

Impact Assessment study of Education & Skill Development CSR interventions

Amara Raja Batteries Limited

November 2022

Price Waterhouse Chartered Accountants LLP



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Notice to the reader

1. This report has been prepared solely for Amara Raja Batteries Limited (ARBL) being the express addressee to this report as “Client” or “Amara Raja Batteries Limited”. PW does not accept or assume any liability, responsibility or duty of care for any use of or reliance on this report by anyone, other than (i) our Client, to the extent agreed in the relevant contract for the matter to which this report relates (if any), or (ii) as expressly agreed by PW at its sole discretion in writing in advance.
2. This report by its very nature involves numerous assumptions, inherent risks and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. PW does not make any representation or warranty, express or implied, with respect to the information contained in this report. The information contained in this report is selective and is subject to updating, expansion, revision and amendment. It does not purport to contain all the information that a recipient may require.
3. We have not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion. ARBL shall be fully and solely responsible for applying independent judgment, with respect to the findings included in this report, to make appropriate decisions in relation to future course of action, if any. We shall not take responsibility for the consequences resulting from decisions based on information included in the report.
4. While information obtained (if any) from the public domain or external sources has not been verified for authenticity, accuracy or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. However, it must be noted that some of these websites may not be updated regularly. We assume no responsibility for the reliability and credibility of such information.
5. Our work was limited to the specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the programme, selected as sample respondents. Accordingly, changes in circumstances or information available after the review could affect the findings outlined in this report.

Notice to the reader...contd.

6. We assume no responsibility for any user of the report, other than ARBL management. Any person who chooses to rely on the report shall do so at their own risk.
7. Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders.
8. "Should any unauthorized person or any entity other than ARBL obtain access to and read this report, by reading this report such person/entity accepts and agrees to the following terms:
 - i. The reader of this report understands that the work performed by PW was performed in accordance with instructions provided by ARBL and was performed exclusively for ARBL sole benefit and use.
 - ii. The reader of this report acknowledges that this report was prepared at the direction of ARBL and may not include all procedures deemed necessary for the purposes of the reader.
 - iii. The reader agrees that PW its partners, directors, principals, employees and agents neither owe nor accept any duty or responsibility to it, whether in contract or in tort (including without limitation, negligence and breach of statutory duty), and shall not be liable in respect of any loss, damage or expense of whatsoever nature which is caused by any use the reader may choose to make of this report, or which is otherwise consequent upon the gaining of access to the report by the reader. Further, the reader agrees that this report is not to be referred to or quoted, in whole or in part, in any prospectus, registration statement, offering circular, public filing, loan, other agreement or document and not to distribute the report without PW's prior written consent."
9. In no circumstances shall we be liable, for any loss or damage, of whatsoever nature, arising from information material to our work being withheld or concealed from us or misrepresented to us by any person to whom we make information requests.

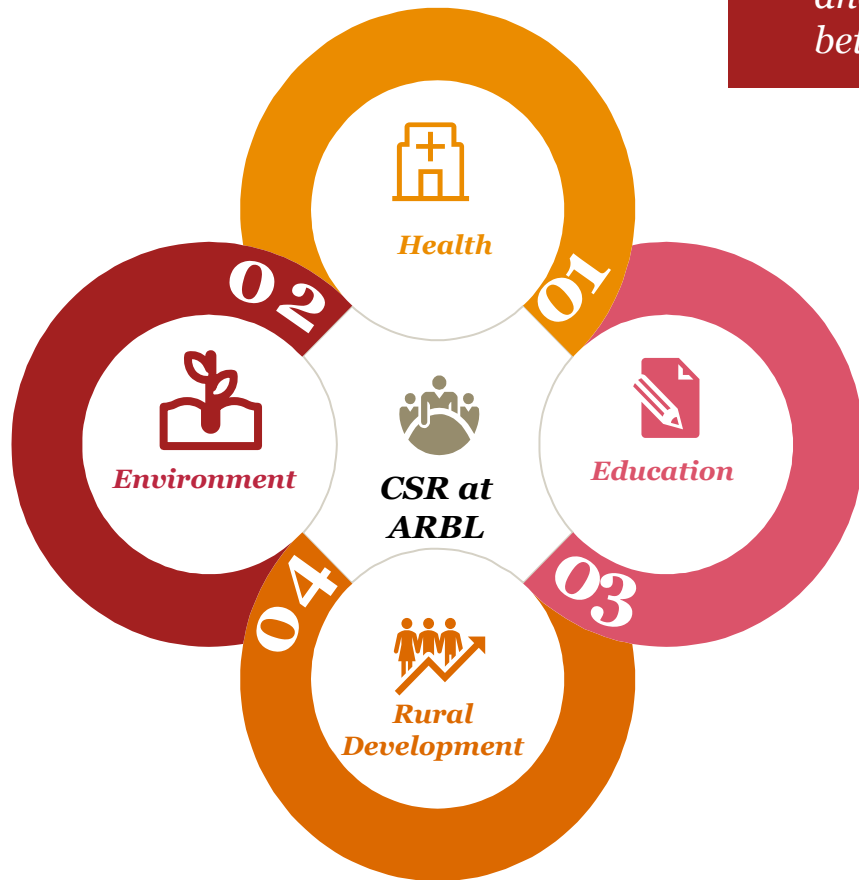
Section 01

Introduction



CSR at ARBL

The core purpose of the CSR policy of ARBL is “To transform our spheres of influence and to improve the quality of life by building institutions that provide better access to better opportunities, goods and services to more people all the time”.



Amara Raja Batteries Limited (‘ARBL’) is the manufacturer of lead-acid batteries for both industrial and automotive applications in the Indian storage battery industry.

ARBL has been implementing Corporate Social Responsibility (CSR) Programmes in India through Rajanna Trust (CSR arm of Amara Raja group) and Amara Raja Educational Society.

ARBL intended to conduct Impact Assessment of its two CSR Projects as identified by the Management and engaged PW for the same. The two CSR Projects are:

- (i) Construction, running and maintenance expenditure of Amara Raja Schools
- (ii) Running and maintenance expenditure of Amara Raja Skill Development Centre

Source: <https://www.amararajabatteries.com/images/investors/corporate-governance/policies/Corporate-Social-Responsibility-Policy.pdf> (CSR policy of ARBL)

Project scope of work

We have completed the Impact Assessment Study of 2 CSR interventions:

- 1. Construction of one school, Running and Maintenance expenditure of Amara Raja Schools &***
- 2. Running and Maintenance expenditure for Amara Raja Skill Development Centre (ARSDC) of Amara Raja Batteries Limited.***

Our work was carried out in accordance with the scope of work and terms agreed in our Letter of Engagement dated 6th May 2022 with ARBL.

Scope of work:

Review of the impact created by the 2 CSR Projects: This includes reviewing the Key performance indicators (KPIs) as defined by the Management under the framework for implementing the CSR project for the outputs, outcomes and impact of the Projects based on the IRECS-Inclusiveness, Relevance, Efficiency, Convergence framework and provide recommendation on the project performance for Management's evaluation. Our detailed approach is as follows:

- Understand the scope and boundary of the CSR project to be evaluated and the assistance to be provided. Conduct desk review of the documentation provided by ARBL and consultations with ARBL CSR team and implementing partners of ARBL and agree with the management the parameters to be assessed for the Impact Assessment.
- Stakeholder mapping to identify key stakeholder groups to be interacted with during the assessment
- Based on the above, develop the questionnaires (quantitative and qualitative) to be used during the assessment for conducting face to face interactions, Focus group discussions/In-depth interviews and meetings with the stakeholders and beneficiaries of the programme
- Finalise the sampling criteria and representative sample for identification of the respondents of the assessment in consultation with ARBL
- Data collection on field and through virtual interactions (as relevant) based on the questionnaires developed and consultations done
- Based on the field visits and virtual interactions and discussions, the qualitative and quantitative information would be analysed and assessment of outcome/impact would be done.
- Report developed based on the overall findings including the recommendations for management's consideration.

This report

- Our deliverable in no way should be construed as an opinion, attestation, certification or other form of assurance. We have not performed any procedure which can be constituted as an examination or a review in accordance with generally accepted auditing standards or attestation standards.
- We performed and prepared the Information at ARBL's direction and exclusively for ARBL's sole benefit and use pursuant to the agreement with ARBL. Our report is based on the completeness and accuracy of the above stated facts and assumptions; which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.
- PW makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.
- By giving our consent to the publication of our final impact assessment report on the Company's website ('your website') we do not accept any duty of care and deny any liability.

Project briefs

01

Construction of one school, Running and Maintenance expenditure of Amara Raja Schools



- ARBL's 3 CBSE affiliated Schools are located at Karakambadi, Petamitta and Diguvamagham in Chittoor district which aims to cater to students of around 300 villages.
- Under the project ARBL was to provide running & maintenance support (including complete infrastructure and administrative support). 1 additional building was to be constructed at Petamitta school through ARBL support.
- The educational institutions were to be equipped with infrastructure facilities and with a teacher-student ratio focusing on improved attention and understanding of the students.
- The aim was to provide an opportunity for quality, city equivalent but affordable education to local students, pioneering the rural education system and creating well-educated individuals from these areas.

02

Running and Maintenance expenditure for Amara Raja Skill Development Centre (ARSDC)



- ARSDC had an aim of skilling rural youth. The project aimed to cater to 10th Pass/Fail or Inter Pass/Fail or dropouts who were otherwise at a risk of dropping out of education.
- The project was to provide running & maintenance expenditure support (including infrastructure and administrative support) of skill development centre.
- A 2-year certificate course on "Welding Operator cum Multi Skill Technician Course" which is a government approved course under National Apprenticeship Promotion Scheme (NAPS) was to be provided post completion of training.
- Trainees shall also receive stipend along with food & accommodation support free of cost in initial 3 months and later at subsidized rates.

Source: Information shared by the client

PW * As per details shared by ARBL's CSR team, the funding support for the skill programme for three years (FY 2019-20 to FY 2021-22) was INR 11.71 crores of which 3.8% was received from another ARBL group company and the remaining amount was provided by ARBL. However, no validation of source tracking has been done for the same.

Section 02

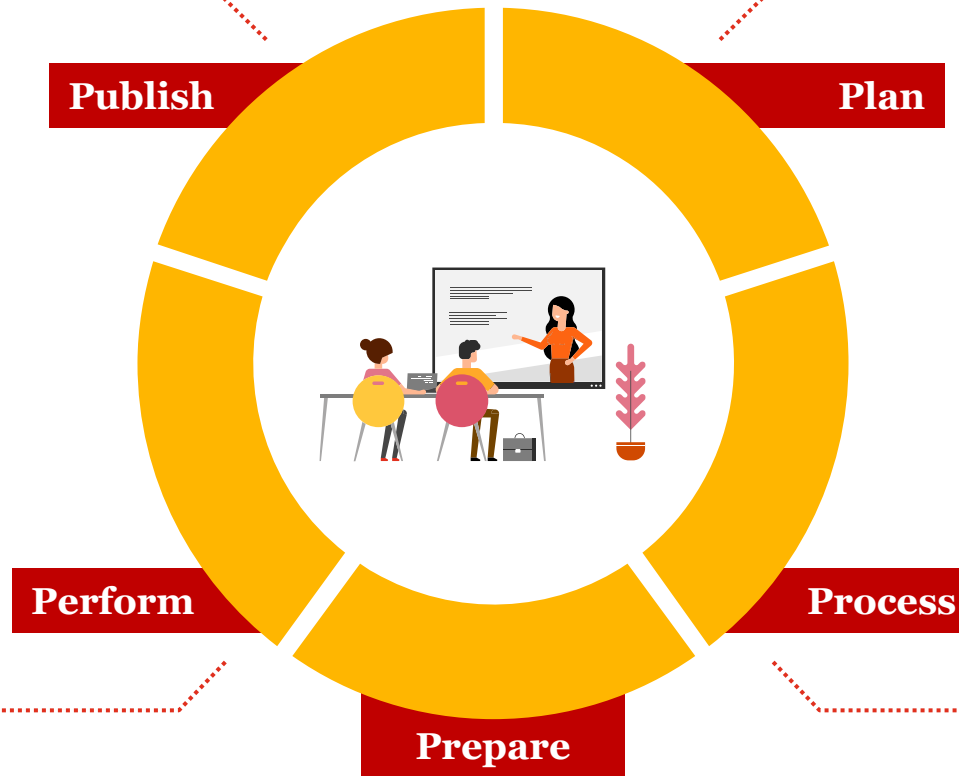
Approach and methodology



Approach & methodology

- Draft report on the findings of the study for ARBL's consideration and feedback

- Conducted data collection with the sampled stakeholders through field visits (*refer page 13*).
- Data entry, cleaning and analysis



- Agreed and finalised the scope of impact assessment
- Conducted desk review of existing documents relevant to the projects for Impact Assessment (IA)

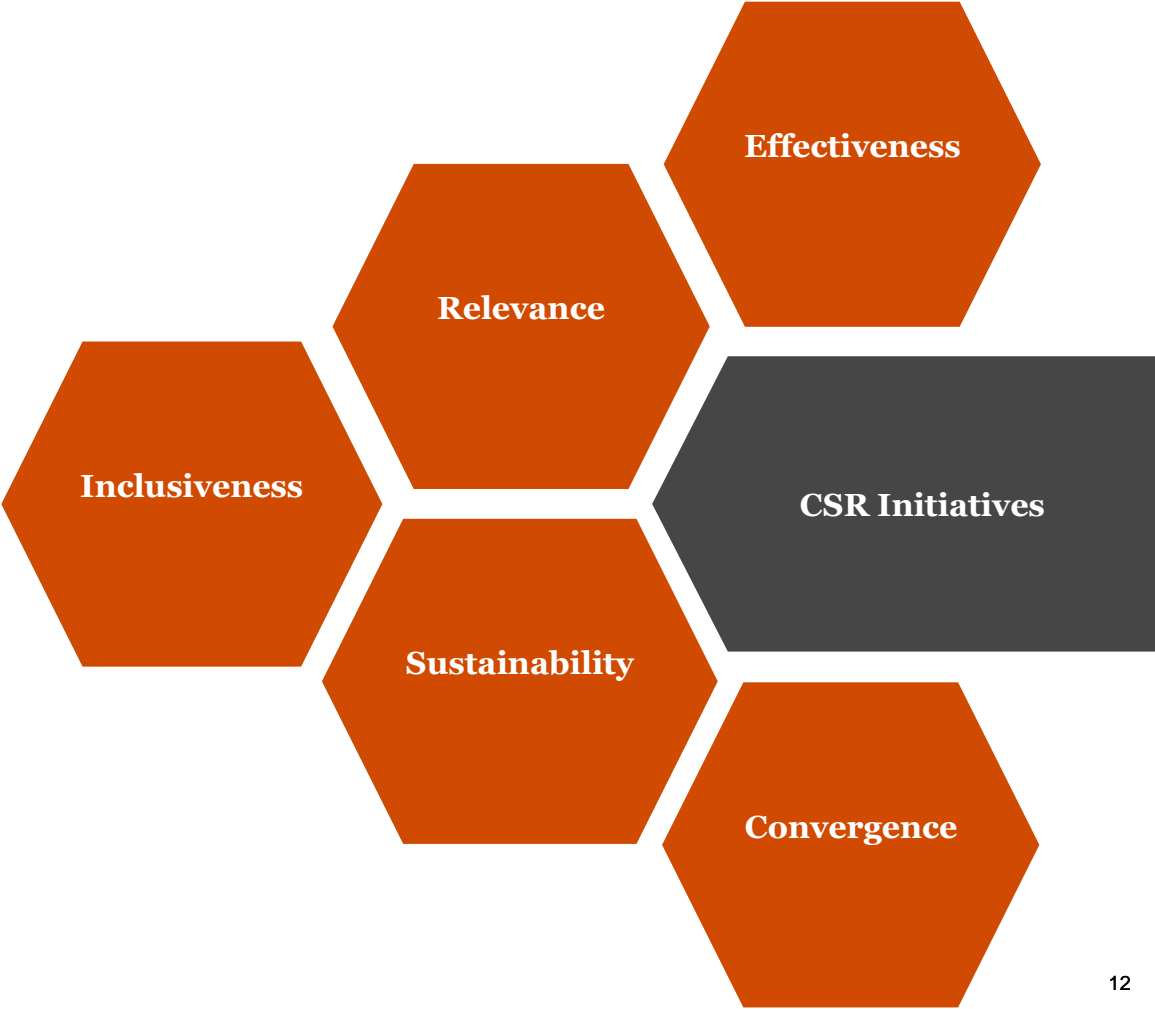
- Finalize the evaluation framework for the study in consultation with the organization
- Identify Key Performance Indicators for the projects to be assessed based on the IRECS framework (*refer page 12 for detailed framework*)
- Stakeholder mapping was done to identify key stakeholder groups and their interest/influence/impact on each of the projects

- Prepared and finalised the data collection plan in consultation with ARBL CSR team
- Prepared and finalised stakeholder specific data collection tools to capture performance of each project to be assessed
- Finalised the samples for identification of respondents (*refer page 13 for the coverage*)

IRECS Framework for impact assessment....the 5 key criteria for reviewing impact

The impact of the ARBL CSR interventions were assessed using the IRECS framework. IRECS is geared to provide an overall feedback on the efficacy of implementation as well, as its efficiency in terms of achievement of the desired project outputs with reference to inputs. IRECS framework measured the performance of programme on five parameters – Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability. Overview of areas assessed under each of these five parameters is provided below:

Inclusiveness	Ability of different stakeholders, particularly poorest and most marginalised - to access the benefits of activities, be part of institutions (healthcare / education committees) and derive equitable benefits from assets created
Relevance	Are the services /inputs /institutions facilitated in the project able to meet community priorities? How was the planning done ? Was it participatory ? How were the success indicators developed? Was the community involved in development of project indicators?
Effectiveness (& Efficiency)	Have the activities been able to effectively address community expectations? How efficiently have the resources been deployed, monitored and utilised ?
Convergence	Degree of convergence with government/other partnerships; relationship between individuals, community, institutions and other stakeholders
Sustainability	Do communities feel ownership over the assets created by the activities and/or will the Project initiated community interventions sustain even after the exit of the funding agency. Are the institutions strengthened adequately to effectively manage and sustain the activities after the completion of project? Has an exit strategy been drafted?



Coverage of the impact assessment study for the 2 interventions

CSR Interventions	Sample covered (students)
Construction of one school, Running and Maintenance expenditure of Amara Raja Schools <ul style="list-style-type: none"> ➤ Amara Raja Vidyalayam I Karakambadi (CBSE) ➤ Mangal Vidyalayam Petamitta (CBSE) ➤ Amara Raja Vidyalayam II Diguvmagham (CBSE) 	96

CSR Interventions	Sample covered (trainees)
Running and Maintenance expenditure for Amara Raja Skill Development Centre (ARSDC)	73

Selection and interaction with stakeholders qualitative



- All the **3 schools** supported by ARBL were covered for the study. The respondents were from class VIII to XII.
- **Simple random sampling*** was deployed for selection of sample respondents keeping in mind distribution across the schools.
- **96 respondents** were covered for the Self- Administered Questionnaire (SAQ) survey.
- 1 Focus Group Discussion (FGD) was conducted with the ARBL CSR team.
- 3 In-Depth Interviews (IDIs) were conducted with the school principals.
- 3 FGDs each were conducted with the students and the parents.

Selection and interaction with stakeholders qualitative



- The Skill Development Centre supported by ARBL was covered for the study. The respondents were those who were either placed, drop-out post placement or had at least completed OJT.
- **Simple random sampling*** was deployed for selection of sample respondents keeping in mind distribution across the skill development centre.
- **73 respondents** were covered for the Self-Administered Questionnaire (SAQ) survey.
- 1 IDI was conducted each with the Dean and trainer of the skill development centre.
- 1 FGD each was conducted for skill development centre trainees and parents.

Data collection & Reporting

The **PW initiated data collection on the field**, with the help of *Self- Administered Questionnaires (SAQs)*, *In- depth interviews (IDIs)* and *Focused Group Discussions (FGDs)* for various stakeholders.

Data collection

To ensure quality, while facilitating the SAQs, the quantitative questionnaire were thoroughly explained to the students prior to administration in English as well as in local language and accordingly the students filled each question in the presence of the research team so that quality is ensured.

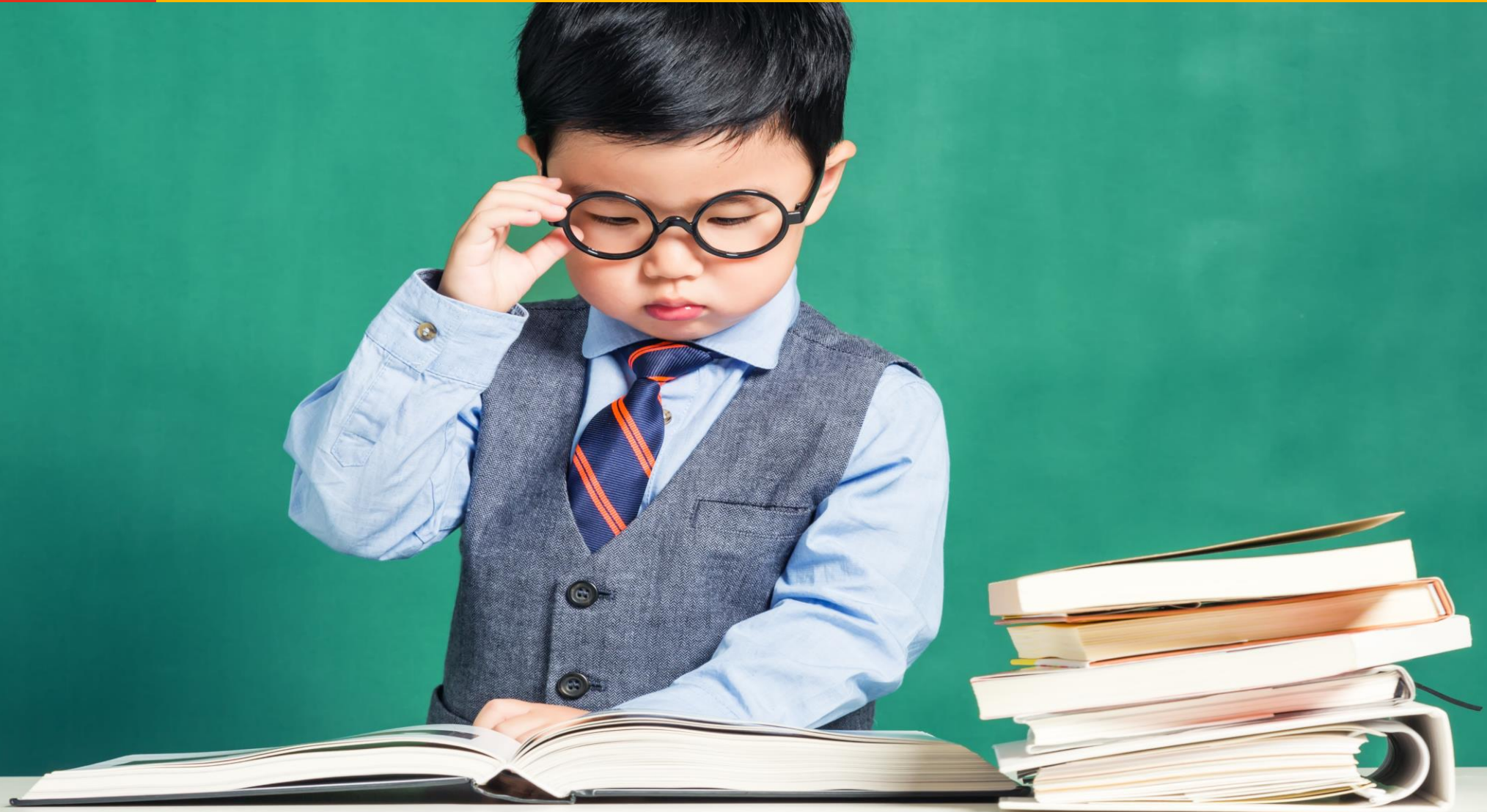
The process of data collection was carried out, wherein a team of PW representatives visited across the 3 Amara Raja Educational Society supported schools [(Amara Raja Vidyalayam I Karakambadi (CBSE), Mangal Vidyalayam Petamitta (CBSE), Amara Raja Vidyalayam II Diguvmagham (CBSE)] and the Amara Raja Skill Development Centre & interacted with the various stakeholders.

Data analyses & reporting

Post data collection, the **PW team cleaned & entered the data into an excel sheet. Data validation & analyses** was done subsequently to generate analyses tables. **This was followed by writing of the report.**

Section 03

Executive Summary



Executive summary

Summary of key findings

Impact of Amara Raja Schools

- **92% of the respondents** (n=96) stated **quality education** offered as compared to other schools nearby, **60% stated fee structure is more affordable** as compared to other schools nearby, **55% stated infrastructure support** available as **reasons for enrolment**.
- **99% respondents** (n=96) stated that the school has **computer labs**, **98%** stated that the school has **separate toilet for boys and girls** & **97%** stated that the school has **library & science labs** as **infrastructure facilities**.
- **99% respondents** (n=96) stated that the **overall infrastructure support** provided in schools **has been beneficial**. Out of these, 86% respondents (n=95) stated smart classes have helped increase understanding of topics, 76% stated that academic performance has improved in response to how the infrastructure support has been beneficial.
- **Majority** of the respondents (n=96) rated **satisfaction level as 4-5** on the various aspects of the **toilet facility**. However, 42% respondents rated availability of soap/handwash in the toilets as 1-3 (On a scale of 1-5. with 1 being the lowest and 5 being the highest).
- **98% of the female students** (n=58) **use the toilet infrastructure support** provided in the school. Out of these, **88%** (n=57) of the female students **agreed increase in attendance** due to the same.
- **98% respondents** (n=96) stated **increased knowledge of using computers**, **74% respondents** stated **access to improved learning resources** as **benefits of** using the **computer labs**.
- Out of the total respondents interacted with, **92%** (n=96) **respondents** agreed **that teachers make use of the smart class** for teaching. Out of these, **74% respondents** reported teachers use **smart classes 2-3 times a week**.

Executive summary...

Summary of key findings...contd.

- 94% and 66% of the respondents (n=96) stated access to variety of books and provides additional space to study respectively as benefits of using the library.
- 86% and 75% of the respondents stated the benefits of using the science labs as helped in enhanced understanding of the topics and access to good quality tools & equipment to carry out practical experiments.
- Out of the total respondents interacted with, **90% respondents** (n=96) agreed that they had seen **improvement in academic performance post joining the ARBL schools**. The **average marks and pass rates** for the students were reported to be **70%** and **100%** respectively (as per data shared by ARBL).
- **100% respondents** (n=96) stated that they receive **adequate support from teachers**. The **average drop-out and attendance rates** for the students were reported to be **2%** and **96%** respectively (as per data shared by ARBL).
- 89% respondents (n=96) agreed that they are aware of the fee structure. 100% of the respondents (n=85) are **satisfied with the current fee structure**. **91% – 100% respondents** (n=96) gave a **rating of 4 and 5** on the various school aspects provided as support by ARBL.
- In comparison of ARBL schools with other schools, **74%- 99% respondents** (n=96) stated that the **ARBL schools are better** on the various aspects such as faculty, toilet infrastructure, fee structure, smart classes, science labs, quality education, extra curricular activities & sports.

Overall recommendations

- Continued focus on yoga & meditation, introduction of morals & ethics as a subject was emphasized as important aspects by the parents and further, a dedicated counsellor to address adolescent issues faced by the students and provide guidance on career options can be explored.
- The representation of SMC to be aligned as per the existing CBSE Board guidelines wherein there is adequate representation of school management, parents and other stakeholders. This can help in the overall administration and management of the school which will in turn support in the development of students by making it more participatory, inclusive and inculcate a sense of ownership among parents and community.
- The schools may **form partnerships** with nearby schools for inter and intra level competitions, **guest sessions and exposure visits** which will help in the **holistic development** of the students.

This section provides a snapshot of key findings & recommendations under the study. Please refer section 4.1 for detailed findings and recommendations

Executive summary

Summary of key findings

Impact of Amara Raja Skill Development Centre

- 87.7% of the trainee (n = 73) respondents were from SC/ST/OBC category and 63% were from rural areas
- 74% (n = 73) of the trainees had no prior work experience
- Most of the trainee respondents (n = 73) gave **a rating of 4 or 5 out of 5 to most of the parameters** asked like **OJT (94.6%), infrastructure (94.5%), life-skills (96%), hostel facility (90.5%), and placement support (89.5%)**
- Further, in terms of overall feedback of training **over 90% of trainees gave a rating of 4 or 5 out of 5 to various parameters** like improvement in personality and confidence level (96%) (n=73), improvement in income and standard of living (89%) (n = 41) and getting a job with adequate remuneration (94.4%) (n = 41).
- 72 respondents found the expert talks to be beneficial. Among them, 75% reported it helped in increasing knowledge about the skill while 56.9% reported it helped in clearing their doubts.
- Key reasons reported by respondents (n = 73) for selecting the ARBL skill centre included **‘good facility & infrastructure’ (60.3%), ‘course accreditation** by National Apprenticeship Promotion Scheme (NAPS) & National Electronics Skill Development Corporation (NESDC)’ **(60.3%)**, followed by ‘course being offered for free’ (39.7%)

Executive summary

Summary of key findings...contd.

- **“More comfortable lifestyle” (67.1%) and “increase in savings” (60.3%)** were reported as the two key **impacts on household standard of living** post training by the respondents (n = 73)
- In the survey it was observed that **87.8% of the trainees were currently employed** among those who had completed training (**n = 41**)
- 71.8% of the respondents (n=39) reported that they were contacted by the institute at least once to check in on employment status post completion of training whereas 15.4% have reported that follow up by Training center is yet to be done with them.

Overall recommendations

- ARSDC may conduct regular and **frequent follow ups** with the trainees who got placed to provide them any **required support and refresher trainings** (if required)
- ARSDC may **explore introduction of more courses** through which trainees **can develop varied skills and target additional employment opportunities** providing the trainees overall **more choices**. Few courses may be introduced which **are women-centric in nature to increase the female participation**.
- ARSDC may place a slight greater focus on **communication and personality development** of the trainees. **Better personality, spoken English** along with improved communication skills would further improve the confidence of the trainees and **increase their placement opportunities**.
- ARSDC may **form partnerships** with other corporates and organizations to **diversify** the OJT & placement opportunities **which would help in greater exposure along with more opportunities for On-Job-Training and placement**.

This section provides a snapshot of key findings & recommendations under the study. Please refer section 4.2 for detailed findings and recommendations



Section 4

Findings from the study & Recommendations





Section 4.1

Amara Raja Schools

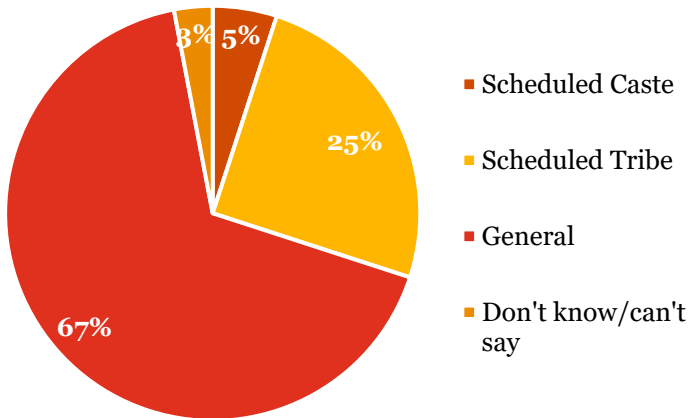
Profile of respondents

Gender and social category wise distribution of respondents

61% of total respondents were female



Social category wise distribution of respondents (n=96)



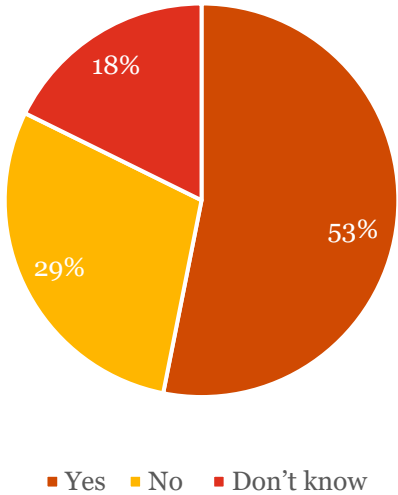
Academic Profile

Majority of the respondents were from standard IX. 47% of the respondents have been in the school from 7-10 years. Median respondent age was 14 years.

Standard	%
VIII	21%
IX	31%
X	23%
XI	12%
XII	13%

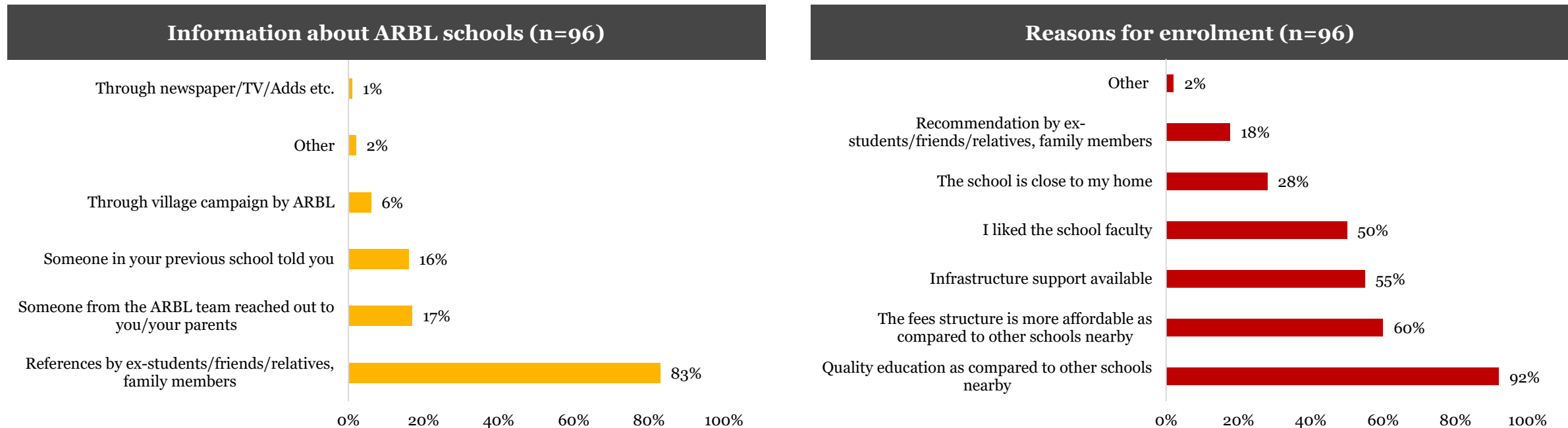
Years in the school	%
1 - 3 years	25%
4 - 6 years	28%
7 - 10 years	47%

Family has BPL card (n=96)



Median student age- 14 years

Awareness and reasons for enrolment

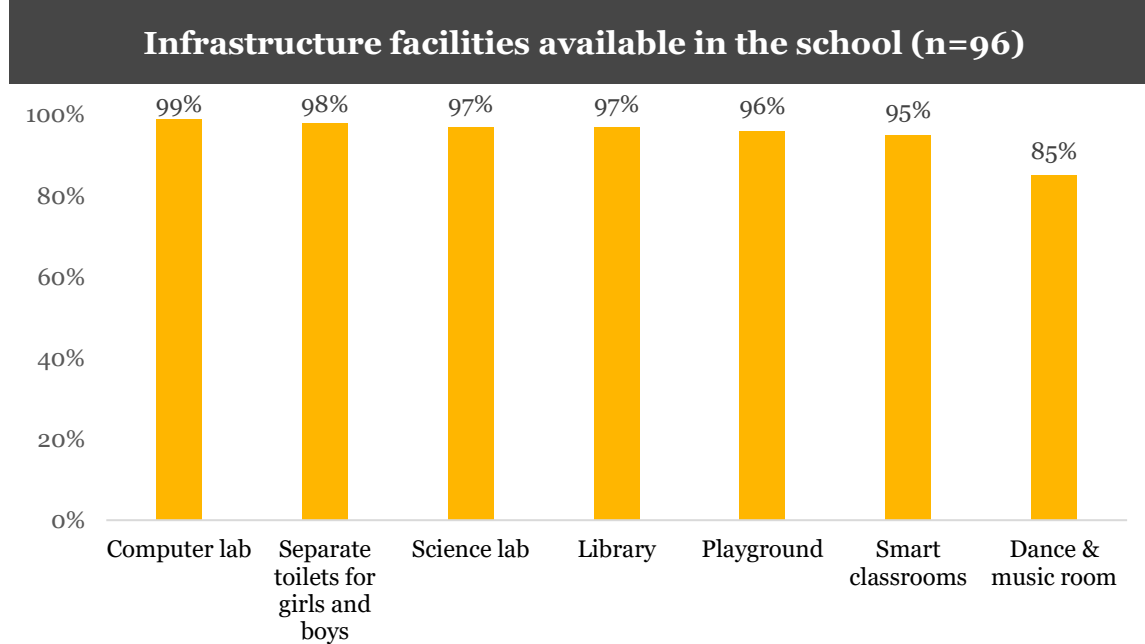


***Multiple Choice Question, Responses may add up to more than 100%*

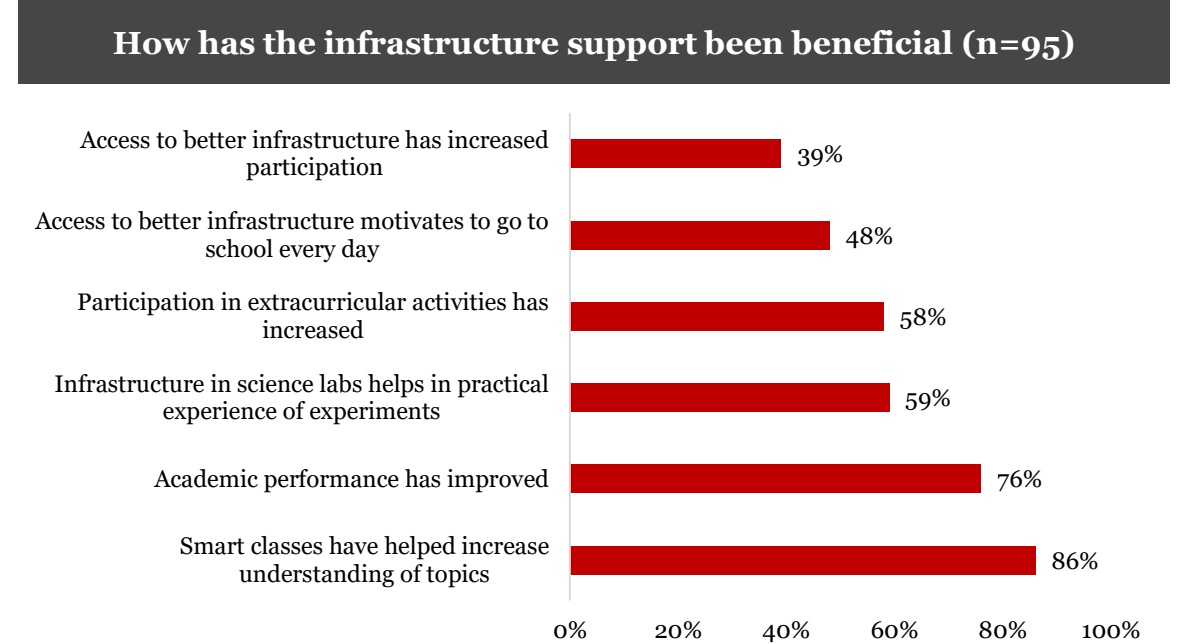
***Multiple Choice Question, Responses may add up to more than 100%*

- Majority 83% respondents (n=96) stated that they got information about the ARBL school from references by ex-students/ friends/ relatives/ family members. 2% respondents stated that they saw the school being constructed and proximity to their village as reasons for information about the ARBL schools.
- Parents have stated that ARBL schools are good quality CBSE schools available in the vicinity and they do not feel the need to send their children to any additional coaching classes apart from school due to the high standard of education and discipline.
- During the interaction with the respondents and parents, all of them opined that the **reasons for enrolment in the ARBL schools are quality education, less fee, discipline and good infrastructure** facilities compared to other nearby schools. The parents revealed that many NRI parents have also enrolled their children in the schools due to the good quality of education.
- 2% of the respondents stated good environment and atmosphere as reasons for enrolment.

School infrastructure support



***Multiple Choice Question, Responses may add up to more than 100%*

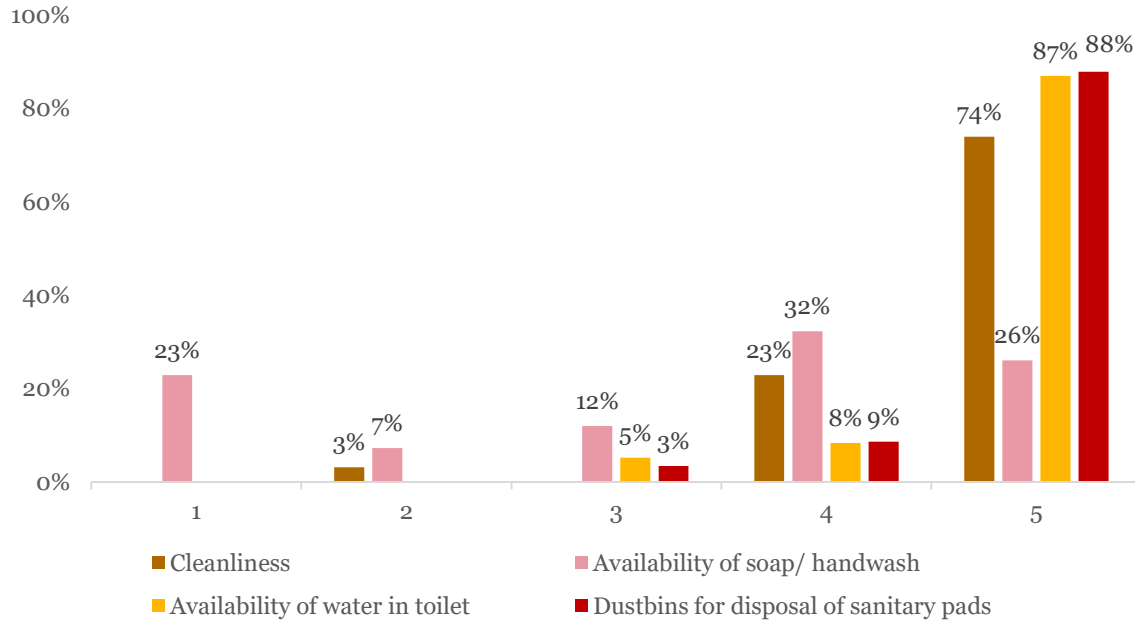


***Multiple Choice Question, Responses may add up to more than 100%*

- More than 95% respondents from all the 3 schools highlighted that they have state of the class infrastructure having computer labs, separate toilet for boys and girls, science lab, library, playground, smart classrooms and dance & music room which helps in the academic, personality and holistic development.
- During the interaction, the respondents revealed that they are content with the infrastructure facilities available in the school; access and usage. The respondents also opined that the infrastructure facilities are best in class when compared to the other schools nearby. Students reported that the facilities were functional, and they make full use of it.
- 99% respondents (n=96) stated that the overall infrastructure support provided in schools has been beneficial. Out of these, 86% respondents (n=95) stated smart classes have helped in increasing the understanding of topics, 76% stated that academic performance has improved, and 48% students feel motivated to go to school everyday due to better infrastructure support provided.
- During the interaction, the parents and students stated that although there was Parents Teacher Meeting (PTM) in place, but the frequency was not sufficient and suggested that there can be better involvement giving them the ownership and making the development more inclusive, participative & sustainable.

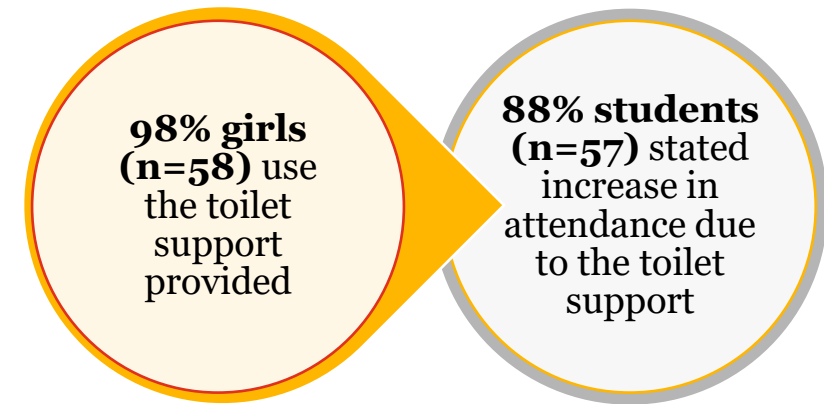
Provision of toilets & its impact

Satisfaction level on various aspects of toilet facility* (n=96)



*Dustbins for disposal of sanitary napkins was asked only to female students

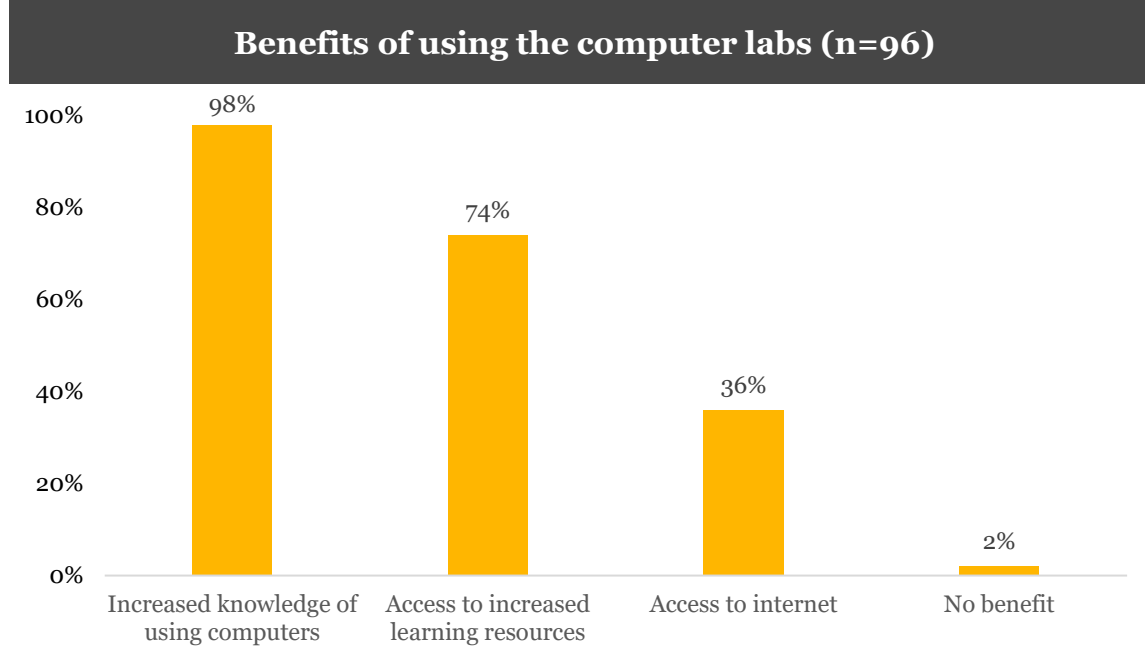
Usage and benefit of toilet infrastructure support by girls** (n=58)



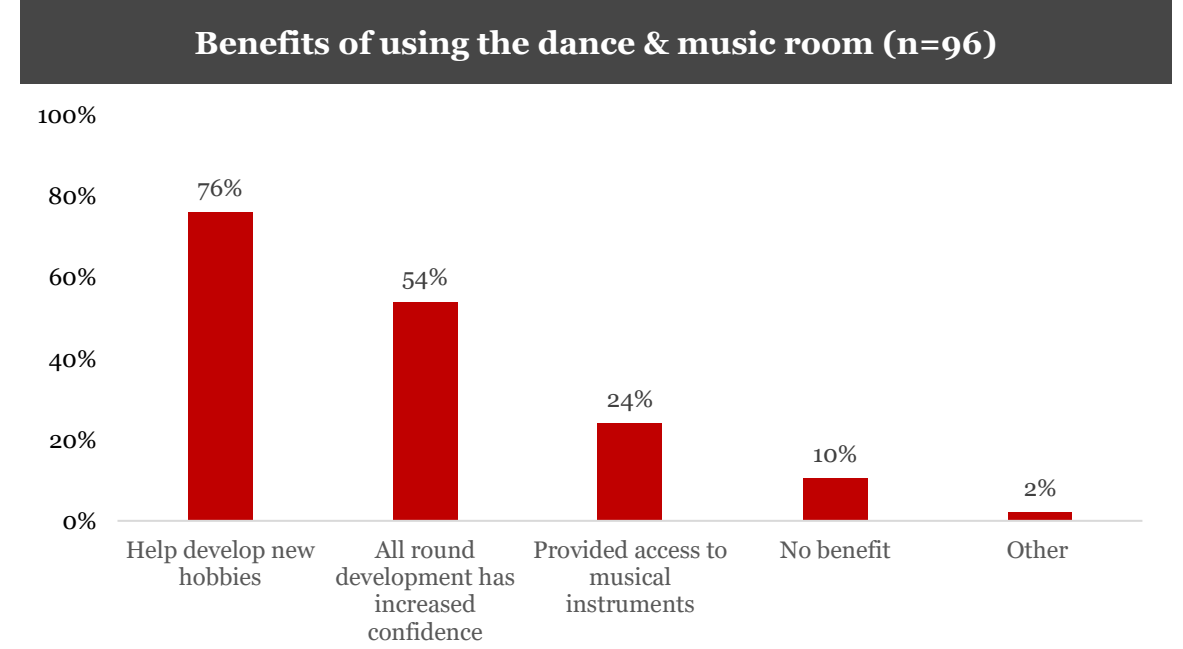
**These questions were asked only to female students

- All the schools have separate toilet facility for boys & girls. The students stated that they are satisfied as the toilets are clean, have availability of water and dustbins. Some of the students who were earlier in other schools stated that the toilets are much clean and better than the other schools and highlighted that the toilet facility has enabled girl students to attend schools even during menstruation.
- On a scale of 1 (minimum)-5 (maximum), majority of the respondents (n=96) rated satisfaction level as 4 to 5. The **average rating** for **cleanliness, availability of water in toilet and dustbins for disposal of sanitary pads** was **4.75/5**. The **average rating** for **availability of soap/ handwash** was **3/5**. **42% of the respondents (n=96) rated 1-3 for availability of soap/ handwash** in the toilets. During the interaction, the respondents highlighted the issue of non-availability of soap and handwash in the toilets. The PW team also observed the same during the field visit.
- 98% of the female students (n=58) use the toilet infrastructure support provided in the school. Out of these, 88% (n=57) agreed increase in attendance due to the same. During the interaction with female students, they opined that the dustbins for disposal of sanitary napkin facility in the schools enable them to attend the school even during menstruation cycle. **Separate toilet ensures privacy and safety amongst the female students.**

Impact of computer labs and dance & music room



****Multiple Choice Question, Responses may add up to more than 100%**

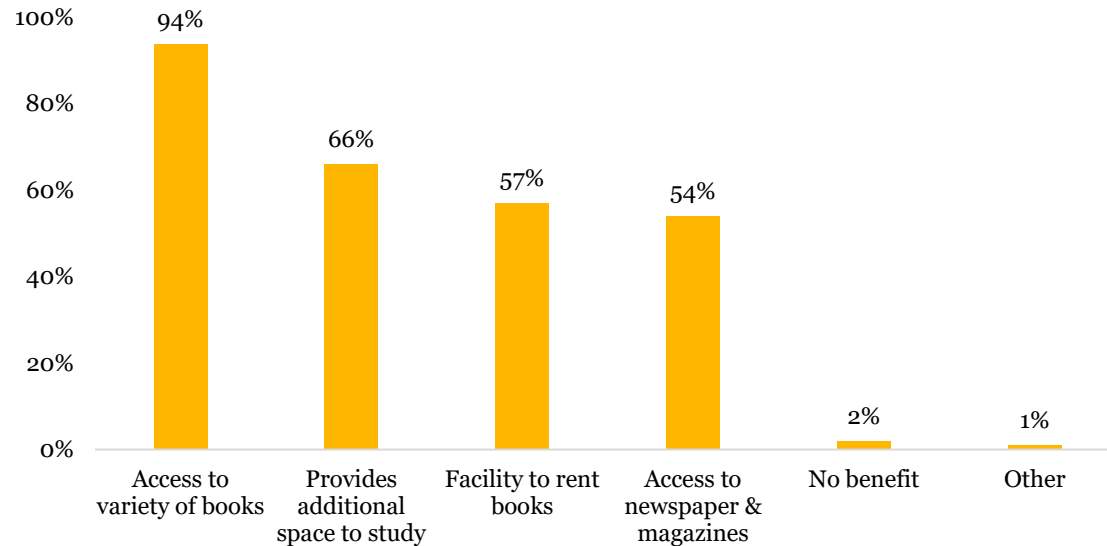


****Multiple Choice Question, Responses may add up to more than 100%**

- The schools have modern and well-equipped computer laboratory with internet connection. During the interaction, the students stated that the computer labs have been beneficial for them as they learn how to operate the computer system and gain digital literacy. The students stated that they use the computer labs for increased proficiency in usage of computers & internet and accessing study materials & additional learning resources.
- 98% respondents (n=96) stated increased knowledge of using computers, 74% stated access to improved learning resources as benefits of using the computer labs. Some students stated that the computer lab facility is better than their peer schools.
- 76% respondents (n=96) stated help in development of new hobbies, 54% respondents stated all round development has increased confidence as benefits of using the dance & music room. The students stated that there are 8 clubs in the school (dance & music, IT, sports, nutrition, sports, nature, mathematics, social & language) and the Extra Curricular Activities (ECA) have helped them in building skills like problem solving, teamwork, leadership, etc. which have helped in personality and confidence development. 2% respondents (n=96) stated improved fitness and provides relaxation as the benefits.
- The students stated that the dance & music room help them in developing new hobbies and learning musical instruments. However, it was observed and some of the male students stated less interest in the dance & music room and perceived dance & music to be of no benefit to them.

Understanding the impact of library & playground

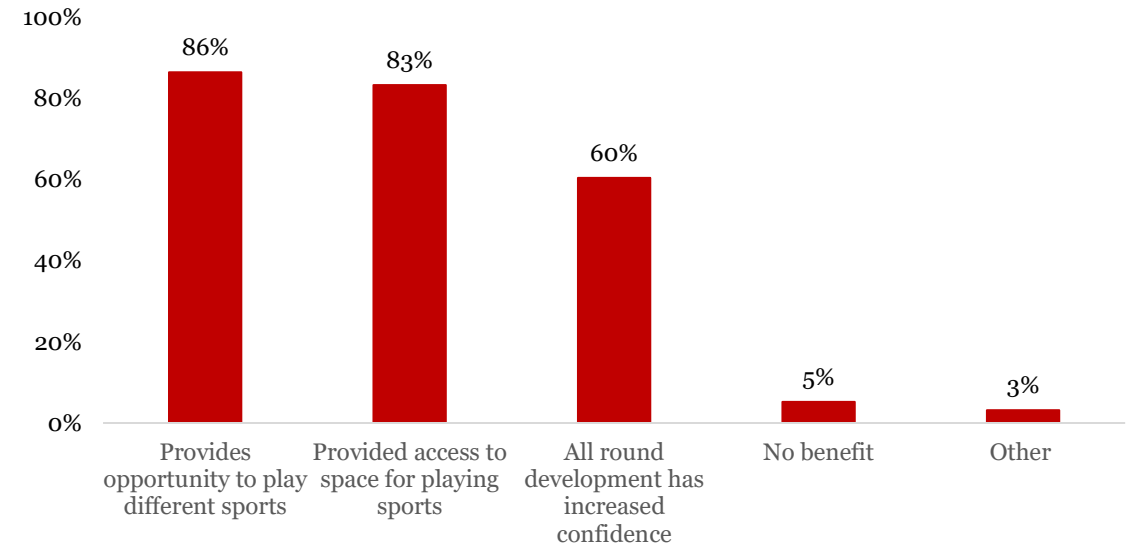
Benefits of using the library (n=96)



***Multiple Choice Question, Responses may add up to more than 100%*

- 94% and 66% of the respondents (n=96) stated access to variety of books and provides additional space to study respectively as benefits of using the library.
- 1% of the respondent stated increase knowledge of new things as benefit of using the library.
- The respondents revealed that they visit the library 2 times in a week. Further, they also opined that moral story books, general knowledge materials, course curriculum books, study materials, etc. are available to read while in the library. However, the respondents highlighted that they can not issue and take the books to read at home.

Benefits of using the playground (n=96)

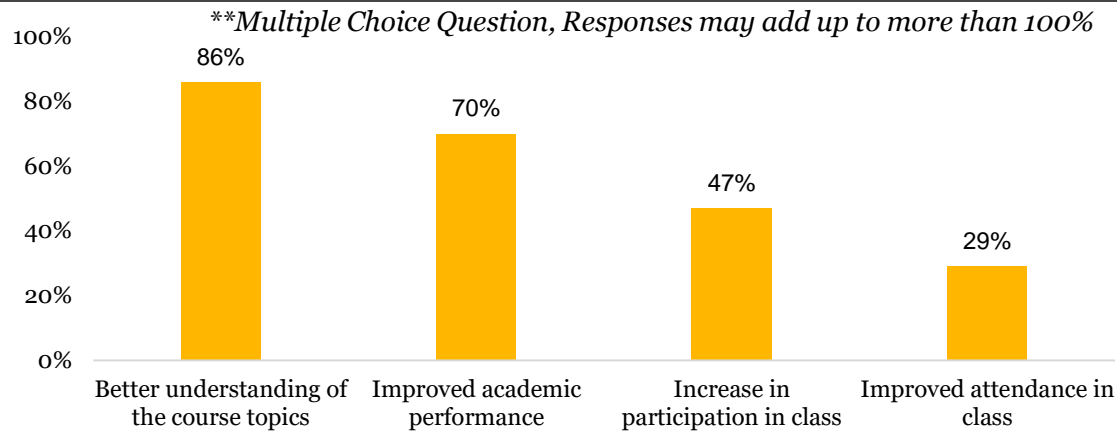


***Multiple Choice Question, Responses may add up to more than 100%*

- The students stated that they have sports period 2/3 times a week which helps them get a break from study. The schools have lots of options regarding the indoor and outdoor sports activities like kabaddi, kho-kho, volleyball, football, throwball, badminton, chess, carrom, etc. as stated by the students. **However, the students and parents revealed that currently the inter-school competitions are with other Amara Raja schools only and there is no provision or facility of intra-school competitions, guest sessions, exposure visits, etc. with other schools.**
- Majority 86% and 83% of the respondents (n=96) stated that the playground provides opportunity to play different sports and provides access to space for playing different sports respectively as benefits of using it. 3% of the respondents stated improved fitness and mind relaxation as benefits of using the playground.

Impact of smart classes and science labs

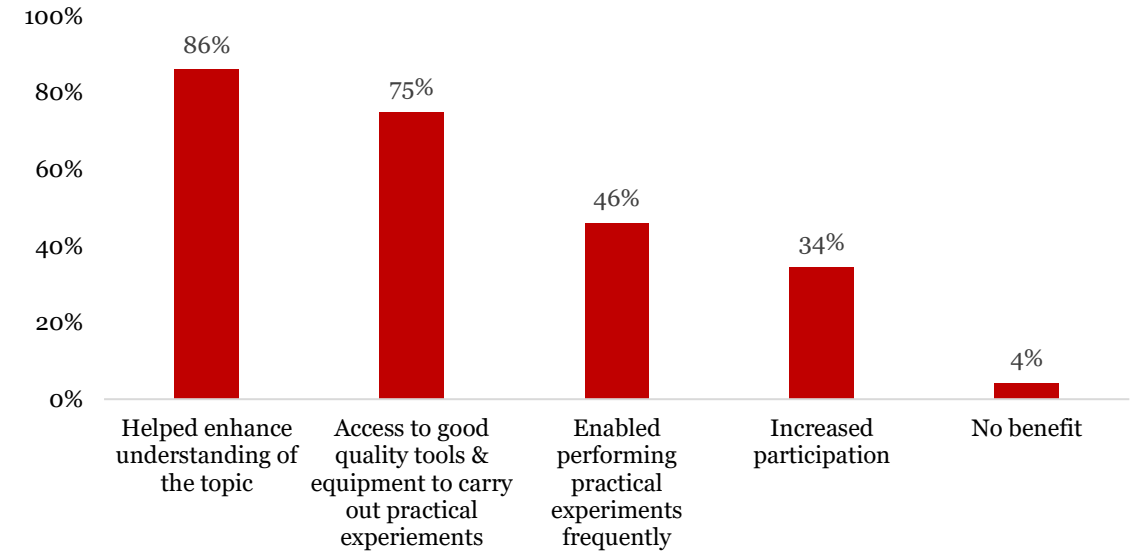
Benefits of using the smart class (n=96)



Frequency of usage of smart classes for study (n=96)



Benefits of using the science labs (n=96)

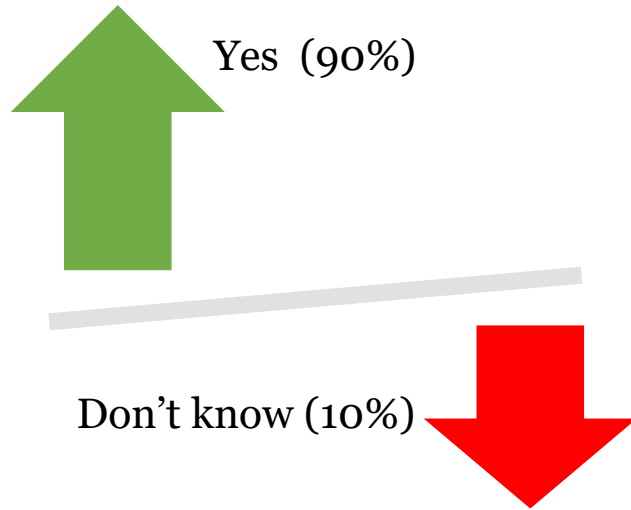


****Multiple Choice Question, Responses may add up to more than 100%**

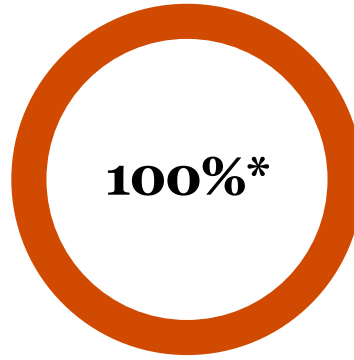
- The schools have good quality smart class and science lab facility. The smart classes have projector, touch enabled white board and blackboard for aiding the teachers. The science labs are well-equipped, separate for physics, chemistry & biology and have functional equipment as stated by the students.
- 92% (n=96) respondents agreed that teachers make use of the smart class for teaching. Out of these, 74% respondents reported that the teachers use the smart classes 2-3 times a week and use them in an integrated way with the regular teaching. 86% of the respondents stated benefits of using the smart classes as better understanding of the course topics.
- During the interaction, the respondents revealed that they use smart classes for all the subjects, and it helps them in understanding of the topics in detail, visualize objects and maps in 3D and makes boring subjects interesting and fun to learn. They stated that smart class motivates them to come to the school and have helped in better understanding, increased retention, concentration and attendance span. **The average attendance percentage of the schools during 2019-2022 was reported to be 96%.**
- Majority 86% and 75% of the respondents stated the benefits of using the science labs has helped in enhanced understanding of the topics and access to good quality tools & equipment to carry out practical experiments. The respondents stated that the science labs help in understanding the practical concepts which add onto the theoretical learnings gained in the classroom and elevate the learning experience resulting in an improved and holistic learning.

Impact of teacher support and school fees

Improvement in academic performance
post joining ARBL school (n=96)

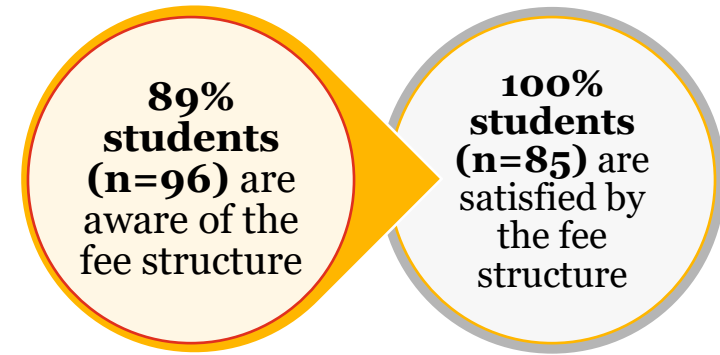


Receive adequate support from
teachers (n=96)



*98% stated receiving adequate support always while
2% stated receiving adequate support sometimes.

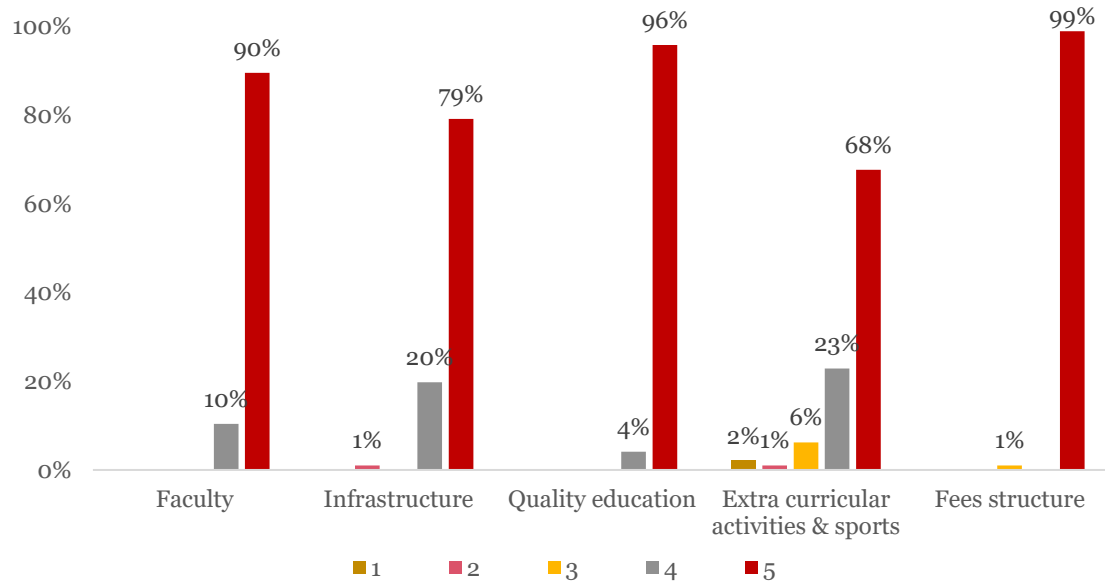
Awareness and satisfaction with the fee
structure (n=96)



- 90% respondents (n=96) agreed that they had seen improvement in their academic performance post joining the ARBL schools. 10% were not aware as some of them had joined recently from state boards and were still in the adapting stage. Some students also stated that Covid 19 had hampered the learning and they were not sure of the improvement in academics due to the same. During the interaction, it was revealed that there has been an average improvement of 10%-20% in the marks of the respondents. The average marks and pass rate during 2019-2022 of the schools was reported to be 70% and 100% respectively (as per data shared by ARBL).
- During the interaction, the respondents opined that the teachers are supportive, and the students can freely and without any prejudice ask their doubts. The teachers clarify the doubts repeatedly till the students gain the clarity and understanding of the concept.
- In terms of perception about the fee structure, the parents & students during the interactions opined that the school fee is very less when compared with nearby private schools with regards to the quality of education and the infrastructure facilities provided in the school. They also revealed that it was a major reason for getting admission in the ARBL schools.
- During the interaction with the students and the parents, they opined that there is a high demand for getting admission in the ARBL schools and there is minimal drop out rate. The average drop out rate during 2019-2022 of the schools was reported to be 2% (as per data shared by ARBL).

Overall satisfaction from the school

Satisfaction level on various school aspects (n=96)*

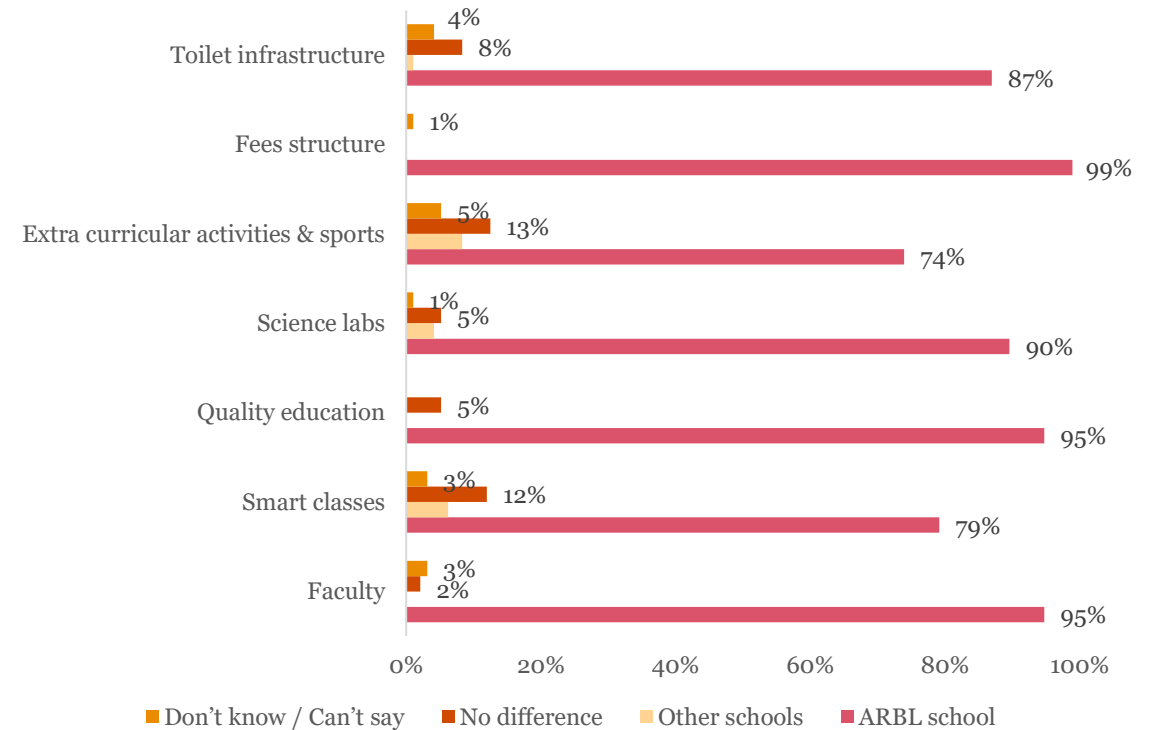


The average rating of students based on the satisfaction level for various school aspects **stands at 4.5/5** on a scale of 1-5 with 1 being the lowest and 5 being the highest.

*2% students stated don't know/ can't say on fees structure.

- Overall faculty, quality education & fee structure were rated 5 by more than 90% respondents. The respondents opined that they feel comfortable in asking their doubts to the teachers and they receive adequate support from the teachers. In comparison of ARBL schools with other schools, 74%- 99% respondents (n=96) stated that the ARBL schools are better on various parameters like faculty, smart classes, quality education, science labs, fee structure, toilet infrastructure, extracurricular activities & sports.
- During the interaction, the students stated that the ARBL schools are better in comparison to other nearby schools (government and private) due to factors such as quality education, discipline, fee structure, cleanliness and state of the art infrastructure. ARBL schools are equipped with the infrastructure and environment which enables holistic development of the students and encourage equal involvement of parents and teachers in the development process.
- The parents stated that sometimes the adolescent issues create hindrance in the discipline and development of the students, therefore, the schools can focus more on providing additional support and guidance to the students of that age to address the same.

Comparison of ARBL schools with other schools (n=96)



IRECS Analysis

Parameter	Assessment from study
Inclusiveness	<ul style="list-style-type: none"> The support provided by ARBL is inclusive in nature as it caters to a wide population of students irrespective of any discrimination basis age, gender, social category, or economic status. The benefits of the schools with the CSR funding support of ARBL are used by all students with no preference to any set of students and all the students pay the same fee for respective classes in each of the schools.
Relevance	<ul style="list-style-type: none"> The project support with regards to provision of schools was relevant for the intervention villages as there was a scarcity of quality education, affordable fees, infrastructure and CBSE accredited schools in the nearby areas (Little Angel High School, Candor National Public School, Eklavya Model Residential School, etc.). The project addressed the requirement of the students and hence, are of relevance to its beneficiaries. The benefits have been recognized by the students and parents as they have highlighted the usefulness of amenities and affordable fees. 100% respondents (n=96) stated that they receive adequate support from teachers and those who are aware of the fee structure (n = 85) are satisfied with the same.
Effectiveness	<ul style="list-style-type: none"> A high degree of effectiveness has been observed in the support provided as most of the respondents have benefited from the support provided in terms of access to quality education. 90% respondents (n=96) agreed that they had seen improvement in academic performance post joining the ARBL schools. More than 95% students have stated that having computer lab, separate toilet for boys and girls, library & science labs as infrastructure facilities in ARBL schools created an impact on holistic development of students. The average attendance rate and drop out rate were 96% and 2% respectively (as per data shared by ARBL). The marginal drop out rates are due to migration of parents. It has also helped students in improving their knowledge & confidence level of students as stated by parents. In comparison of ARBL schools with other schools on various parameters, 79%- 99% respondents (n=96) stated that the ARBL schools are better. Students' participation has increased in group activities and extra curricular activities due to better self confidence as a result of holistic development.
Convergence	<ul style="list-style-type: none"> The schools strictly follow the CBSE norms and have convergence with the CBSE guidelines and resources. However, ARBL schools can have a tie-up/ partnership with other nearby schools for intra school competitions, guest sessions and exposure visits for students as the students and parents stated lack of the same.
Sustainability	<ul style="list-style-type: none"> The sustainability aspect of the project was observed to be low. The infrastructure provided by ARBL in all the three schools under the project are functional, as on the date of assessment. However, the schools are dependent on ARBL for funding even though fees are collected from students.

Recommendations (Schools)

Tie-up with local/ intra/inter state schools

All the three ARBL schools are CBSE (Central Board of Secondary Education) accredited. The schools have good quality education, affordable fees and good infrastructure facility. Although, the schools are currently running without any hindrances, the institute can further form partnerships with nearby schools for inter and intra level competitions, guest sessions and exposure visits which will help in the holistic development of the students.

Composition and representation of School Management Committee(SMC)

The representation of SMC to be aligned as per the existing CBSE Board guidelines wherein there is adequate representation of school management, parents and other stakeholders. This can help in the overall administration and management of the school which will in turn support in the development of students by making it more participatory, inclusive and inculcate a sense of ownership among parents and community.

Counselling

Continued focus on yoga & meditation, introduction of morals & ethics as a subject was emphasized as important aspects by the parents and further, a dedicated counsellor to address adolescent issues faced by the students and provide guidance on career options can be explored.

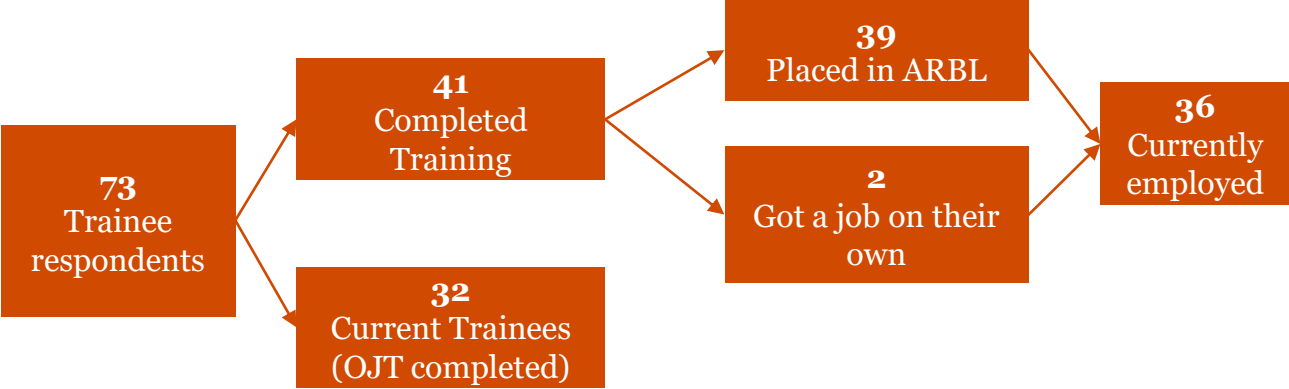


Section 4.2

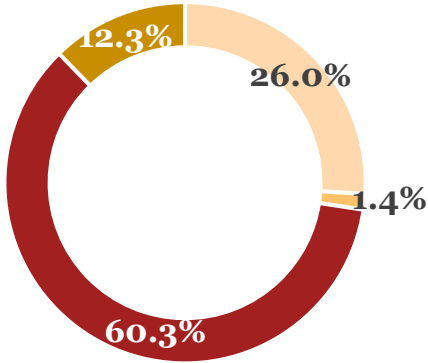
Amara Raja Skill Development Center (ARSDC)

Profile of respondents

Respondent Trainee Profile



Category (n = 73)

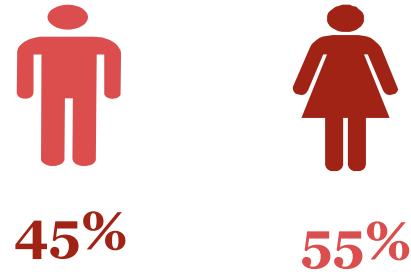


60% of the respondents were from OBC while over one-fourth were from SC category

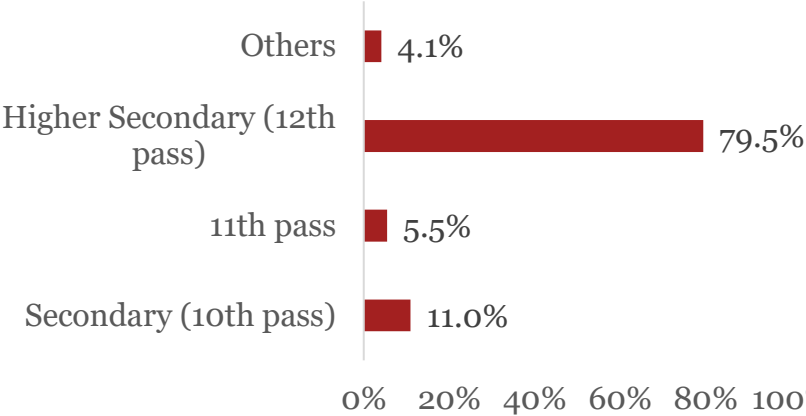
■ SC ■ ST ■ OBC ■ General

Gender (n = 73)

55% of total respondents were females



Education (n = 73)

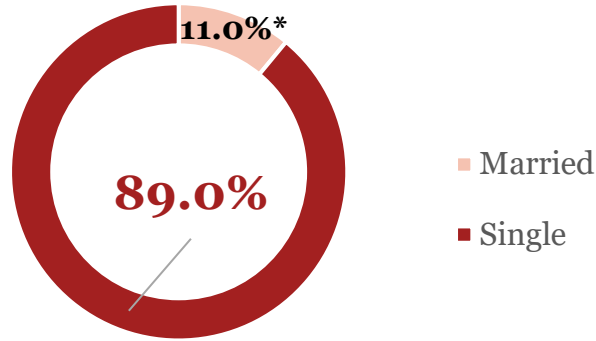


Nearly 80% of the respondents had completed their 12th at the time of the survey

4.1% had completed Diploma/Graduation post joining Amara Raja Skill Development Center (ARSDC)

Profile of respondents...contd.

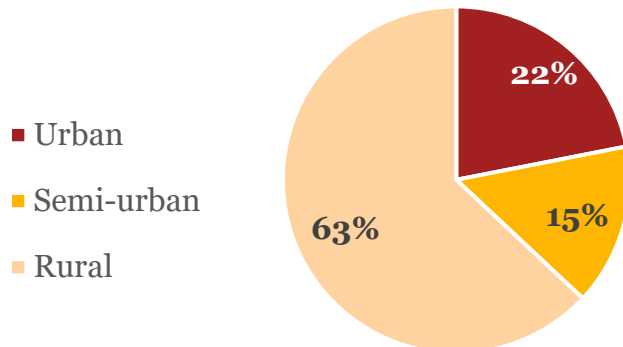
Current marital status (n = 73)



89% of respondents were not married

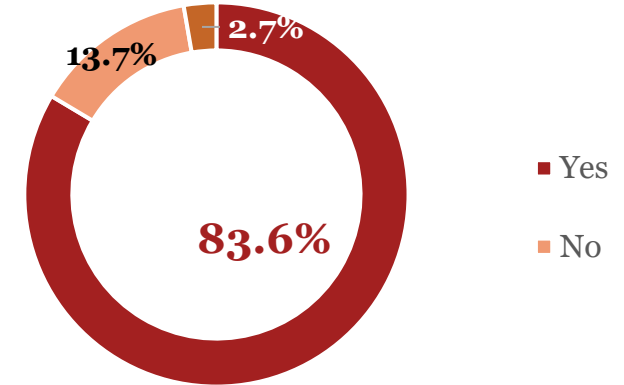
* The current marital status shown above is as on the date of interview as only unmarried trainees are enrolled to the ARSDC program.

Rural / urban spread (n = 73)



Two-third of total respondents were from rural areas

Ownership of BPL card (n = 73)



83.6% of respondents reported ownership of BPL card

Average family size



Average of 3 adults per household across 73 trainee households

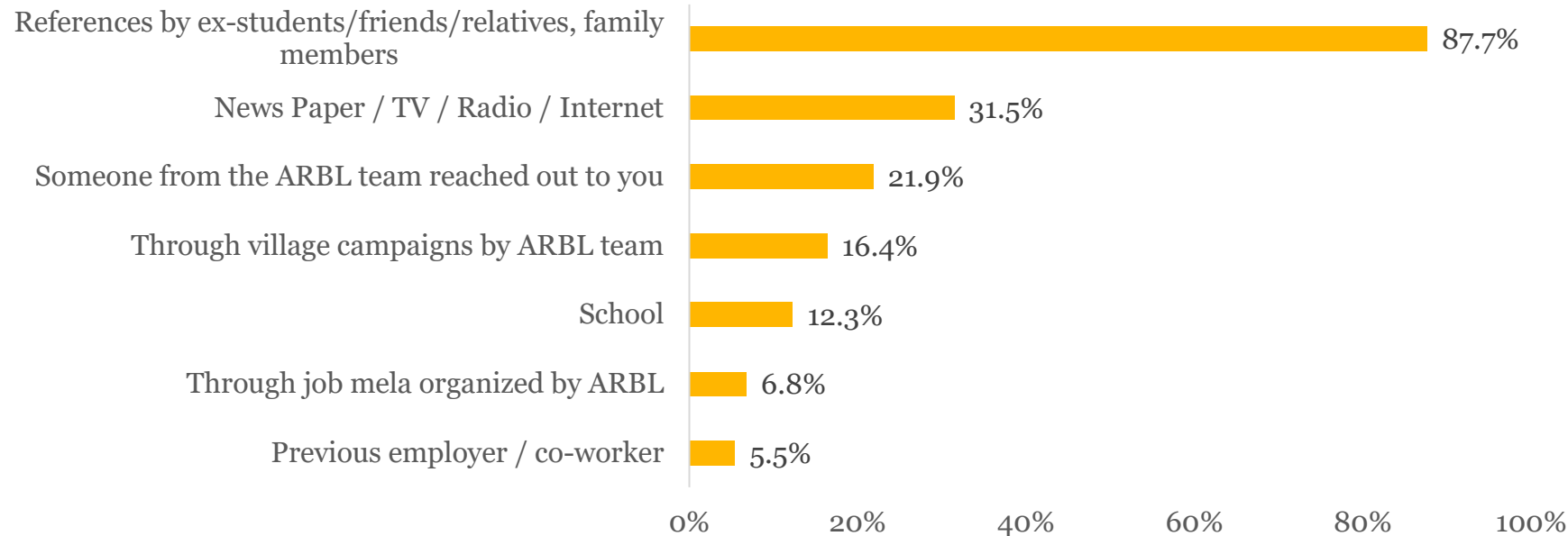


Average of 2 children per household across 32 trainee households with children

The rural youth also need to take ownership and contribute to family income to meet the daily needs of the entire family

Awareness of ARSDC

Source of information about training being conducted by ARBL (n = 73)



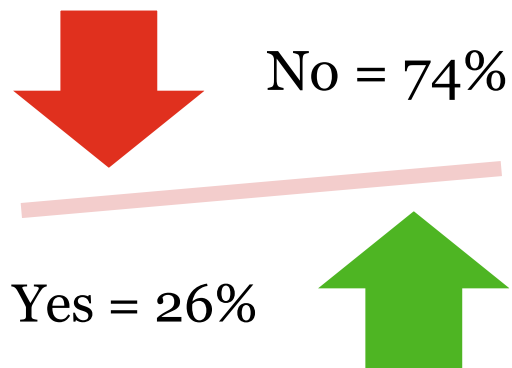
***Multiple Choice Question, Responses may add up to more than 100%*



- The key source of information about the training opportunity at ARBL were primarily ‘References by ex-students/ friends/ relatives/ family members’ (87%) followed by ‘ads on newspaper/ TV/ Radio / Internet’ (31.5%)
- During the discussion, parents stated that they knew about the training center as either they worked in ARBL or were recommended by someone who worked in ARBL or had their children in the skill center. Trainees reported getting to know from relatives, friends, pass out students and internet/ radio.

Status before enrolment – Prior work experience

Prior work experience (n = 73)

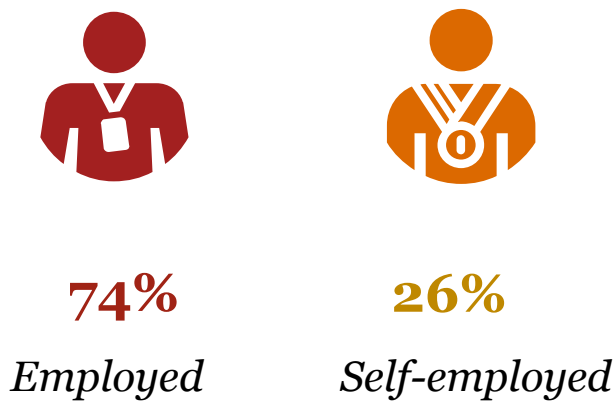


Nearly three-fourth of the trainees had no prior work experience

Annual Income range	%	N
Up to INR 80,000	42.1%	8
INR 80,000 to INR 120,000	36.8%	7
Over INR 120,000	21.1%	4
N	19	19

Among the 19 trainees with some prior work experience in un-organised sector, most (78.9%) earned below INR 1,20,000 per annum

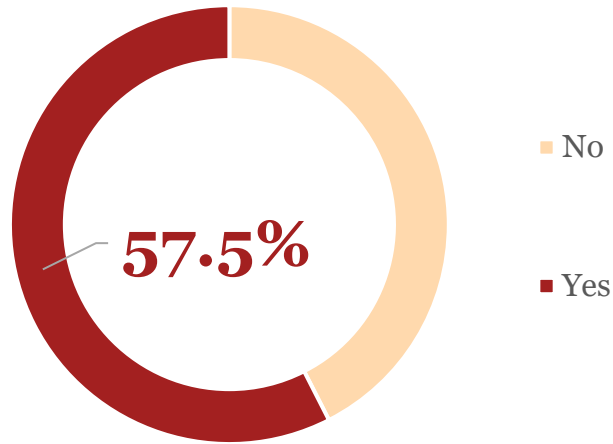
Employment status prior to training (n =19)



9 of these trainees have completed their training and are now employed in ARBL. They are earning an average salary of **INR 1,41,333 per annum.**

Pre-joining counselling, aptitude test and health check-up

Pre-joining counselling by ARBL
(n=73)



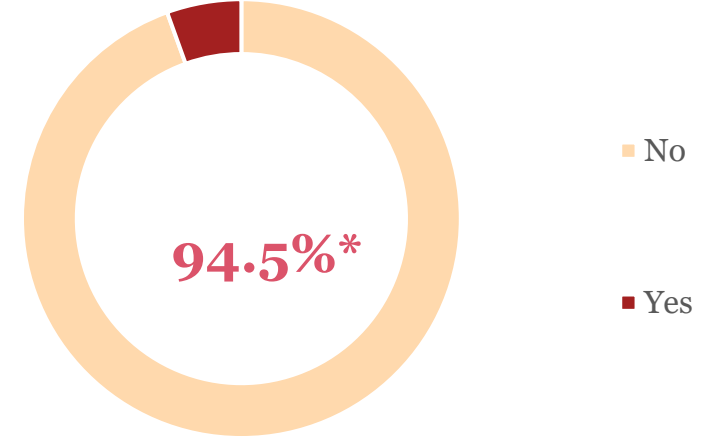
57.5% of respondents reported receiving pre-joining counselling by ARBL staff

Aptitude test & health checkup before selection (n=73)



All respondents reported undergoing aptitude test and health check-up before selection

Was any fee charged for application, counselling, enrolment, admission, etc.? (n=73)



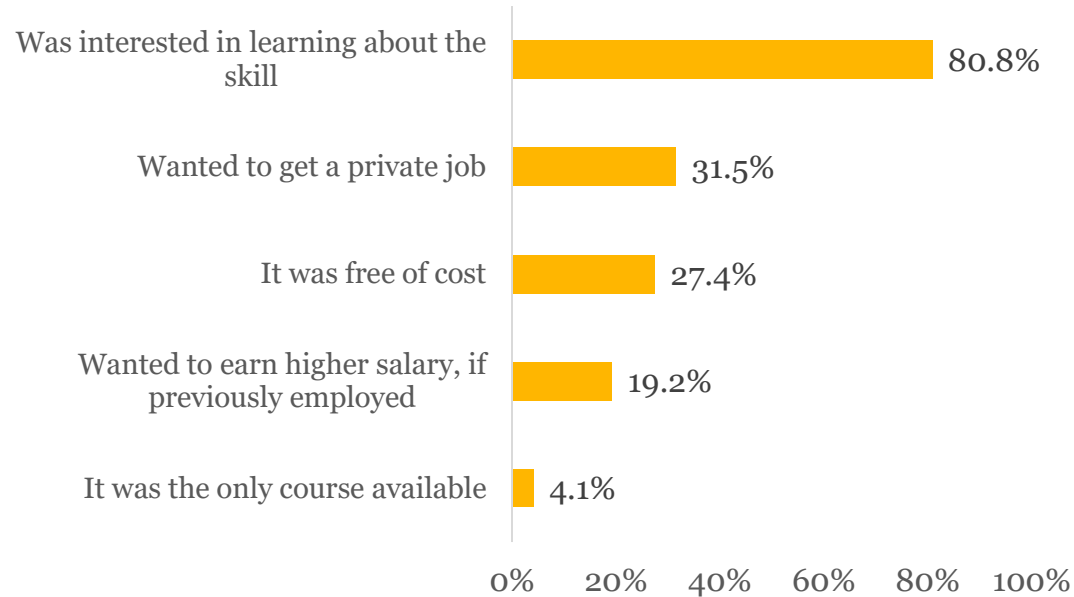
Majority of respondents reported no fee was charged for application, counselling, enrolment, admission, etc.

** As per information, shared by ARBL team, there was INR 5 application fee charged earlier, which is not the case now.*

- Pre-joining counselling, no fees being charged for application, counselling, enrolment, admission, etc. acted as pull factors for encouraging the 10th – 12th pass/ drop out students to explore skilling and livelihood opportunity offered by the Skill Centre.
- Parents revealed that the selection process comprised of entrance test, interview & counselling. They also reported that medical exams (for color blindness, BMI, etc.) were also conducted before admission in ARSDC.

Demand for the offered course and for joining the centre

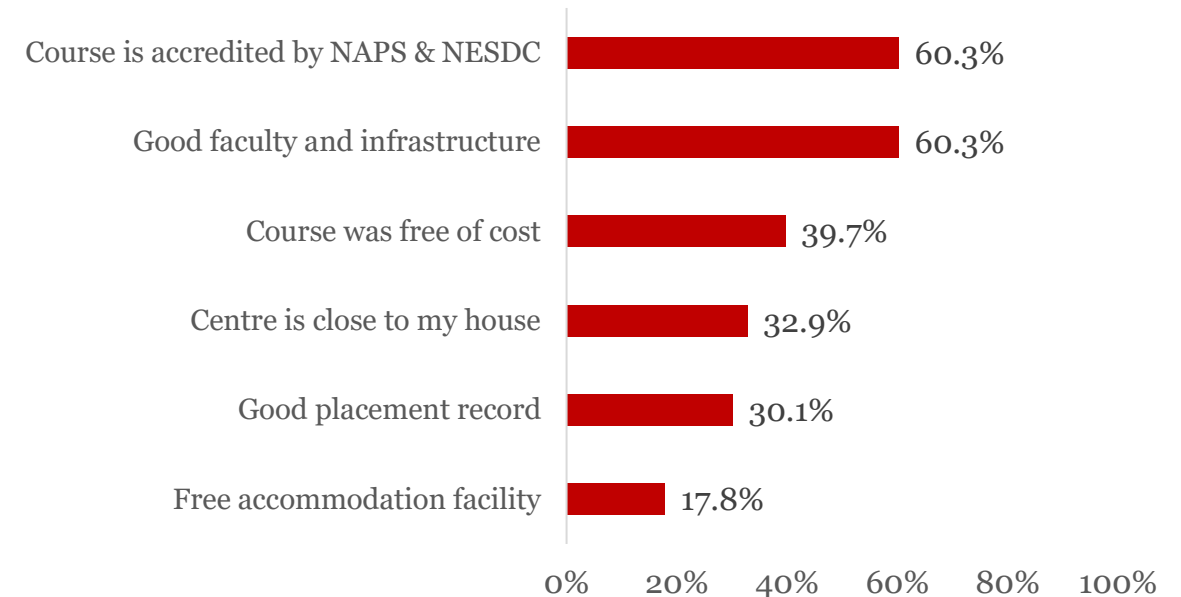
Reasons for taking up the welding operator cum multi skills technician course? (n=73)



***Multiple Choice Question, Responses may add up to more than 100%*

- Primary reason for enrolment for the course was owing to the 'interest in learning the skill' (80.8%) followed by 'desire of getting a private job' (31.5%).
- It was reported by the Dean that earlier only multi skills technician course was offered which was subsequently changed to welding operator cum multi skills technician course as per the emerging industry trends and requirements.

Reasons for joining this particular skill development center? (n=73)



***Multiple Choice Question, Responses may add up to more than 100%*

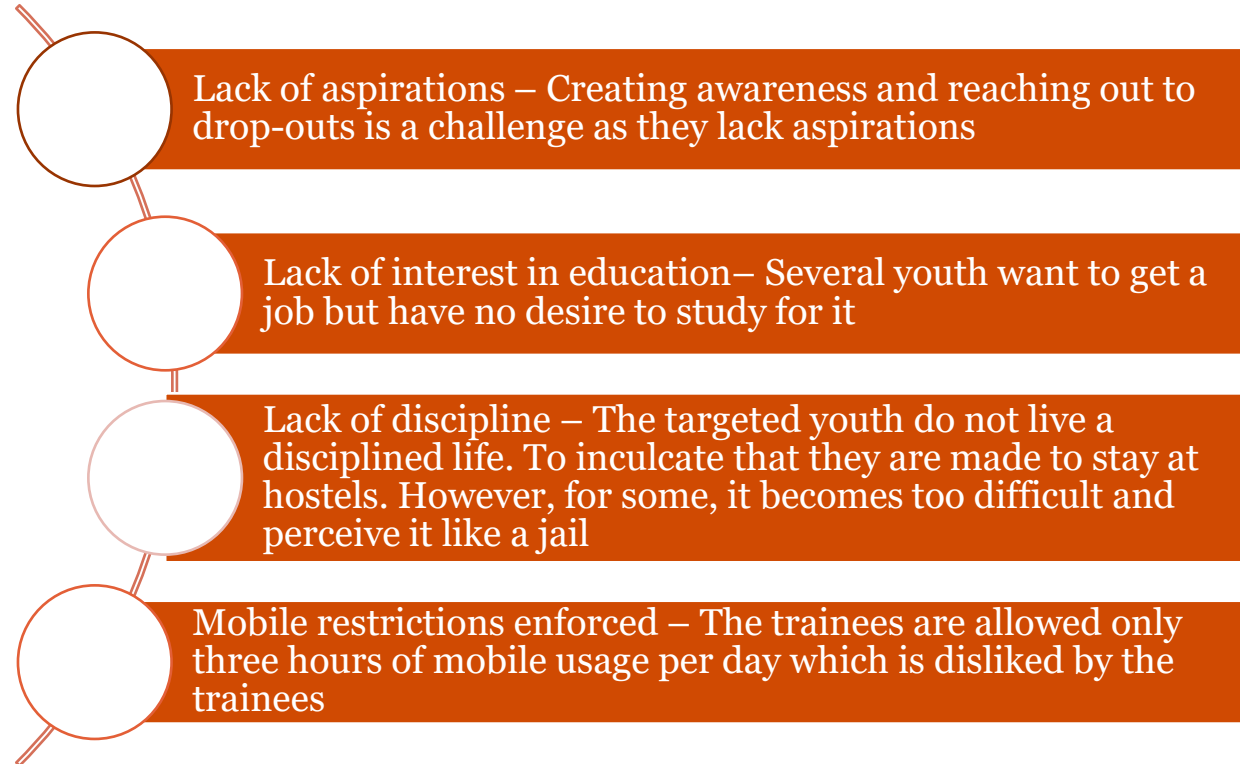
- The key reasons for selecting the ARBL skill centre included 'good facility & infrastructure' (60.3%), and 'course accreditation by National Apprenticeship Promotion Scheme (NAPS) & National Electronics Skill Development Corporation (NESDC)' (60.3%).
- Interactions with students revealed that need of a job for financially supporting their families and the free of cost education were two key deciding factors.
- Parents also stated that they enrolled their children in ARSDC as they perceived the quality as good, and it will help their children to improve their confidence and career prospects.

Demand despite facing enrolment challenges

The ARSDC management reported that they addressed the below challenges during the initial three months post enrolment:

Challenges faced by institute during and post enrolment

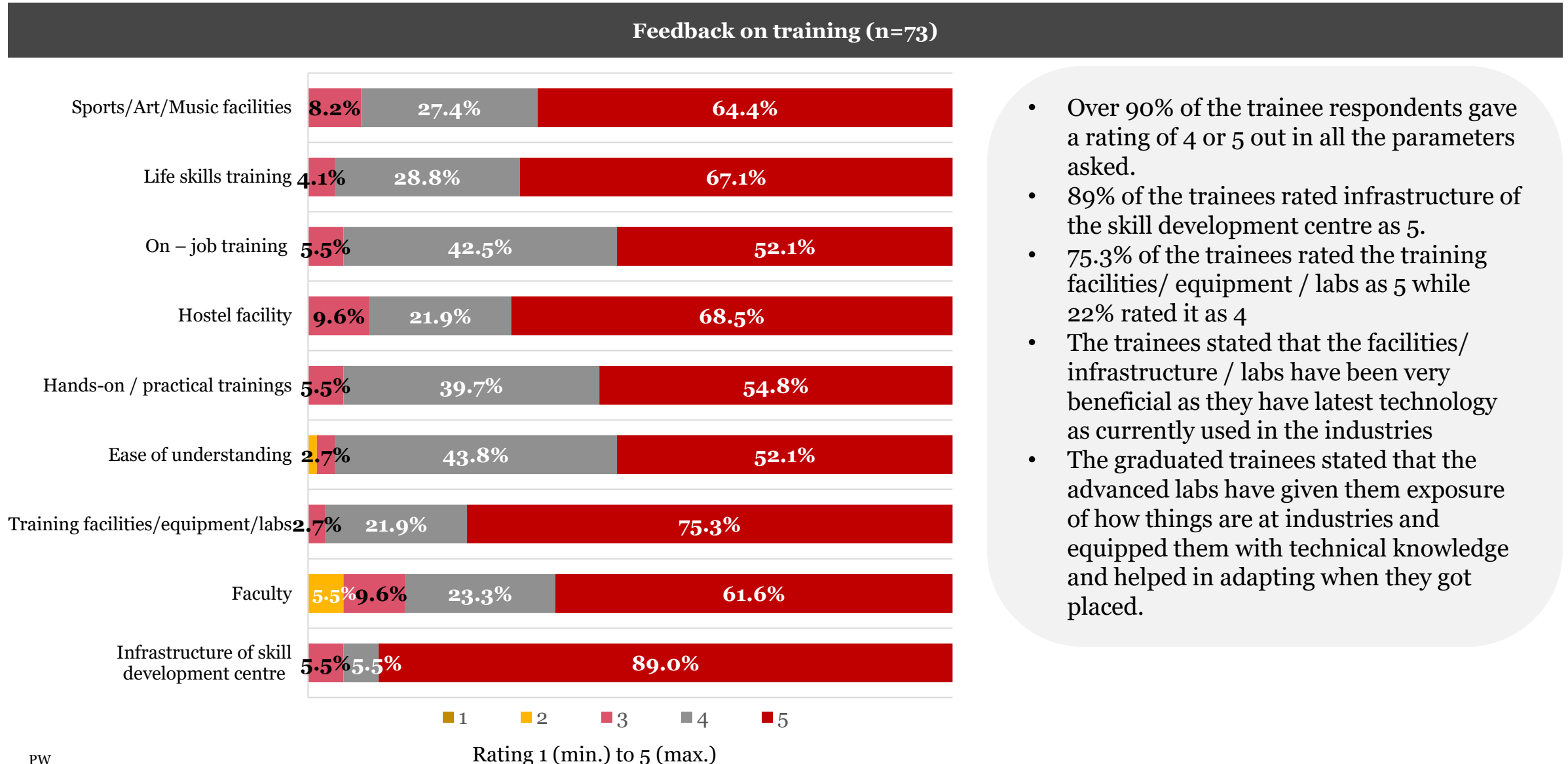
(Only 10th Pass/fail, or 12th pass/fail students are eligible for enrolment)



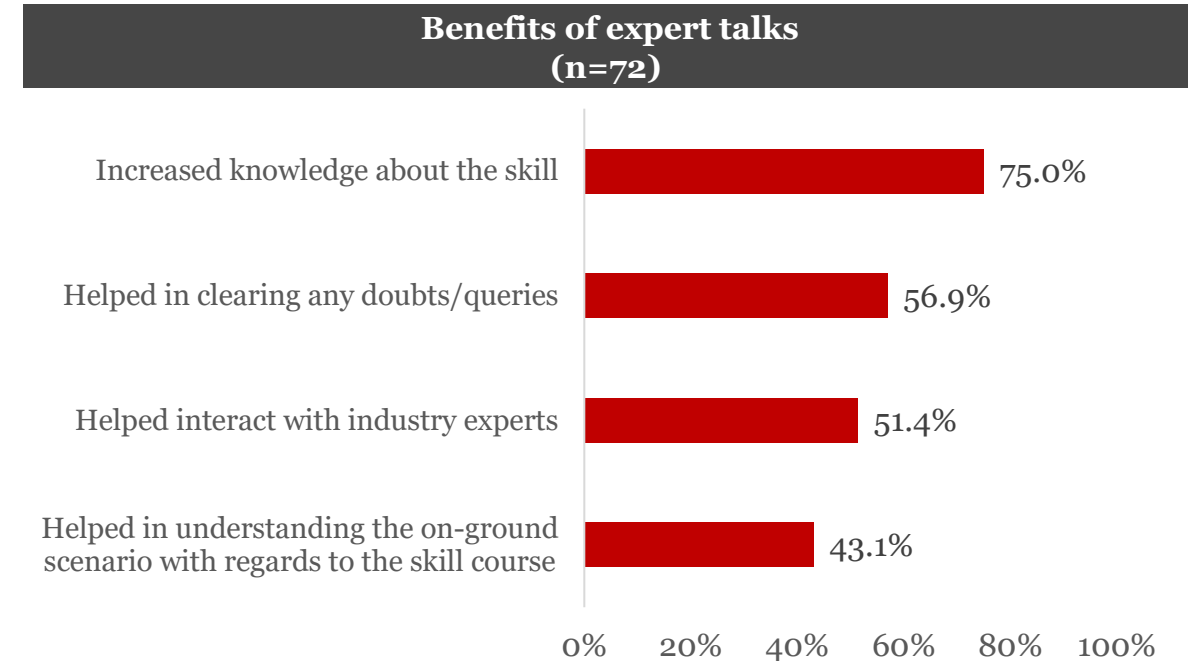
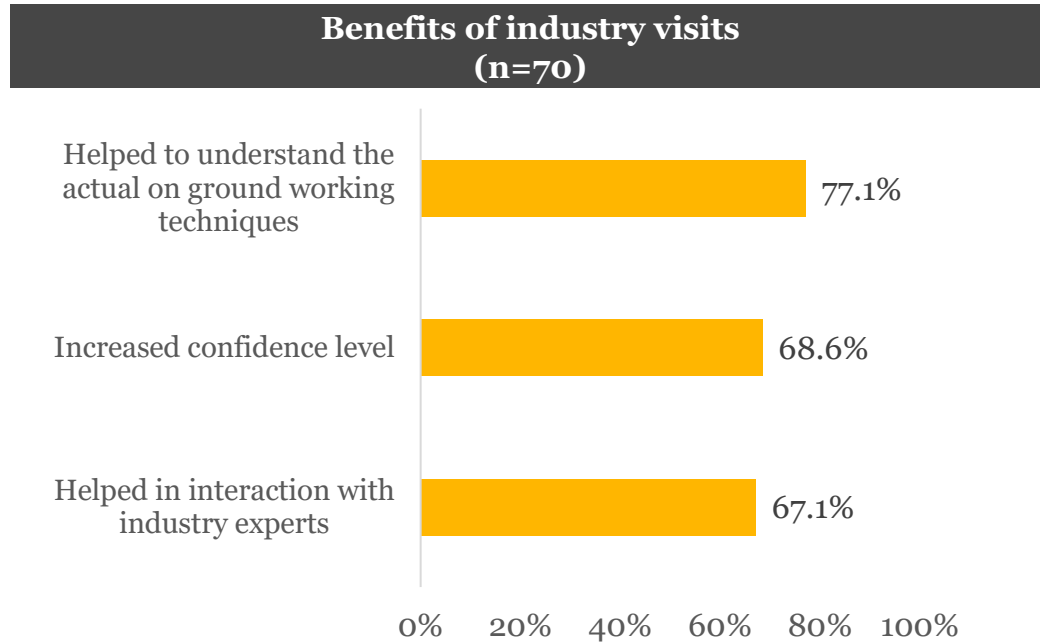
- Despite facing various enrolment challenges owing to the focus on only those who have dropped out of education system post completion of 12th or earlier, the institute has continuously seen high demand for its skill training course, and it has tried to address the challenges trainees face.
- There has been positive word-of-mouth feedback regarding the job placement post the training completion.
- During interaction, both trainees and parents stated that ARBL is viewed as a center of repute for both skill training as well as job opportunity.

Key aspects of training centre that influence trainees

The trainees were asked for feedback on various training aspects on a rating scale of 1-5 with 1 being the lowest & 5 being the highest. The various training aspects and ratings given by the trainees are detailed in the graph below:



Benefits of industry visits and expert talks during training period



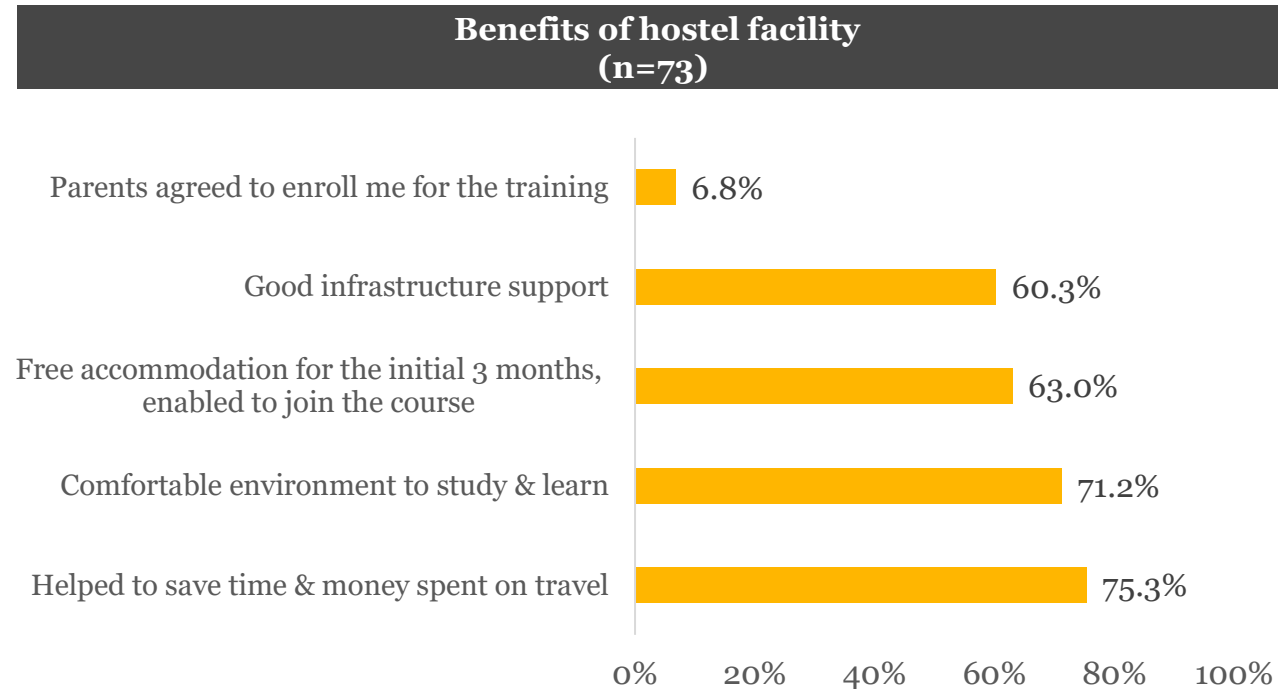
****Multiple Choice Question, Responses may add up to more than 100%**

- 70 respondents found the industry visits beneficial. Among them, 77.1% reported it helped in understanding the actual on-ground working techniques, 68.6% reported it resulted in increased confidence level while 67.1% reported it helped interact with industry experts.
- Trainees stated that the industry visits make them more confident and helps in better understanding the application of technical aspects besides several of their queries get clarified while interacting with the current employees and experts.
- During the interaction, some of the trainees stated that the OJT and placement opportunities could be diversified with involvement of other corporates and organizations which would help in greater exposure along with more opportunities for On-Job-Training and placement.

****Multiple Choice Question, Responses may add up to more than 100%**

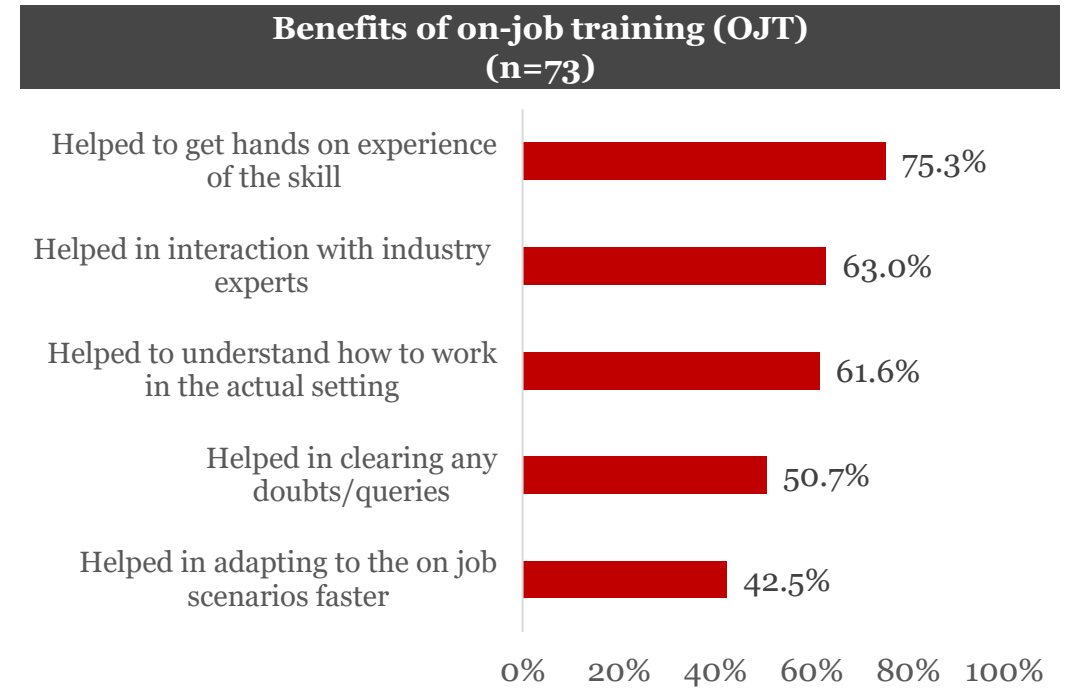
- 72 respondents found the expert talks to be beneficial. Among them, 75% reported it helped in increasing knowledge about the skill while 56.9% reported it helped in clearing their doubts.
- Discussion with trainees revealed that the expert talks about various topics including technical information, quality, 5S concept of ARSDC & its importance have played a vital role in getting better understanding. These helped in motivating the trainees and helped in having a better understanding of some key technical knowledge and its application.

Benefits of hostel facility and On-Job Training (OJT)



***Multiple Choice Question, Responses may add up to more than 100%*

- “Saving of time and money on travel” (75.3%), “comfortable learning environment” (71.2%) and “free hostel accommodation for first 3 months” (63%) were benefits mentioned of hostel facility by the trainees.
- The trainees reported during interaction that for the first three months all stayed in the hostel as it was free. Post that it was provided at a subsidised rate.
- The Dean of the institute stated that the hostel stay of trainees further helps to bring in discipline among the trainees who otherwise lack motivation to study.

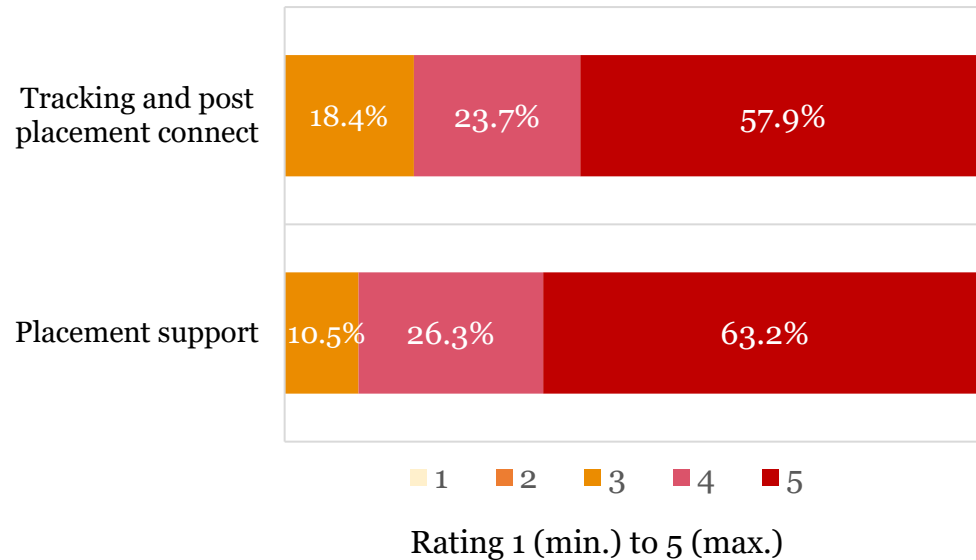


***Multiple Choice Question, Responses may add up to more than 100%*

- “Hands-on experience” (75.3%), “industry expert interaction” (63%) and “understanding of work in actual setting” were reported as the key benefits of OJT
- Trainees shared that OJT are very important for them as it helps them understand how to interact with people in the industry, different departments and plants of the company, skills required etc. OJT which is for 21 months in ARBL group of companies has helped them in the transition from trainee to an employee. OJT is also a part of their assessment apart from theory, viva, practical etc.

Feedback on placement aspects

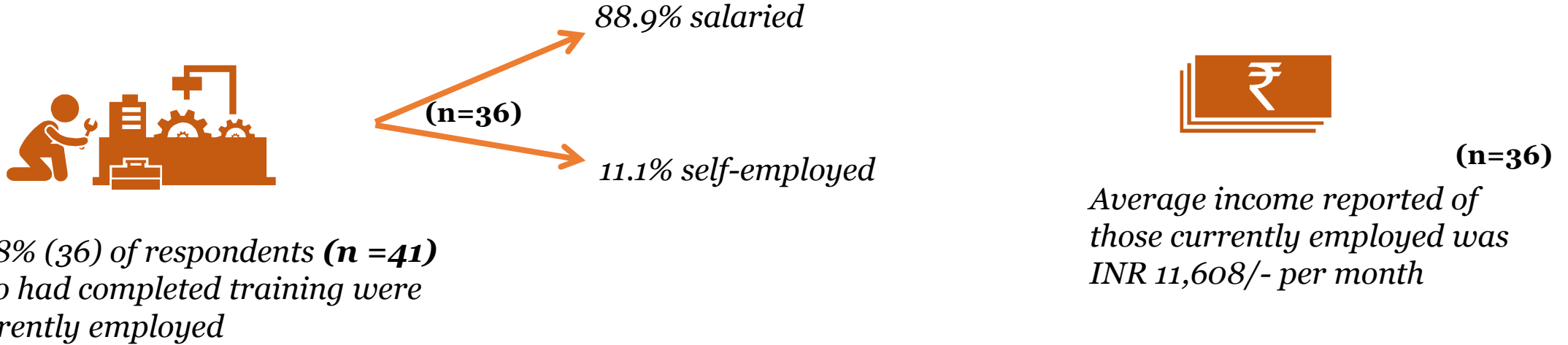
Rating of placement aspects (n = 41)



- Majority of the placed trainees rated the placement aspects as 4 or 5 on a scale of 1-5 with 1 being the lowest & 5 being the highest.
- The parents and trainees reported being satisfied by the placement support
- Further, 93.2% of all the respondents (n=73) also rated pre-placement support as 4 or 5.
- 83% trainee respondents reported key support received as getting placement in one of the ARBL group of companies
- Qualitative interactions revealed that barring few instances of drop-outs, all trainees got placed and also preferred to get placed in ARBL over other companies due to the facilities and remuneration which were provided by ARBL companies in the vicinity which prevented migration of the trainees from their home town.
- Those who have not opted to be placed have either pursued further studies or started something of their own.

Financial independence

Salary post employment and stipend during training along with savings due to subsidised fees helps the trainees be financially independent and contribute to family income.

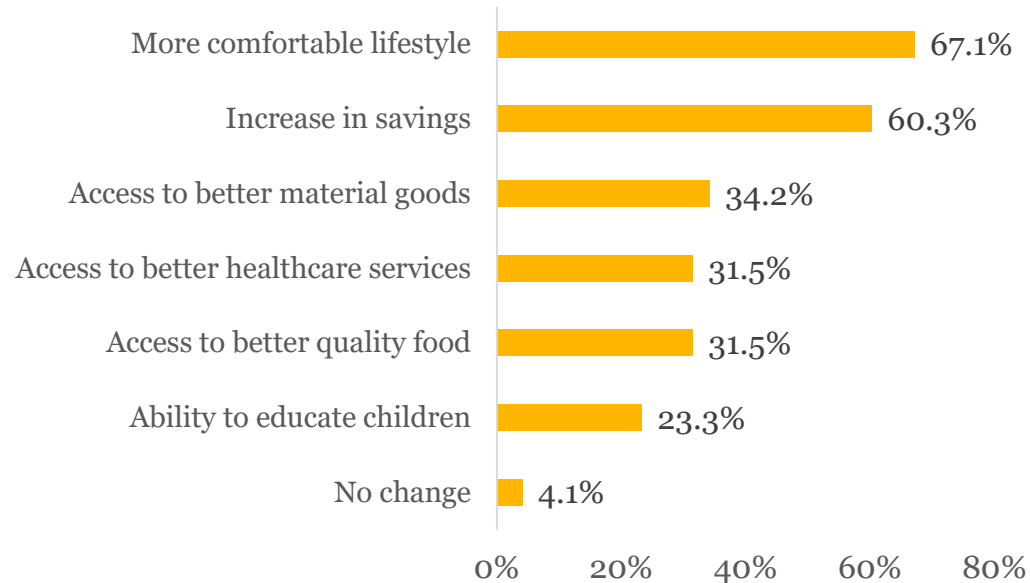


- 11.1.% of trainees (n = 36) desired to work in company other than ARBL or start a business.
- However, majority (88.9%) wanted to work in ARBL owing to brand reputation in the region and also stating it provides job security.

Further, the stipend amount provided under the programme (which is INR 7,500 for the first three months and gradually increases to INR 10,846 for the last 12 months of the 24 months course) along with subsidised fees helps in savings and increased financial independence of the trainees.

Impact on standard of living

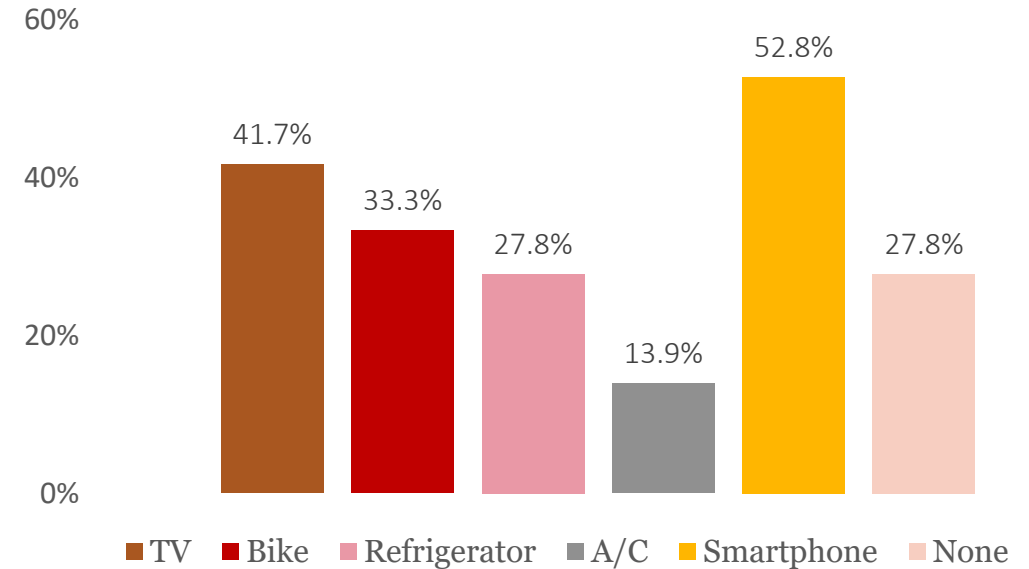
Impact on household standard of living (n = 73)



***Multiple Choice Question, Responses may add up to more than 100%*

- Even for those trainees who were still undergoing training, stipend amount received along with subsidised fees has resulted in increased savings and improved standard of living
- “More comfortable lifestyle” (67.1%) and “increase in savings” (60.3%) were reported as the two key impacts on household standard of living post training
- Other key impacts included “access to better material goods” (34.2%), “access to better healthcare services” (31.5%) and “access to better quality food” (31.5%)

Consumer durables purchased post enrolment (n = 36)

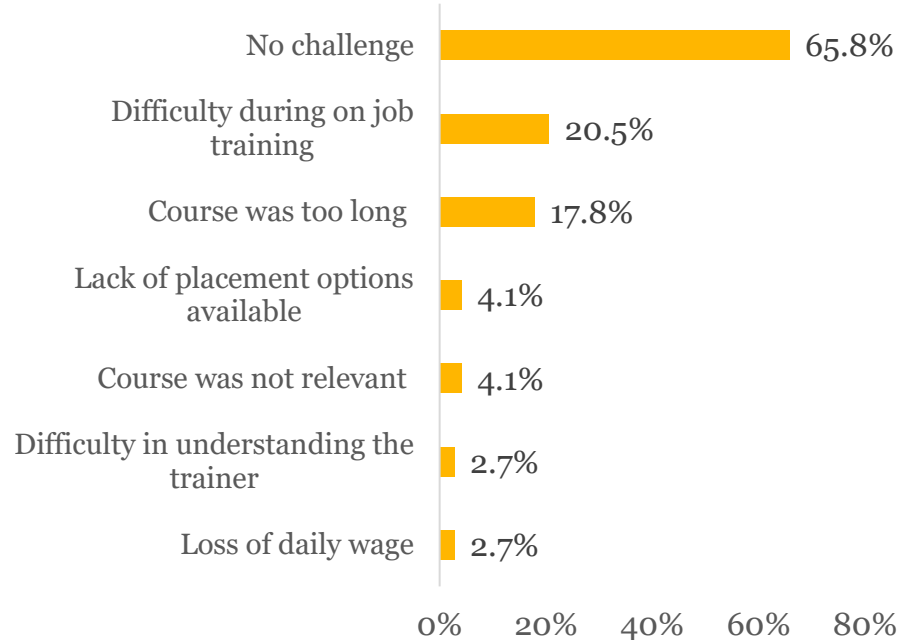


***Multiple Choice Question, Responses may add up to more than 100%*

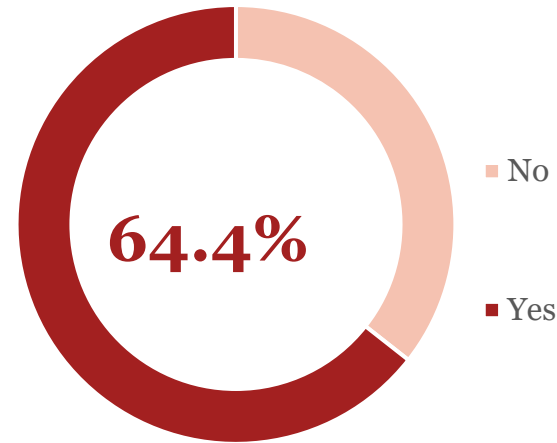
- Among the students who are currently employed, 52.8% of respondents revealed they were able to buy smartphone while 41.7% reported buying a bike owing to the savings from stipend earned during OJT or after placement

Overall Feedback on training

Challenges faced during the training program (n=73)

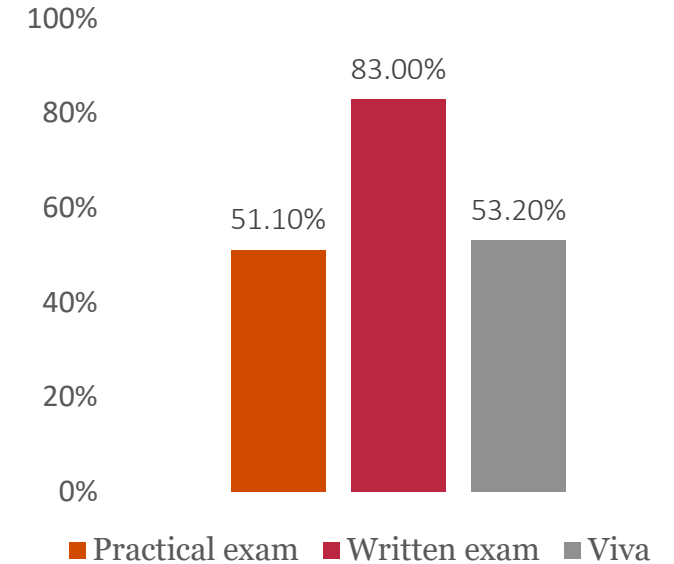


Assessment conducted post training (n=73)



64.4% of respondents reported giving post training assessment

Type of assessment (n=41)



**Multiple Choice Question, Responses may add up to more than 100%

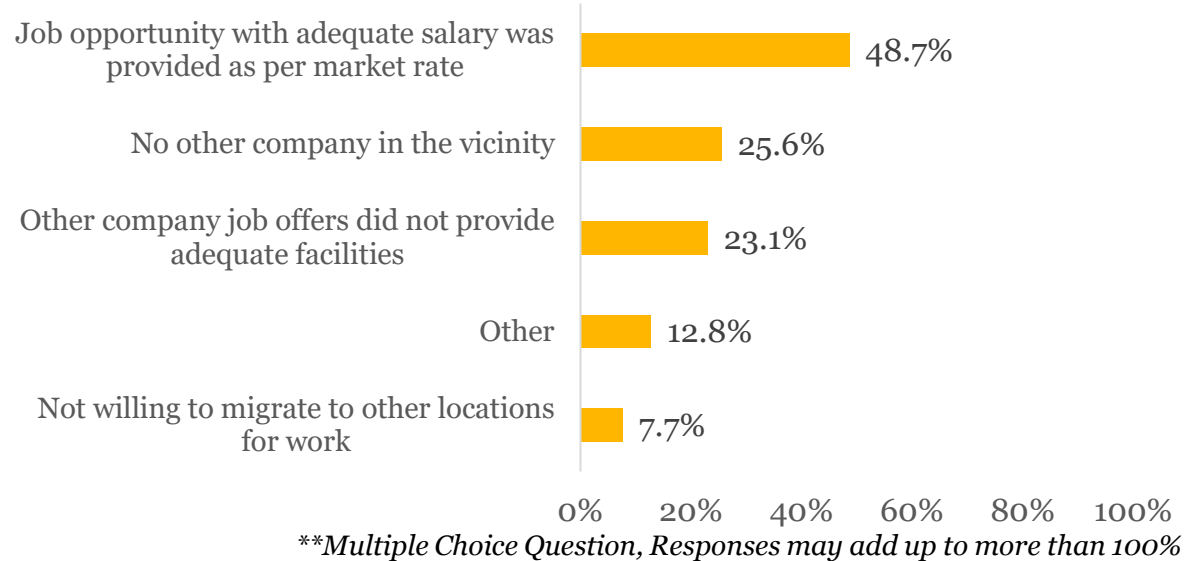
**Multiple Choice Question, Responses may add up to more than 100%

- During discussions with parents, it was reported that they did not face any challenge during training.
- Some trainees during discussions reported finding it tough to get accustomed to study at the training center as they are school drop-outs and have no desire to study further.
- Few mentioned that the curriculum is very fast paced and takes lot of time to understand.
- Further, few who were earlier working also reported loss of wage as a problem after they enrolled for training.

- 41 trainees (64.4%) who reported giving post training assessment reported they passed the assessment (The remaining 32 trainees have done OJTs but are yet to complete the entire training and hence are yet to give the post training assessment). 63.8% reported getting a certificate for course completion.
- During the field visit, the PW team observed that the trainees (including drop-outs and placed) slightly lacked the confidence in communication & spoken English which could hamper their career prospects & professional development.

Feedback on training...contd.

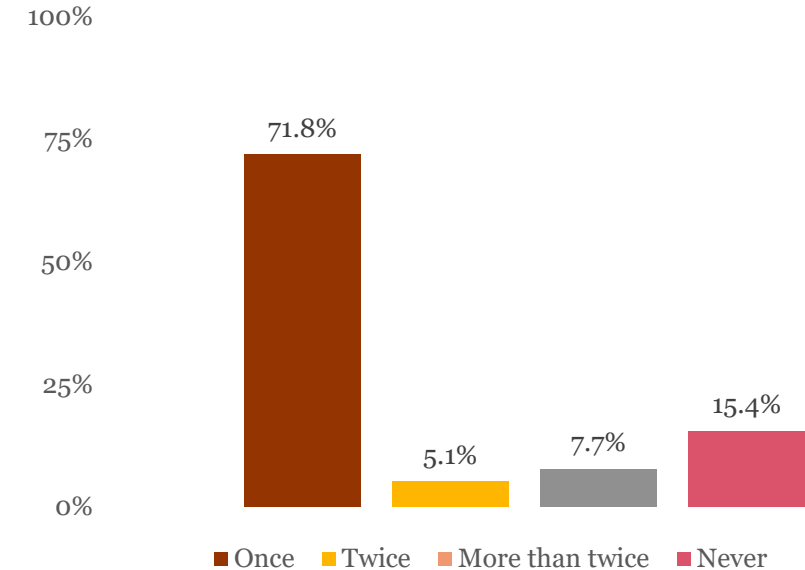
Reasons for joining ARBL group of companies
(n=39)



* 12.8% stated that ARBL is the best company to work for

- Nearly half of those placed (48.7%) believed that the salary provided was at par with market rate
- Further, one-fourth of these respondents reported that no other company exists in the vicinity (25.6%) or others do not have adequate facilities (23.8%)
- Trainees have also opined that the geographic coverage of ARSDC needs to be expanded so that people from other districts can also avail the benefits.

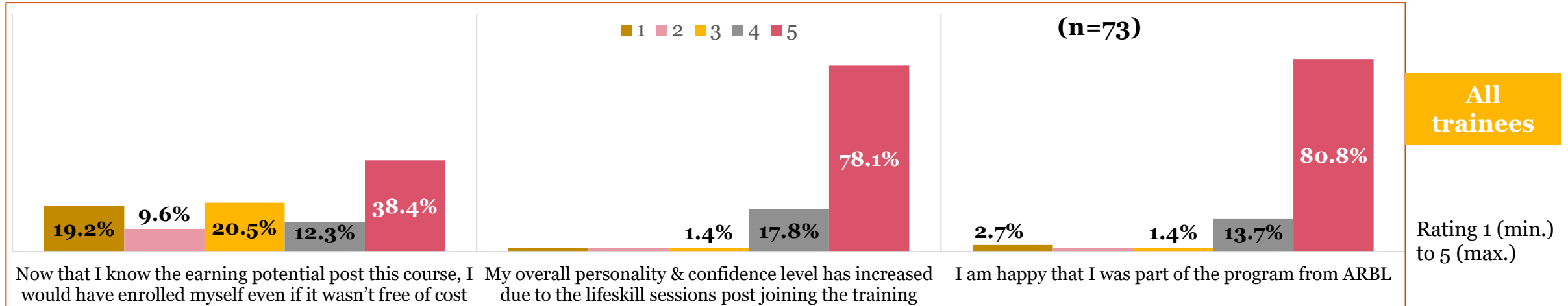
Follow-up by ARSDC post training completion on
employment status (n=39)



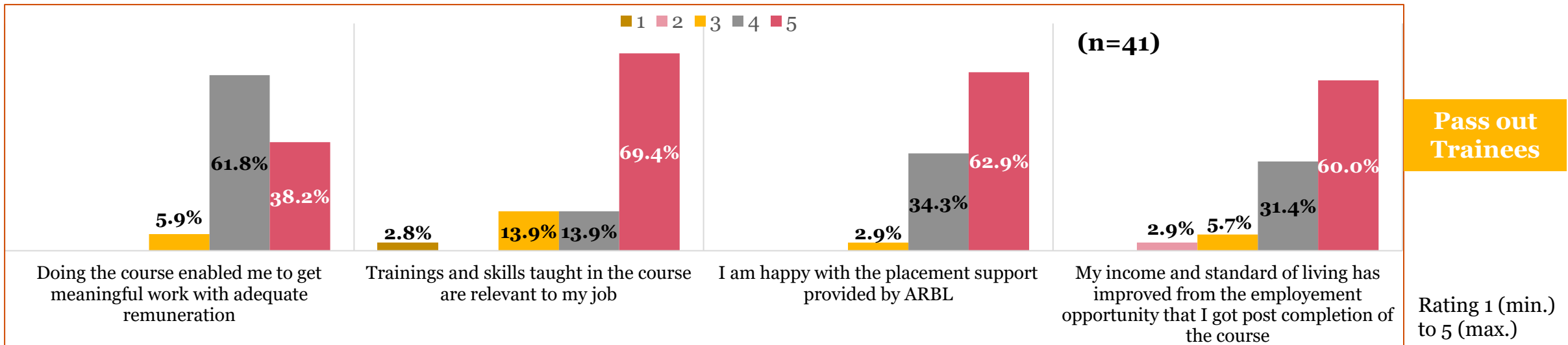
- Nearly three-fourth of the respondents reported that they were contacted by the institute at least once to check in on employment status post completion of training whereas 15.4% have reported that follow up by Training center is yet to be done with them.
- During the interaction, the placed trainees stated that sometimes they had faced problems with some skills & concepts during their jobs and a provision for refresher trainings would have been beneficial to them.

Overall feedback on training

In terms of overall feedback of training over 90% of trainees gave a rating of 4 or 5 on a scale of 1-5 with 1 being the lowest & 5 being the highest on various parameters like improvement in personality and confidence level and expressing happiness in being part of the program.

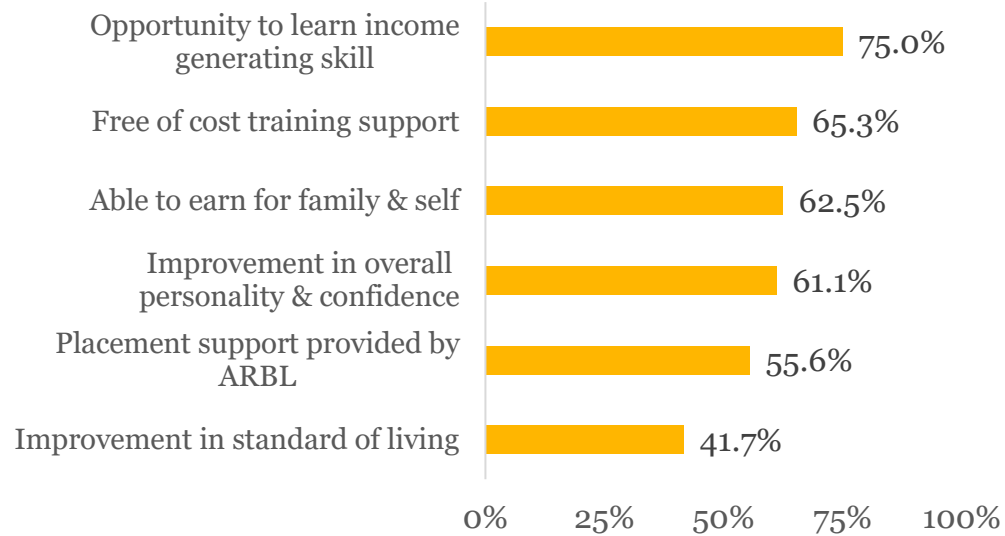


In terms of overall feedback of training by those who have completed the training, over 90% of trainees gave a rating of 4 or 5 out of 5 to various parameters like improvement in income and standard of living, relevance of training and getting a job with adequate remuneration.



Overall satisfaction with skill development centre

Overall satisfaction with ARSDC (n = 72)

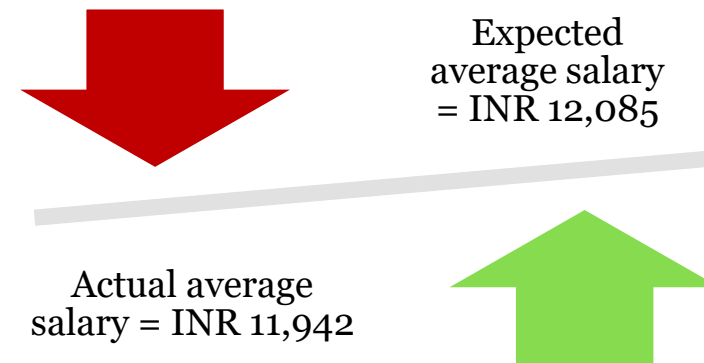


***Multiple Choice Question, Responses may add up to more than 100%*

- The trainees reported that the actual salary received post training was nearly equal to the expected salary
- During interactions, trainees revealed that any salary they receive is beyond their expectations as most of them were 10th or 12th pass/fail with little interest in further studying or doing a job.

- 72 respondents reported overall being satisfied with ARSDC
- During interactions, the parents revealed that post joining ARSDC the trainee's interest in academics has increased and has gained self-confidence. Few enrolled their second child after seeing the improvement in first child during and post training
- During the interaction, some of the drop-outs & trainees (especially females) stated that the course was a slight misfit with their interests and there may be introduction of more courses to give more choice to the trainees.
- Parents also reported recommending the institute to other parents

Expected vs. Actual salary from ARBL (n=39)



IRECS Analysis

Parameter	Assessment from study
Inclusiveness	<ul style="list-style-type: none"> The support provided by ARBL to the intervention villages is inclusive in nature as all the centre is open for all eligible youth. Additionally, the skill centre facilities are used by all the trainees irrespective of any discrimination basis caste, class, gender or social category. 88% of the respondents were either from SC, ST or OBC category and 78% were from rural or semi-urban areas.
Relevance	<ul style="list-style-type: none"> It was observed that the skill centre catered to the marginalised rural population. The project support with regards to provision of skill centre was relevant for the intervention villages as there was high percentage of marginalised youth who were school dropouts resulting in a lack of employment opportunities for rural youth of nearby areas. Further, most of the children of the nearby communities earlier had minimum inclination to study or find a job resulting in financial difficulties for running of the household. The high distance of schools and lack of commute prior to the intervention from several remote villages was also a reason for school dropouts. The hostel facilities provided also helps in attracting trainees from these rural villages and were able to retain trainees throughout the training period. The parents believe post training in the skill centre their children are more confident and has increased their interest towards studies.
Effectiveness	<ul style="list-style-type: none"> The intervention was observed to be effective in the support provided as majority of the trainees were given a job opportunity post completion of training. The respondents have benefited from the support provided. 53.4% of the trainees were employed post training while 43.8% were current trainees who had completed On-job-Trainings (OJT). Most of the trainee respondents gave a rating of 4 or 5 out of 5 to most of the parameters asked like OJT, infrastructure, life-skills, hostel facility, and placement support. Stipend provided during training period has helped the trainees in increased savings and compensation for wage loss (for previously employed). Further, in terms of overall feedback of training over 90% of trainees gave a rating of 4 or 5 out of 5 to various parameters like improvement in personality and confidence level, improvement in income and standard of living and getting a job with adequate remuneration. Some of them have also gone for further studies after getting motivated during training.
Convergence	<ul style="list-style-type: none"> The convergence is moderate. ARBL offered training course is Government approved under National Apprenticeship Promotion Scheme (NAPS). Further, there is a tie-up with Schindler group for one component of the practical training provided in the institute. Although, the institution is currently running without any hindrances, the institute can further explore partnerships like with Schindler to expose students to evolving technology. In future, tie-ups with other companies would help in placement of the trainees at different companies
Sustainability	<ul style="list-style-type: none"> The sustainability aspect of the project was observed to be low. The institute is currently running as desired by ARBL. However, providing free training and boarding & lodging facilities for the first three months and subsequently providing facilities at a subsidised rate. Thus, in future to run it in a sustainable manner ARBL should focus on getting additional partnerships.

Recommendations (ARSDC)

Collaboration

In the future for a project like this, ARBL may consider collaborations with multiple corporates which would help in greater exposure of trainees along with more opportunities for On-Job-Training and placement. The collaborations could be in the form of providing one aspect of the training in the institute, offer on-job-trainings, taking guest lectures, etc.

Personality development

It is suggested that there can be a slight greater focus on communication and personality development of the trainees. Better personality, spoken English along with improved communication skills would further improve the confidence of the trainees and increase their placement opportunities.

Follow up and refresher training

ARSDC may conduct regular and frequent follow ups with the trainees who got placed to provide them any required support. Based on their requirements, refresher trainings can be organized on different topics and concepts.

Introduction of new courses

ARSDC may explore introduction of more courses through which trainees can develop varied skills and target additional employment opportunities. Few courses may be introduced which are women centric in nature to increase the female participation.

Section 05

Annexures



Annexure 1 - Snapshots from the field (Schools)

Computer lab



Biology lab



Chemistry lab



Physics lab



Mangal Vidyalayam Petamitta



Boy's toilet



Annexure 1 - Snapshots from the field (Schools)...contd.

Girls' toilet



Inside boy's toilet



Dustbin



Smart class facilities available



Teacher using smart class



Fire hydrant



Annexure 1 - Snapshots from the field (Skill center)

ARSDC entrance



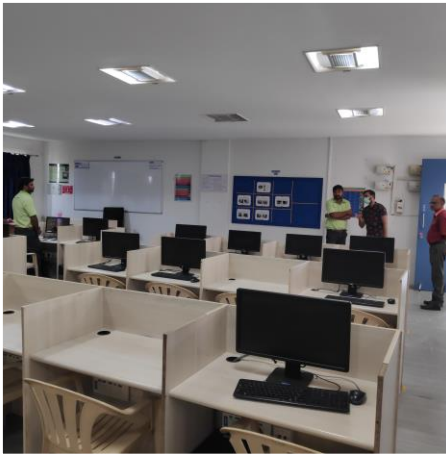
ARDSC Certificate



Drawing Hall



Computer lab



Typical day of trainee in ARSDC



Sanitary vending machine made by SDC trainees



Annexure 1 - Snapshots from the field (Skill center)...contd.

Boy's hostel



Electronics lab



Demonstration of advanced welding



AI welding simulation



Pneumatic lab



Schindler partnership training



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