growth. The Make India Capable program addressed these critical challenges by equipping youth with skills and creating avenues for sustainable employment. Empowering youth and addressing systemic issues plays a vital role in harnessing the untapped potential of youth in these districts.

3.2.2. Bridging Educational Gaps

Most of the participants have limited formal education, due to which they lacked essential skills, such as communication, computer literacy, soft skills etc. to get employment. Approximately 61% of participants had completed

State	Upto 10th Std	12th Pass	Diploma	Illiterate	Total
Gujarat	19	37			56
Karnataka	127	2			129
Telangana	34	27	1		62
Uttar Pradesh	41	66		8	115
Total	221	132	1	8	362

Table 5: Education level of participants

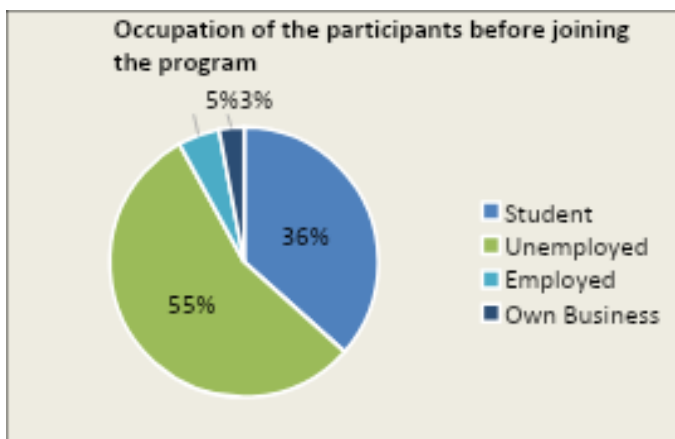
education only up to the 10th grade, while 36% had finished 12th grade. The program played a crucial role in empowering participants to pursue sustainable livelihoods by equipping them with the tools needed to bridge the gap between basic education and employability.

The analysis of participants' education and other demographic indicators is based on MIS data managed by HHH. However, inconsistencies were identified in the MIS data, particularly in Shravasti. For example, primary research revealed discrepancies: One of the trainees stated that he had completed 12th grade, but the MIS data records his education level as 10th grade. Similarly, another trainee reported completing her graduation, yet the MIS shows her education level as 12th grade.

3.2.3. Addressing Unemployment and Building Employment Opportunities

The program bridged the gap between education and employability, particularly for unemployed and underprepared youth.

It was found through the occupational status of participants (prior to joining the program), that the majority (~91%) of participants were either unemployed or students. It was also



⁶ <https://www.niti.gov.in/sites/default/files/2023-08/India-National-Multidimensional-Poverty-Index-2023.pdf>

found through primary research that most of the participants (~65%) joined the program with the hope that it would help them secure a job or ensure self-employment. Around 33% of participants were motivated to learn a new skill or improve existing skill. Many participants expressed their challenges regarding the lack of access to platforms providing upskilling opportunities prior to the HHH program. They highlighted the training program’s role in building their confidence, improving English proficiency, and preparing them for employment. Participants acknowledged that the training enabled them to explore career opportunities. Students emphasized the program provided a platform to bridge the gap between education and practical skills, equipping them for future challenges.

It shows that the program played a key role in improving participants’ career prospects by equipping them with competencies, essential skills and preparing them for future career opportunities.

3.3. Effectiveness

The effectiveness of the training program has been evaluated based on its progress against the input and output activities as detailed in the impact map. The planned input activities and intended outputs of the projects are given below:

Planned Activities	Intended Outputs
a) Outreach and counseling of youth. b) Training of enrolled students. c) Job placement based on skills and interest. d) Alumni engagement activities and for mentorship and guidance.	a) Awareness and increased interest of youth in skill development opportunities. b) Knowledge dissemination for social, economic, personal development and improving their readiness for employment. c) Access to education, employment/livelihood opportunities.

Effectiveness of Implementation Against Planned Inputs and Intended Outputs

The training program adopted a multi-dimensional approach for capability building of youth, by focusing on personal, social, and economic transformation.

3.3.1. Outreach and Counseling of Youth

a) Mobilization Strategy

The mobilization strategy adopted by HHH included door-to-door visits, distributing pamphlets and engaging community stakeholders such as village Pradhan, Anganwadi workers, and school teachers etc.



Initially, mobilizers faced challenges in convincing participants about the program's credibility. Parents were often reluctant to allow girls to travel outside the village for training or employment. Peak agricultural seasons further hindered enrolment, as many individuals prioritized farming over attending training sessions.

Despite these obstacles, they were effectively addressed through a structured mobilization process. Mobilisers interacted directly with potential participants and their families to explain the program's benefits and objectives. Approximately 40% of the participants learned about the program through community mobilizers. It effectively created awareness about the program and increased the interest of youth in skill development opportunities. However, it was also found that a dedicated and defined communication channel was not available to support trainees, especially for those who faced challenges or drop out.

b) Enrollment Process

The enrollment process required participants to meet basic eligibility criteria, such as minimum education (10th pass) and age (18 to 30 years). It involved document verification such as Aadhar, income certificates etc. to ensure enrollment of participants from marginalized communities. The HHH team conducted the one week engagement classes to assess participants' seriousness and regularity before the final enrollment. It helped with onboarding of committed participants.

However, it was observed that many parents had doubts about the program's purpose due to which some of the participants left the program in between. Thirty-two participants (~9% of the enrolled) in the training program dropped out. Participants in Bidar district recorded the highest dropout rate at 29%.

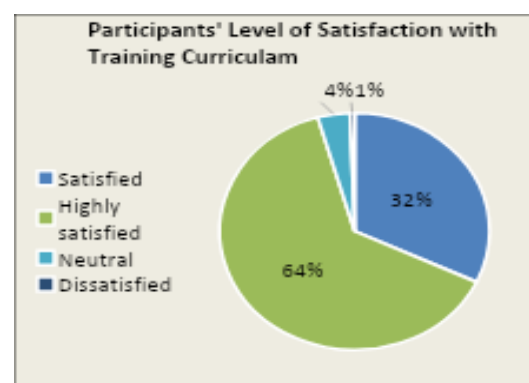
It was found that various factors, such as participants' health issues, family responsibilities, and migration, were major reasons for dropouts. In some cases, families restricted participants from attending the program, while in others, participants lost interest. Additionally, some male participants were removed from the program due to inappropriate behaviour toward female participants. Addressing these challenges is essential to improve retention and ensure better outcomes of the program.

Mr Kamlesh Kumar, a participant of Shravsati centre said "*I dropped out, but no one reached out to me. There should be a proper communication channel to connect with and understand the trainees.*"

3.3.2. Training of Enrolled Students

a) Relevance of Training Curriculum

The training program was designed to transform rural youth from underprivileged communities by addressing social, economic, and personal challenges through a comprehensive approach. It began with class induction sessions aimed at understanding the students' learning



levels and knowledge. The course was structured into six sprints, with each sprint lasting one month. Program initiated by bridging education gaps through literacy, digital literacy, and job readiness training, covering subjects like English, mathematics, logical reasoning, general knowledge etc.

The curriculum integrated theoretical and practical modules to equip participants with essential skills such as MS Office, typing, internet browsing, spoken English, grammar, confidence-building, and personality development. Modules focused on grooming, interpersonal skills, and overcoming stage fear. It included exposure visits to government offices, banks, and hospitals etc. to provide real world insights into workplace operations. The curriculum prepared participants for entry level roles in customer service, data entry, retail etc. Approx 96% of the participants were satisfied with the training curriculum. It fostered personal growth by enhancing self-esteem, motivation, and outlook.

The skills and knowledge gained through the program helped in social, economic, personal development of the participants. They improved their skills required for employment or entrepreneurship. However, some of the participants emphasized that they include more practical sessions over theoretical lectures to better equip them with real world skills. They also suggested increasing corporate exposure activities and interactive learning methods to enhance the overall training effectiveness.

It was also observed that the program was designed for a six-month period, however some centers reduced the duration to three months to accommodate participants' availability. Some of the participants had irregular attendance due to personal or logistical reasons. Some of the participants also emphasized to adhere to the training schedule to maintain consistency and ensure timely program completion.

b) Progress Monitoring Mechanism

The program incorporated regular assessments, conducted weekly and monthly, to evaluate participants' progress for typing speed, technical skills, communication etc. Trainers provided personalized feedback during counselling sessions to address individual challenges and enhance learning outcomes.

A Learning Management System (LMS) was used to log participants' progress, categorize them into performance groups (red, yellow, green). However, challenges were observed in maintaining consistency in assessments. Participants at some of the centres did not receive assessment tasks on a regular basis.

c) Competence of Trainer and Staff

Trainers were selected based on their communication and technical proficiency. HHH staff said that the selection process included written tests and interviews. They participated in a "Train the Trainer" (T3) program. The T3 program covered essential topics such as teaching methodology, mobilization strategies, counselling techniques, report writing etc. The candidates were required to score at least 75% to qualify as a trainer. They underwent a 45-day long training program to align them with program objectives. The selected trainers fostered a positive learning environment, effectively addressed participants' doubts, and built their confidence throughout the program.

It was found that more than 95% of the participants were satisfied with the knowledge and experience of the trainers. However, participants recommended reducing the batch size or increasing the number of trainers to ensure individual attention and enhance learning outcomes. They also suggested hiring trainers with diverse expertise to broaden the scope of training and address varied learning needs.

d) Adequacy of Center Facilities

The training centres were well-equipped with essential infrastructure such as computers, projectors, whiteboards, chairs, washrooms etc. It provided a comfortable space for 30-35 participants for hand-on training. However, it was found that some centres faced challenges such as the absence of power backup, lack of libraries & resource rooms, and drinking water facilities. Participants suggested that the available laptops and technical equipment need upgrades to enhance the quality of the learning experience.

3.3.3. Support in Placement Process

The Final Evaluation test of any batch was conducted at the end of the six months of the program. After this placement activities commenced. The career counselors interacted with candidates to understand their interests to support them in the interview process. They mapped participants' aspirations, salary expectations etc.

It enhanced the employment or livelihood opportunities for the participants. However, it was observed that some of the participants rejected placements due to location constraints or dissatisfaction with the salaries offered. Cultural barriers also prevented some of the female participants from accepting jobs outside their villages. The program concludes with a graduation ceremony where certificates are awarded to successful candidates.

3.3.4. Alumni Engagement Activities

The program did not have a structured alumni mentorship and guidance system. The alumni support could be enhanced by establishing structured follow-up mechanisms to maintain long-term engagement with participants. Creating a dedicated alumni network could provide ongoing guidance, skill upgrades, and career counseling.

3.4. Efficiency

The efficiency of the program has been measured based on the intended outcome of the program. The Make India Capable program had following intended outcomes:

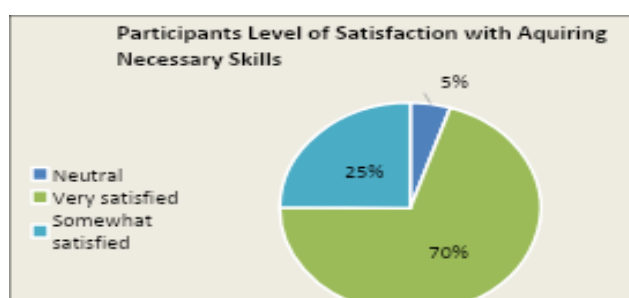
- a) Enhanced skills and readiness for employment
- b) Increased employability
- c) Enhanced financial independence of youth

The training program showcased significant efficiency in achieving its intended goals and addressing the needs of its participants.

3.4.1. Enhanced Skills and Readiness for Employment

a) Participants' Satisfaction with the Program

It was found that more than 90% of the participants were satisfied with the engagement and delivery quality of the training sessions. It



shows that the sessions were well-structured and interactive, which effectively captured participants' attention. The program's ability to deliver essential skills, knowledge, and job opportunities received a strong endorsement of the participants. Around 70% of the participants were found to be very satisfied with the level of skills acquired during the program. This suggests that the curriculum was aligned with industry needs and contributed to the participants' employability. They developed communication skills, with enhanced spoken English and improved confidence. They also developed technical proficiency in MS Office, internet browsing, and basic computer operations etc. which equipped them with essential tools for modern workplaces.

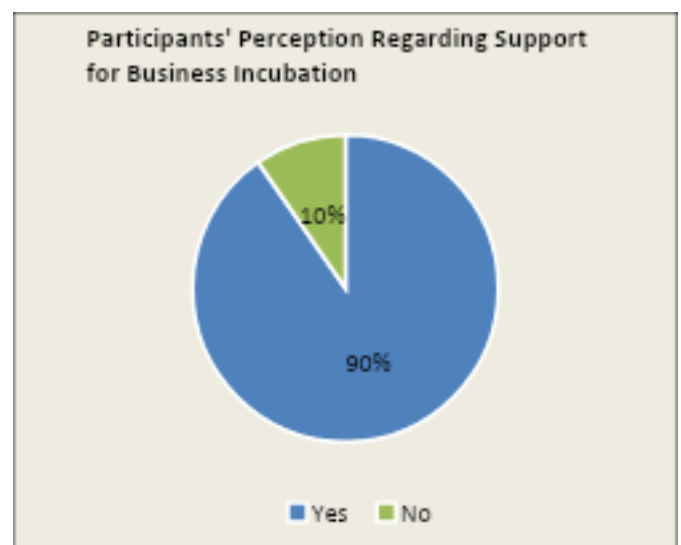
The majority (~95%) of the participants were satisfied with the overall program. They developed self-confidence and self-reliance through the training program. However, some of the participants suggested incorporating modules on business management and financial literacy to support their entrepreneurial aspirations. These modules would empower participants to effectively manage businesses and access financial resources.

b) Budget Utilization

The program maintained a focus on financial efficiency. HHH team informed that they did not face any challenges in budget allocation or utilization. It was communicated by the team that resources were optimally managed, ensuring that all planned activities were executed without any constraints. It reflects financial planning and a commitment, which enabled the program's smooth functioning. It was also found that human resource deployment was efficient. Adequate team members were available to meet program demands. There were no disruptions in program delivery, as sufficient teams were available. The trainers and support staff demonstrated a commitment for program's success.

3.4.2. Increased Employability or Entrepreneurship Skills

The training program contributed to enhancing the employability or entrepreneurial skills of the participants. Approx 90% of the participants were satisfied with the support of the program in their business incubation. The acquired skills enhanced participants' readiness for diverse job roles by making them more competitive in the job market. It bridged the gap between education and employment, enabling them to meet industry requirements. The structured placement process which included visits to industries such as call centres, corporate offices etc enabled participants to explore various sectors and identify their areas



of interest. Participants were prepared for interviews through dedicated sessions. Specialized support was provided to ensure successful placement. The placement teams helped participants secure accommodations in new cities and coordinated directly with employers.

The program provided opportunities for participants to work in various roles such as accountants, data entry operators, and front-office executives. The placement team ensured smooth transitions, from arranging interviews to providing moral support during the process.

Jyothi's Transformative Journey from Learning to Empowerment

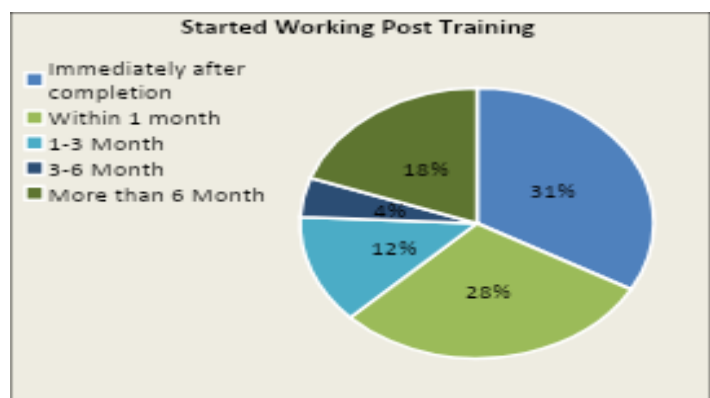
Jyothi, a young aspirant from the Bhalki (Karnataka) centre, pursued paramedical course through the Make India Capable programme. She aimed to acquire technical skills aligned with her science background. She joined the program after a friend referred her to it. She wanted to develop a clear mindset for her future and gain technical expertise. The program offered free of cost training service. She said that training helped her in personal and professional growth. The sessions were conducted punctually and included practical modules on computer usage, English communication etc. Jyothi appreciated the structured approach of the program, where her performance was tracked through monthly tests and practical evaluations. She said that the trainers were approachable and knowledgeable. They encouraged open dialogue to address queries effectively.

The program also provided all necessary study materials to foster a supportive and collaborative learning environment. Jyothi gained skills in English communication and technical proficiency, such as navigating computers, which boosted her confidence and helped her make informed career decisions. Jyothi secured a job through the program; however, she decided to continue higher education to develop her skills further. She credited the program for instilling in her the zeal to achieve higher goals and for helping her understand the economic feasibility of earning and managing finances. Jyothi highly valued the program's quality. She recommended the program to her friends, believing in its potential. The program was a stepping stone for her career. It was a life-changing experience that empowered her with confidence, skills, and a broader perspective for success

3.4.3. Enhanced Financial Independence of Youth

The program contributed to enhancing financial independence among the youth. It equipped them with the skills that paved the way for increased income generation. Some participants reported that they leveraged skills such as tailoring, MS excel etc. which helped in securing monthly income for them. It helped them in financial independence and contributed to household income. The program also instilled entrepreneurial ideas and boosted participants' confidence in pursuing financial independence.

Around 70% of the participants got employment opportunities within 3 months of completing the training programme. Some of the participants demonstrated financial independence by continuing their jobs and supporting their education. Many transitioned from being financially dependent to managing their own expenses



independently, reducing the burden on their families.




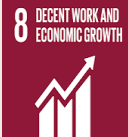
3.5. Coherence

The "Make India Capable" program demonstrated coherence by addressing critical challenges of unemployment and skill gaps among rural youth. It aligns with Indian government schemes and UN SDGs to foster inclusive, equitable, and sustainable development.

3.5.1. Alignment with Schemes of Government of India

- a) **Skill India Mission:** The program supports the vision of the Skill India Mission by providing vocational training to rural youth and preparing them for market relevant job roles. It enhanced their technical skills and boosted their employability.
- b) **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** The training modules of the program were aligned with industry standards. It contributed to PMKVY's objective of skill certification and employment for the youth.
- c) **National Rural Livelihoods Mission (NRLM):** The program's focus on equipping youth with entrepreneurial and employment skills resonates with NRLM's objective of promoting self-reliance and livelihood opportunities in rural areas.
- d) **National Education Policy (NEP) 2020:** The integration of holistic learning, digital literacy, and vocational education in the program reflects the goals of NEP 2020, which emphasizes skill-based education and employability.

3.5.2. Coherence with SDGs

	The program directly addressed poverty by equipping rural youth with skills to secure sustainable livelihoods. It reduced their economic dependence and created pathways for income generation.
	The program bridged the gap between education and employability. It focused on digital literacy, and job readiness. The curriculum of the program was aligned with the objective of ensuring inclusive and equitable quality education.
	The program fostered gender inclusivity by prioritizing female participants and addressing barriers such as family reluctance. Approximately 56% of participants were women, highlighting efforts to empower females in socio-economically challenged regions.
	The program contributed to creating decent job opportunities for youth by enhancing their employability and entrepreneurial skills. It fostered economic growth. It also supported participants in transitioning to industrial sectors from agriculture and informal jobs



The program ensured representation from marginalized communities and economically weaker sections. It bridged socio-economic disparities and fostered inclusivity across gender, caste, and economic strata.

3.6. Impact

The program has been evaluated based on the intended impact of the program. The Make India Capable program had following intended impact:

- a) Improved access to education, employment/ livelihood options
- b) Economic empowerment and sustainable livelihoods for youth

The "Make India Capable" program has made a tangible impact on the lives of rural youth by addressing unemployment, enhancing skills, and fostering financial independence. The program has created pathways for sustainable livelihoods, empowered women, and strengthened socio-economic resilience in rural communities.

3.6.1. Skill Development and Employability

The program focused on bridging the gap between education and employability by providing training in technical and soft skills. It enhanced participants' readiness for modern workplaces by building proficiency in MS Office, internet, basic computer operations etc. It also developed communication, spoken English, and career-oriented skills like time management, professional etiquette, and problem-solving etc. It boosted their employability.

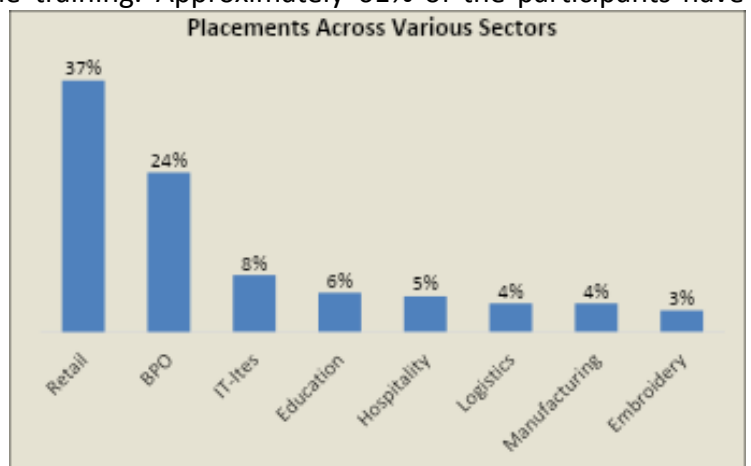
State	Graduated	Job offered	Under process	Opted for Self-Employment
Gujarat	48	17	31	0
Karnataka	113	83	16	14
Telangana	59	22	31	6
Uttar Pradesh	110	79	22	9
Total	330	201	100	29

Table 6: Employment status of the participants

It also developed communication, spoken English, and career-oriented skills like time management, professional etiquette, and problem-solving etc. It boosted their employability.

This comprehensive approach ensured that the participants were able to secure employment or start entrepreneurial ventures after completing the training. Approximately 61% of the participants have been successfully offered jobs through placement, demonstrating the effectiveness of the training in preparing them for employment.

Approximately 30% were under the placement process and ~9% opted for self-employment. It reflected that the entrepreneurial skills imparted through the program enabled them to create their own income-generating opportunities. The program helped in placements of the participants across various sectors, it



highlighted the program's versatility in preparing participants for diverse industries. Around 61% of the participants were absorbed in the retail and BPO sectors.

It was observed that ~31% of those who received placement offers did not take up the jobs, most of such cases being reported from training centers located in Uttar Pradesh. Participants highlighted the need for placement opportunities within their local areas to avoid relocation challenges. Some of the

participants recommended aligning job roles with industry standards and providing competitive salary packages to ensure better career outcomes.

One of the employers, Himmat Singh ka Linens Pvt. Ltd. said *“Participants of the program are well-trained, technically skilled, and require minimal additional training. It makes them efficient and reliable. Participants have strong communication skills, multitasking abilities, and professionalism, which set them apart from other candidates.*

It is important to note that the analysis of participants' placements is based on MIS data managed by HHH. However, several inconsistencies were identified in the MIS data. For instance, one trainee was recorded in the MIS as being placed at Flipkart with a salary of ₹11,207 per month, but he reported not receiving any placement. Similarly, a female trainee is listed as placed at The Fashion Hub with a salary of ₹7,000 per month, but she denied receiving any placement. Another trainee from Warangal is documented in the MIS as pursuing entrepreneurship with an income of ₹7,000 per month, whereas he is actually still pursuing higher education. Additionally, one participant is recorded as being placed at A Mart with a salary of ₹8,000 per month, but she left the program after three months and did not secure any placement.

3.6.2. Economic Empowerment and Sustainable Livelihoods for Youth

Programs addressed the skill gaps and enabled rural youth to transition from low-paying informal jobs to formal employment and sustainable livelihoods. Around 75% of participants responded that they are

State	Upto 5K	5K to 10 K	10K to 15K	15K and above
Gujarat	1	12	1	10
Karnataka	16	50	31	10
Telangana	4	21	3	8
Uttar Pradesh		15	33	5
Total	21	98	68	33

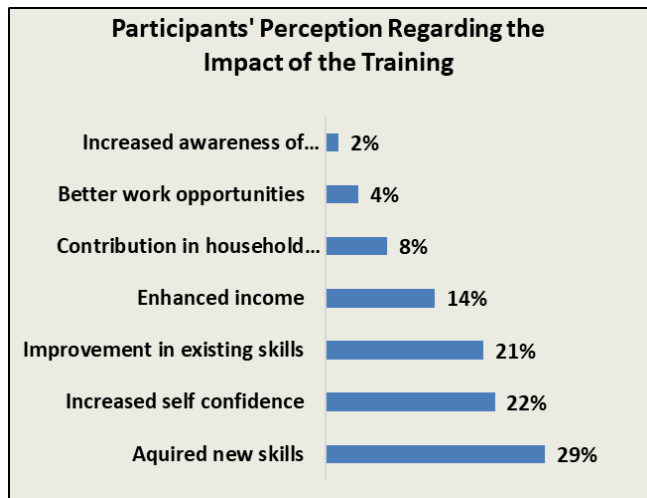
Table 8: Salaries offered through placement of the participants

effectively utilizing the skills in their jobs and creating meaningful income generating opportunities. A substantial ~45% of participants earn between Rs 5,000 to 10,000 per month. Approximately 46% of the participants secured jobs offering salaries above Rs 10,000 per month. It shows that the program fostered economic self-reliance among young people.

3.6.3. Social Empowerment and Gender Inclusion

The program demonstrated a strong emphasis on inclusivity by promoting women’s participation and empowerment. It enabled many female participants, including married women, homemakers, and those from marginalized backgrounds, to take meaningful steps toward financial and social independence. Women who might be previously dependent on their families or constrained by societal norms were able to contribute to household incomes or start small businesses, breaking traditional barriers. The program also fostered a supportive environment. It encouraged them to explore employment opportunities and actively engage in the workforce. It promoted gender equality and enhanced their roles within their households and communities.

3.6.4. Social Impact and Long-term Benefits



The program's impact extends beyond immediate employability and financial independence. It fostered confidence, self-reliance, and professional grooming among participants. The training sessions served as a transformative experience for many participants. It provided technical skills as well as life skills. These outcomes have a multiplier effect, as empowered youth become role models for others in their communities. It inspires further participation in education and skill development initiatives.

3.7. Sustainability

The sustainability of the "Make India Capable" program demonstrated through its ability to deliver long lasting socio-economic impact on rural youth, by addressing unemployment and skill gaps.

3.7.1. Relevance to Local Needs and Long-term Impact

The program effectively addressed the challenges such as limited access to quality education, skill development opportunities, sustainable livelihoods etc. faced by rural youth. It addressed the root causes of unemployment and targeted the locations with high poverty and low employment rates. The program bridged the gap between basic education and employability by equipping participants with foundational skills. The skills targeted by the program are critical for formal employment or entrepreneurial journey.

3.7.2. Inclusiveness as a Pillar of Sustainability

The program ensured inclusiveness by representation across gender, caste, and economic strata etc. It fostered equitable development. Many women participants overcame societal and cultural barriers to participate in the program. It promoted gender equality. It will inspire other women in their communities to pursue similar opportunities.

The program targeted economically weaker sections and created pathways for financial independence and social empowerment. It contributes to long-term sustainability and relevance of the program.

3.7.3. Scalability of the Program

The program demonstrated scalability by implementing its initiatives across locations in four states. It addressed diverse socio-economic and cultural contexts. The best practices of the program can be implemented at a bigger scale.

3.7.4. Economic and Social Empowerment

The program emphasised on economic empowerment of rural youth. Participants reported effectively utilizing the skills they acquired, and secured employment after completing the training. Many participants transitioned from informal, low-paying jobs to formal employment. Social empowerment was another significant outcome. Female participants overcame societal norms to join the workforce. The program fostered confidence and self-reliance. It enabled participants to contribute to household

incomes or start their ventures. All these aspects contribute towards sustainability development of the community.

4. Best Practices, Suggestions and Conclusion

4.1. Best Practices of the Program

Best practices of “Make India Capable” program are given below:

4.1.1. Effective Community Mobilization

The program involved effective community mobilization strategies, such as door-to-door visits, counselling of participants and their families, engaging community stakeholders such as village leaders, Anganwadi workers, and teachers to ensure participation of potential candidates. It addressed specific barriers, such as cultural norms and family reluctance.

4.1.2. Comprehensive Training Curriculum

The program offered a comprehensive curriculum integrating technical skills (e.g., MS Office) and soft skills (e.g., English communication, personality development). It involved practical modules, exposure visits etc. for hands on experience.

4.1.3. Capacity Building for Trainers

Trainers underwent a "Train the Trainer" program. It ensured their expertise in teaching methodologies, and participant counselling to enhance learning outcomes.

4.1.4. Placement and Entrepreneurship Support

Participants received customized career guidance, placement assistance, and entrepreneurial training. It ensured preparedness for jobs and self-employment.

4.1.5. Well-Equipped Infrastructure

Training centres were equipped with essential resources such as computers, projectors, and adequate seating arrangements. It provided a conducive learning environment, with optimal resource utilization for smooth program delivery.

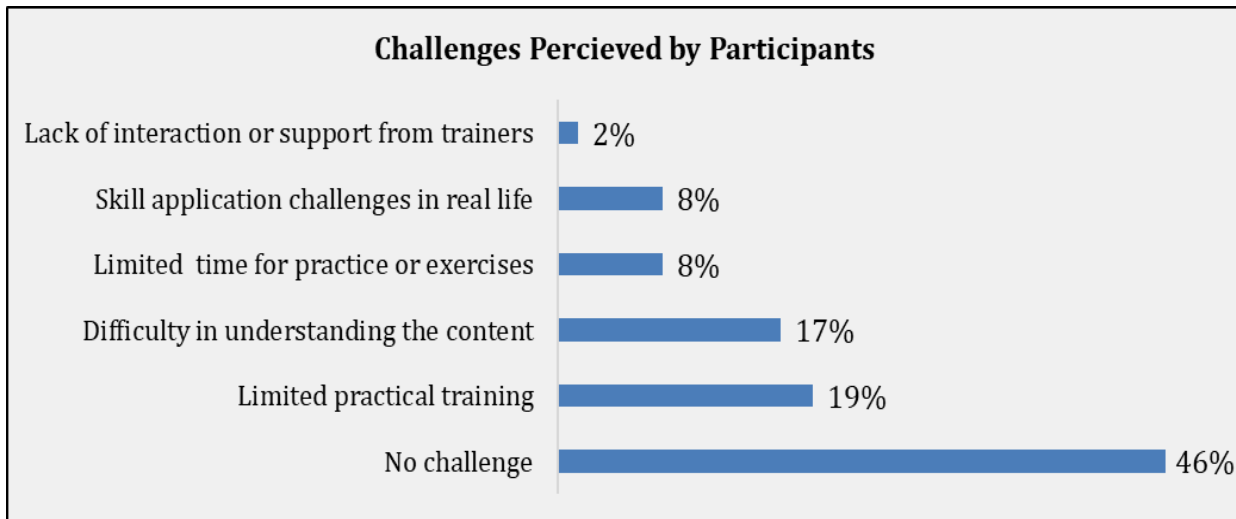
4.1.6. Effective Monitoring and Evaluation

A robust monitoring mechanism was implemented through Learning Management Systems (LMS) and regular assessments. It ensured progress tracking and tailored participant support.

4.2. Suggestions for Improvement of Program

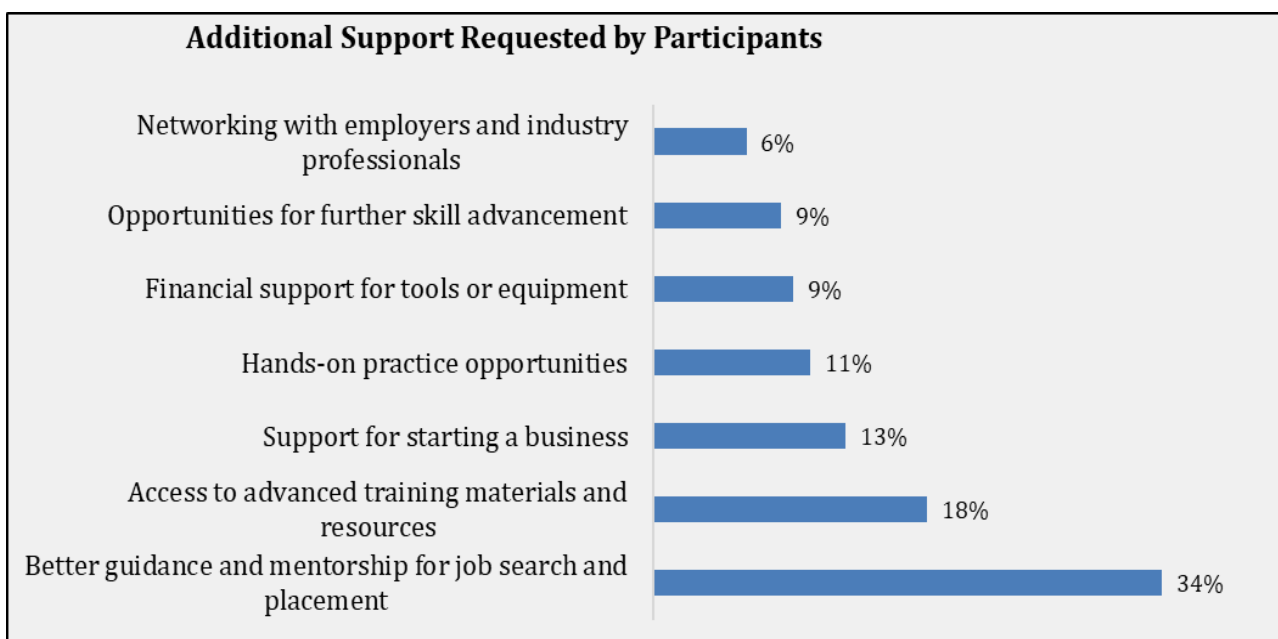
4.2.1. Suggestion to Address the Challenges Faced by Participants

Around half of the participants (46%) reported no challenges. However, others highlighted issues such as limited practical training, difficulty understanding content and skill application challenges etc. It is suggested to address these issues for improvement of the program.



4.2.2. Additional Support Requested by Participants

Participants requested additional support in the program. The majority of participants (34%) requested better guidance and mentorship for job search and placement, followed by access to advanced training materials (18%) and support for starting a business (13%).



4.2.3. Local Employment Opportunities

It is suggested to focus on creating placement opportunities within participants' local areas to reduce challenges associated with relocation. A partnership with local industries can be strengthened. To

ensure the better career outcomes of the participants, it is also suggested to align job roles which can provide competitive salary packages.

4.2.4. Infrastructure Enhancements

It is suggested to ensure reliable power backup and improve facilities such as washrooms and drinking water at training centres. It will provide a conducive learning environment. There is a need to regularly upgrade the laptops and other technical equipment used during training to ensure better learning opportunities.

4.2.5. Enhancing MIS Data Accuracy

It is suggested to implement regular data verification and training of staff for accurate data collection and updated MIS management. A structured review system should be introduced to track real outcomes and prevent errors. Clear protocols for correcting discrepancies to be implemented to further enhance data accuracy.

4.2.6. Practical and Interactive Learning

It is suggested to increase the focus on practical sessions over theoretical lectures. It will better equip participants with real-world skills. Many participants suggested increasing the number of corporate exposure activities, such as visits to workplaces and industries etc. It will give participants practical insights.

4.2.7. Trainer Deployment

Some of the participants suggested increasing the number of trainers for large batches to provide individual attention to participants. Deploying trainers with diverse expertise is also recommended to cater to the varied learning needs of participants.

4.2.8. Communication and Follow-Up

It is suggested to establish a dedicated communication channel for trainees. It will help in better support and resolve challenges during the program. It is also suggested to establish regular follow-ups with participants after completing the training to help them secure jobs and receive career guidance. The establishment of a structured alumni communication is also suggested to foster long-term engagement and provide mentorship opportunities.

4.2.9. Business and Financial Training

It is suggested to introduce modules on business management, financial literacy, and resource planning to strengthen the entrepreneurial aspirations. These modules will empower participants to start and manage small businesses effectively. Guidance on accessing financial resources, such as loans or grants, is also recommended.

4.2.10. Retention and Dropout Prevention

It is suggested to conduct awareness campaigns involving participants' families and communities to address cultural and societal barriers. It will reduce dropout rates particularly for female participants.

4.2.11. Advanced Modules and Long-Term Impact

It is suggested to expand the curriculum by incorporating advanced modules on topics such as project management, negotiation, and digital marketing to enhance employability.

4.3. Conclusion

The "Make India Capable" program, implemented by Head Held High Foundation with CSR support from Kotak Mahindra Bank Limited, has addressed the critical challenges of rural youth unemployment and skill gaps. The program empowered youth from underprivileged communities across four states by equipping them with technical, entrepreneurial, and soft skills to achieve sustainable livelihoods.

The program demonstrated inclusivity, ensuring representation across gender, caste, and economic strata. It fostered financial and social independence. It bridged the gap between education and employability by providing vocational training aligned with market demands.

The program has created an impact on the lives of rural youth by instilling confidence, fostering professional growth, and creating pathways for sustainable livelihoods. The program holds the promise of driving long-term, inclusive growth and empowering the next generation of India's workforce.

List of Abbreviations

- a) **KMBL** - Kotak Mahindra Bank Limited
- b) **SDGs** - Sustainable Development Goals
- c) **CSR** - Corporate Social Responsibility
- d) **OECD** - Organization for Economic Co-operation and Development
- e) **DAC** - Development Assistance Committee
- f) **REECIS** - Relevance, Effectiveness, Efficiency, Coherence, Impact, Sustainability
- g) **NEP** - National Education Policy
- h) **KII** - Key Informant Interview
- i) **MDPI** - Multi-Dimensional Poverty Index
- j) **FY** - Financial Year
- k) **HHH** - Head Held High Foundation
- l) **MDPI** - Multi-Dimensional Poverty Index
- m) **NRLM** - National Rural Livelihoods Mission
- n) **PMKVY** - Pradhan Mantri Kaushal Vikas Yojana
- o) **LMS** - Learning Management System
- p) **T3** - Train the Trainer
- q) **EDP** - Entrepreneurship Development Program
- r) **UN** - United Nations
- s) **GDP** - Gross Domestic Product
- t) **OBC** - Other Backward Class
- u) **SC** - Scheduled Caste
- v) **ST** - Scheduled Tribe
- w) **MS** - Microsoft (as in MS Office)
- x) **ITeS** - Information Technology enabled Services
- y) **IEC** - Information, Education, and Communication

About NuSocia

NuSocia (registered as IN2X Sustainability Advisors Pvt Ltd) is an impact advisory and research organization, founded in 2017 by a group of industry experts with nearly two decades of experience across various sectors of the social impact spectrum. Its mission is to strengthen the impact ecosystem through research, advisory, and training support. The organization was incubated at NSRCEL, Indian Institute of Management (IIM) Bangalore. NuSocia collaborates with Corporations, Governments, Foundations, and Nonprofits, helping them maximize, manage, measure, and communicate their social impact. Clients choose NuSocia for its deep expertise and its ability to connect at the grassroots level, allowing for practical, tailored solutions that meet their specific needs.

Through its unique process, commitment to excellence, and vast experience, NuSocia has become one of the trusted social impact consulting partners for clients, delivering and supporting projects nationwide and working with key industry names. Specializing in Program Management, NuSocia offers services across the entire program lifecycle, including strategy, needs-gap assessments, program design, implementation, monitoring and evaluation, impact assessments, program and process documentation, communication, and more.

With a global consulting team, localized partnerships, and a workforce that is 65% female, NuSocia is composed of CSR professionals, management consultants, social sector experts, data scientists, and social researchers, all united by a passion for creating meaningful, people-centered ideas.

The core team consists of members from diverse professional and educational backgrounds, such as Agriculture, Public Health, Environmental Conservation, Solid Waste Management, Watershed Management, Gender, and Social Entrepreneurship, among others. Collectively, the team possesses functional knowledge of over 10 Indian languages. Led by a woman founder and leader, NuSocia is committed to fostering an inclusive and diverse environment, with a strong focus on equality, empowerment, and mutual respect.