



# An Impact Assessment Report of the Employment Led Training for Person with Disabilities



Implemented by The Association of people with disabilities.



Study Conducted by



Soul Ace  
2024 – 2025

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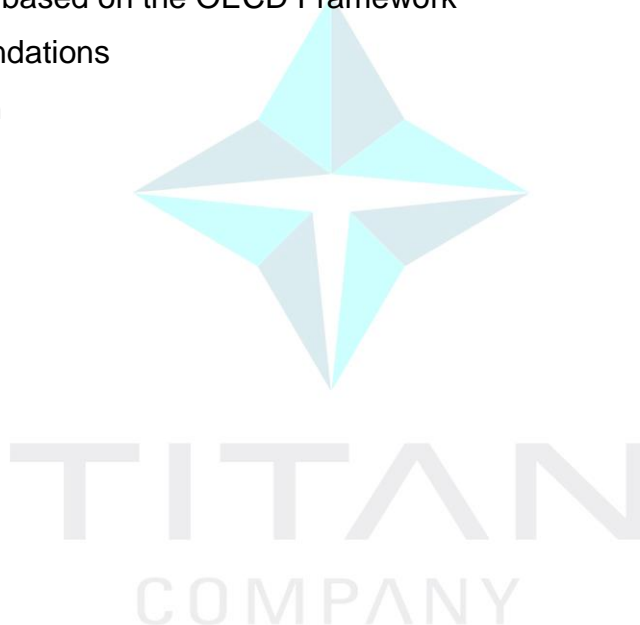
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### ABBREVIATIONS

ANM-Auxiliary Nurse Midwife

APD: The Association of People with Disability

CBR - Community-Based Rehabilitation Model

CSR: Corporate Social Responsibility

DDRS- Deen Dayal Disabled Rehabilitation Scheme

IBR - Institution-based Rehabilitation Model

ITC: Integrated Training Course

ITES: Information Technology Enabled Services

ITI – Industrial Training Institute

VRWs- Village Rehabilitation Workers

NCVT- National Council for Vocational Training

NGO: Non-Governmental Organisation

NSDC- National Skill Development Corporation

OBC- Other Backward Classes

OJT: On-the-Job Training

PwDs: Persons with Disabilities

SC-Scheduled Castes

SCPwD- Skill Council for Persons with Disability

SDGs: Sustainable Development Goals

ST- Scheduled Tribes

YwDs: Youth with Disabilities

## EXECUTIVE SUMMARY

### PROJECT BACKGROUND

The project aimed to empower persons with disabilities and those from rural backgrounds, by providing them with industry-specific training in horticulture, retail, ITES, and e-commerce. The training programs, led by experienced trainers, focused on developing employability skills such as communication, teamwork, digital literacy, and job readiness. The curriculum was tailored to meet the needs of the job market and was designed to be inclusive, offering support for candidates with various disabilities and successful placements with trainees finding employment in the e-commerce sector. Through tailored training and unwavering support, the program sought to transform lives and break down barriers to opportunity for PwDs.

### PROJECT DETAILS

**Implementation year-** FY 2023-2024

**Assessment year-** FY 2024-2025

**Beneficiaries-** Persons with disabilities, families of PwDs

**Implementing Partner-** The Association of People with Disability

**Project locations-** Bengaluru, Mysuru, Gadag, Tumakuru

**Number of beneficiaries-** 500

**Budget-** ₹1.39 Crore

#### Alignment with SDGs

- SDG 1: No Poverty
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequalities

#### Alignment with national policies

- The Rights of Persons with Disabilities Act, 2016
- National Policy for Skill Development and Entrepreneurship, 2015
- Deen Dayal Disabled Rehabilitation Scheme
- Sugamya Bharat Abhiyan

## PROJECT ACTIVITIES

- Conduction of skill development training programs specifically designed to address the needs and challenges faced by persons with disabilities, including computer literacy, assistive technology usage, communication and interpersonal skills, vocational skills and sector-specific skill development.
- Accessibility of training facilities equipped with necessary assistive technologies so that participants with disabilities could fully engage in the learning process.
- Offering personalised guidance, mentoring and counselling to address specific needs and promote the holistic development of participants.
- Collaborations with local disability organisations, vocational rehabilitation centres and disability service providers for a comprehensive approach to skill development for people with disabilities.
- Actively connecting with potential employers who prioritise diversity and inclusivity in their hiring practices.

## Key Findings and Impacts

Component	Indicators	Findings	Impacts
	Plant species identification	Digital tools or apps were used to help identify plants during the program.	<ul style="list-style-type: none"> <li>• 92.9% of the respondents reported an increase in confidence level in identifying different plant species after completing the horticulture training.</li> </ul>
	Vermicomposting skills	<ul style="list-style-type: none"> <li>• Training upon selecting and sourcing waste material, managing vermiculture system with different types of worms, and monitoring temperature, moisture</li> </ul>	

<b>HORTICULTURE</b>		<p>and pH levels for optimal conditions.</p> <ul style="list-style-type: none"> <li>71.4% of the respondents were trained.</li> </ul>	<ul style="list-style-type: none"> <li>78.3% of the respondents mentioned being more comfortable with managing a vermicomposting system independently after the training.</li> <li>85.7% of the respondents were confident in using cuttings to propagate plants.</li> <li>92.9% of the respondents reported being confident while applying plant propagation techniques in real-life settings after the program.</li> <li>85.7% of the respondents rated financial literacy sessions as impactful.</li> </ul>
	Plant propagation	<ul style="list-style-type: none"> <li>Cutting, seed propagation, grafting and layering techniques were taught in the program.</li> <li>Whip and tongue grafting, bark grafting, bridge grafting, approach grafting, cleft grafting and side veneer grafting techniques were taught.</li> </ul>	
	Soft skills and professional development	78.5% of the respondents said financial literacy training taught effective management of funds and helped them understand pricing, cost estimation, and profitability.	
	Placement	<ul style="list-style-type: none"> <li>100% of the respondents received job placement support.</li> <li>92.8% of the respondents stated their present monthly</li> </ul>	

		income is between ₹10,000/- to ₹20,000/-.	<ul style="list-style-type: none"> <li>100% of the respondents mentioned increased adaptability and problem-solving skills in a professional environment.</li> <li>100% satisfaction was recorded post-program.</li> </ul>
<b>SANKALP TRAINING (Skill and Knowledge Acquisition Training for Less Privileged)</b>	Domain-related training	<ul style="list-style-type: none"> <li>Different methodologies like practical sessions, theoretical sessions, group discussions, and peer learning sessions were adopted to impart sector-specific skills.</li> <li>85.0% of the respondents perform technical tasks and solve industry-specific challenges effectively through sector-specific skills training.</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence level in sector-specific skills post-program.</li> <li>81.3% of the respondents were confident in soft skills post-program.</li> <li>Increased monthly income after skill training.</li> <li>82.5% of the respondents reported that increased income allowed them to meet</li> </ul>
	Soft skills training	Problem-solving, time management, professionalism, self-	

		confidence, and customer service skills training were given.	basic needs more comfortably.
	21 <sup>st</sup> -century skills	<ul style="list-style-type: none"> <li>• Critical thinking, creative thinking, collaboration and teamwork skills were developed through the program.</li> <li>• Financial literacy, media literacy, and digital and technology tools acquired through the program.</li> </ul>	
	Placement and Assistance	100% of the respondents received job placement assistance from the program.	
<b>INTEGRATED TRAINING COURSE (ITC)</b>	Mechanical and Fitter domain	100% of the respondents had practical exercises with hand tools and measuring tools.	<ul style="list-style-type: none"> <li>• Increased confidence level in soft skills at the end of the program.</li> <li>• 100% of the respondents felt prepared to continue learning and advancing in their careers after completing this program.</li> </ul>
	Soft skills training	<ul style="list-style-type: none"> <li>• 100% of the respondents were trained in communication skills, time management, and organisational skills.</li> <li>• 100% of the respondents improved their communication</li> </ul>	

		skills with colleagues and supervisors.	
	Monthly income	Increased monthly income and living standards.	
<b>EMPLOYERS OF CANDIDATES HIRED</b>	Job readiness and employability skills	50.0% of the respondents rated job readiness as excellent; 80% confirmed basic employability skills.	Employers find candidates well-prepared for roles.
	Communication, technical, and teamwork	60.0% of the respondents rated teamwork excellent; 50.0% rated technical skills excellent.	Candidates contribute effectively to team dynamics.
	Adherence to deadlines, work quality	60.0% of the respondents rated work quality excellent; 50.0% rated work ethics excellent.	Employers receive reliable and efficient employees.
	Willingness to recruit again	30% and 50% are very likely and likely to hire again, respectively.	Strong employer trust in the training program.

## CHAPTER 1

### INTRODUCTION

#### BACKGROUND AND NEED OF THE PROGRAM

PwDs often face numerous barriers that limit their access to employment, education and social integration. Discrimination, societal biases, and a lack of inclusive opportunities further deepen these concerns. Recognising this challenge, the Titan program was designed to address the specific needs of PwDs, focusing on skill development that goes beyond vocational training. It emphasises the importance of providing participants with soft skills, life skills, confidence and practical knowledge, enabling them to participate fully in the workforce and society. This initiative stems from the crucial need to create an inclusive environment where PwDs can achieve financial independence, career growth and a sense of belonging. Programs in this initiative are essential in overcoming the systemic challenges faced by PwDs and promoting equal opportunities.

#### OBJECTIVES OF THE PROGRAM

1. To instil in PwDs the confidence and skills necessary to navigate the professional world with pride.
2. To foster an environment of understanding and acceptance, where differences are celebrated rather than stigmatised.
3. To plant seeds of change in society, advocating for a future where disability is not a hindrance but a facet of diversity to be embraced.
4. To empower YwDs from marginalised communities by not just imparting skills but nurturing their dreams, enhancing decision-making abilities and creating pathways to a brighter future.

#### ABOUT TITAN COMPANY

Titan Company Ltd is the organization that brought about a paradigm shift in the Indian watch market when it introduced its futuristic quartz technology, complemented by international styling. With India's two most recognized and loved brands, Titan, and

Tanishq, to its credit, Titan Company Ltd is the fifth largest integrated own-brand watch manufacturer in the world.

The success story began in 1984 with a joint venture between the Tata Group and the Tamil Nadu Industrial Development Corporation. Presenting Titan quartz watches that sported an international look; Titan Company Ltd transformed the Indian watch market. After Sonata, a value brand of functionally styled watches at affordable prices, Titan Company Ltd reached out to the youth segment with Fastrack, its third brand, trendy, and chic. The company has sold 150 million watches all over the world and manufactures over 15 million watches every year. Over the last four decades, Titan has expanded into underpenetrated markets and created lifestyle brands across different product categories, including fragrances (SKINN), accessories and Indian dress wear (Taneira), and thoughtfully designed Women's Bags (IRTH).

Backed by over 8,000 employees, two exclusive design studios for watches and Jewellery, 10 manufacturing units, and innumerable admirers the world over, Titan Company Ltd continues to grow and set new standards for innovation and quality. The organization is all geared to repeat the Titan and Tanishq success story with each new offering.

### **ABOUT THE NGO PARTNER - THE ASSOCIATION OF PEOPLE WITH DISABILITY (APD)**

APD was founded as an NGO in Karnataka in 1959, working for equality, dignity, and justice for PwDs. Founded by a visionary, a young girl affected by polio, the late Ms. N. S. Hema, it aimed to empower persons with disabilities to become active, contributing members of society. APD's life cycle approach to YwDs is fairly unique. APD provides multiple services to YwDs based on the type, degree of disability, and program-specific outcomes through the Institution-based Rehabilitation Model (IBR) and Community-Based Rehabilitation Model (CBR) approaches. All beneficiaries and caregivers receive training, rehabilitation, and therapy from a multi-disciplinary team, as well as prosthetic aids and mobility aids, which are custom-made in an in-house workshop. APD's teams

work directly and through an array of service providers and the government to provide appropriate services for urban, semi-urban, and rural beneficiaries.

APD's work on Livelihood courses for YwDs has devised industry-tailored training programs that have a sector-leading 85.0% placement rate for its graduates.

## CHAPTER 2

### RESEARCH METHODOLOGY

Titan assigned SoulAce to conduct an impact assessment study on the initiatives undertaken by APD in Mysuru, Bengaluru and Gadag. This study aims to evaluate the effectiveness of APD's skill development program for PwDs.

#### OBJECTIVES OF THE STUDY

- To assess the immediate outcomes of the program and evaluate its long-term impacts on the target beneficiaries.
- To evaluate the contribution of the program to the overall well-being of the community.
- To measure the sustainability aspect of the program and formulate strategic recommendations for future improvements.

#### Mixed Method

This evaluation employs both qualitative and quantitative methods to examine the program's objective, impact and support it with subjective experiences and perspectives. Quantitative methods were utilised to gather and analyse numerical data, providing statistical insights and identifying impacts. The research design adopted a descriptive approach, aiming to present a detailed analysis and exploration of various aspects of the program. Descriptive research is suitable for creating an overview, identifying patterns, and understanding the current situation. By combining qualitative and quantitative research methodologies within a descriptive framework, the study sought to provide a comprehensive evaluation of the program, highlighting its impact and recommending

areas for improvement. This methodological combination ensured a thorough examination of the subject, offering both depth and breadth to the analysis.

### KEY STAKEHOLDERS

Project team members of APD

#### Research Design

**Name of the project:** Employment Training for Persons with Disabilities

**Implementing agency:** Association of People with Disability

**Research design used:** Descriptive Research Design

**Sampling technique:** Purposive Sampling

**Sample size:** 100

**Qualitative method used:** Semi-structured interviews and testimonials with beneficiaries, along with key stakeholders

### STUDY TOOLS

Semi-structured questionnaires were created for primary beneficiaries. The project details for each focus area were reviewed, and key indicators were defined before carrying out the surveys. Both semi-structured questionnaires and focus group discussions were used with key stakeholders.

#### Commitment to Research Ethics:

**Informed consent:** The study followed strict guidelines regarding informed consent. Participants were fully informed about the study's goals, procedures, and possible risks and benefits. They were encouraged to ask questions and were able to make well-informed decisions.

**Confidentiality:** Steps were implemented to uphold the confidentiality and privacy of participants. The data gathered was securely stored and accessible only to authorised individuals. Participant identities were safeguarded, and any personal details were either anonymised or coded to preserve confidentiality.

**Voluntary participation:** Participation in the study was completely voluntary, and individuals had the liberty to decide whether or not they wished to participate. There was no coercion or undue influence to compel individuals to take part in the study.

**Ethical Treatment:** Participants were treated with respect, dignity, and impartiality throughout the study, prioritising their well-being and rights. Any necessary assistance was provided to ensure their comfort and understanding.

### CHAPTER 3

#### ANALYSIS OF THE PROGRAM DESIGN

Component	Description
<b>Inputs</b>	<ul style="list-style-type: none"><li>• Trainers with expertise in Horticulture, Retail, Logistics, Apparel ,E commerce Electronics &amp; Mechanics, soft skills, and computer training.</li><li>• Curriculum designed for specially abled youth.</li><li>• Infrastructure for training (classrooms, practical areas).</li><li>• Partnerships with industries and employers.</li><li>• Awareness materials (IEC, banners, Kalajata).</li><li>• Support from village elders, Sarpanch, SHGs, and health workers.</li><li>• Placement officers for job linkages.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>• Community mobilisation through awareness camps and outreach.</li><li>• Identification of specially abled youth with stakeholders' support.</li><li>• Skill training in horticulture, Mechatronics, Retails, Apparel, Logistics ,e-commerce, life skills, soft skills, and computer proficiency.</li><li>• Hands-on learning through industrial visits and practical sessions.</li><li>• Regular assessment, mock interviews, and resume-building workshops.</li><li>• Employer engagement for job placements.</li><li>• Post-placement support and follow-ups.</li></ul>

<b>Outputs</b>	<ul style="list-style-type: none"> <li>Increased awareness among parents and communities about opportunities for specially abled youth.</li> <li>Trained youth with employable skills in horticulture and other relevant fields.</li> <li>Established connections between trainees and industries.</li> <li>Placement of trained candidates in reputed companies like Amazon, Flipkart, and Zepto.</li> <li>Continuous mentorship and counselling support.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Enhanced confidence and self-reliance among specially abled youth.</li> <li>Increased employment rate for specially abled individuals.</li> <li>Reduced stigma and improved parental perception of their children's potential.</li> <li>Strengthened industry collaboration for inclusive hiring.</li> <li>Higher retention of trained candidates in jobs due to post-placement support.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>Socio-economic empowerment of specially abled youth and their families.</li> </ul>
	<ul style="list-style-type: none"> <li>Sustainable livelihood opportunities for disabled individuals.</li> </ul>
	<ul style="list-style-type: none"> <li>A more inclusive workforce with better representation of specially abled individuals.</li> </ul>
	<ul style="list-style-type: none"> <li>The shift in societal attitudes towards the abilities of differently abled youth.</li> </ul>

## Governance-Related Insights

The program operates within a structured governance framework to ensure smooth implementation, accountability, and effectiveness. Clear roles, stakeholder involvement, and systematic processes guide decision-making and execution.

<b>Aspect</b>	<b>Governance Insights</b>
Community Engagement & Awareness	Awareness camps, IEC materials, and Kalajatha are used to mobilise and educate communities.

Stakeholder Involvement	Local consultations with community members ensure alignment with their needs and expectations.
Team Structure & Coordination	A structured team ensures smooth execution across training, assessment, placement, and follow-ups.
Trainee Identification & Selection	Potential trainees are identified through structured assessments and community consultations.
Training Structure & Oversight	A well-defined training schedule balances theoretical learning with practical exposure.
Assessment & Skill Validation	Periodic evaluations, hands-on tests, and continuous feedback maintain training quality.
Industry Collaboration & Job Matching	Active coordination with companies ensures relevant job opportunities for trainees.
Placement & Transition Support	Mock interviews, resume-building workshops, and on-the-job adjustment support facilitate smooth employment transitions.
Post-Placement Monitoring & Retention	Regular follow-ups with candidates and employers support job retention and career growth.
Accountability & Program Effectiveness	Ongoing tracking of placements, impact assessments, and structured follow-ups ensures program success.

### Monitoring and Evaluation

Monitoring and evaluation ensure that the program achieves its objectives effectively and maintains accountability. The approach focuses on systematic tracking, assessment, and feedback for continuous improvement.

- Regular field visits assess implementation progress and gather real-time feedback.
- Beneficiary participation is tracked to measure the impact on targeted groups.
- Fund utilisation is monitored to ensure financial transparency.

- Progress is measured using predefined performance indicators.
- Stakeholder feedback is collected for continuous improvement.
- Training programs are evaluated for their effectiveness in skill development.
- Detailed records of activities, outputs, and outcomes are maintained.
- Mid-term reviews identify challenges and inform strategic adjustments.

## CHAPTER 4

### KEY FINDINGS AND IMPACTS

This chapter compiles and analyses data from multiple sources to evaluate the overall impact and effectiveness of the program. It integrates qualitative insights gathered through detailed interactions with stakeholders. Drawing on diverse viewpoints, the chapter provides an in-depth analysis of how well the program has met its intended goals and contributed to long-term sustainability.

### PROGRAM ACTIVITY 1: HORTICULTURE

The 90-day course in horticulture provides essential training in soft skills, grafting, vermicomposting, stock management, plant propagation, financial literacy and environmental sustainability. It includes the training experience of YwDs with functional independence through horticulture training, fostering self-employment opportunities. Personal experiences from the candidates show the transformation in their skills and confidence, enabling them to secure employment. The program emphasises the importance of environmental sustainability and the potential of YwDs to contribute to the workforce.

## KEY FINDINGS

## DEMOGRAPHIC AND SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS

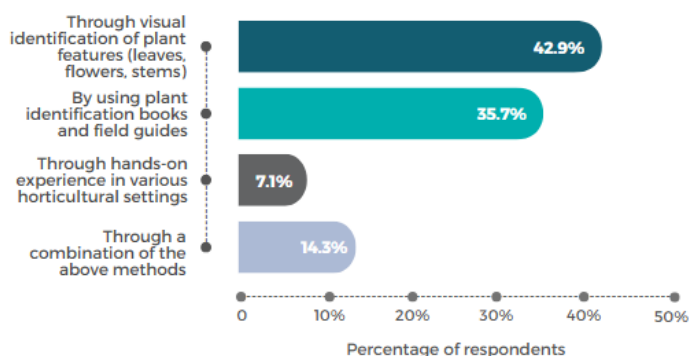
COMPARATIVE DEMOGRAPHIC AND SOCIO-ECONOMIC PROFILES			
Category	Horticulture	SANKALP Training	ITC
<b>1. AGE GROUP</b>			
20-30 years	71.40%	67.50%	-
31-40 years	21.40%	22.5%	-
<20 years	7.1%	10.0%	-
22 years	-	-	16.70%
26+ years	-	-	83.30%
<b>2. GENDER</b>			
Male	100%	66.30%	83.30%
Female	0%	33.70%	16.70%
<b>3. DISABILITY TYPE</b>			
Locomotor	50.00%	53.80%	50.00%
Visual Impairment	21.40%	11.30%	-
Hearing Impairment	7.10%	22.50%	50.00%
Speech Impairment	-	22.50%	-
Intellectual Disability	14.3%	1.30%	-
Mental Health Disorder	7.10%	5.00%	-
Multiple Disabilities	-	3.80%	-
Dwarfism	-	1.30%	-
<b>4. EDUCATION LEVEL</b>			
10th Standard	57.20%	57.50%	-
9th Standard	21.40%	-	-
3rd/4th Standard	7.1% each	-	-

12th Standard	7.10%	7.10%	-
ITI	-	7.10%	66.70%
Certificate/Diploma	-	57.20%	33.30%
Undergraduate	-	21.50%	-
<b>5. SOCIAL CATEGORY</b>			
General	50.00%	11.30%	33.30%
OBC	28.60%	50.00%	50.00%
SC	7.10%	27.50%	16.70%
ST	14.30%	11.30%	-
<b>6. MONTHLY INCOME</b>			
<₹10,000	50.00%	26.30%	-
₹10,000-₹20,000	50.00%	68.80%	-
₹10,000-₹15,000	-	-	16.70%
₹15,001-₹20,000	-	-	16.70%
>₹20,000	-	5.00%	66.60%

## IDENTIFICATION OF PLANT SPECIES

### TEACHING METHOD

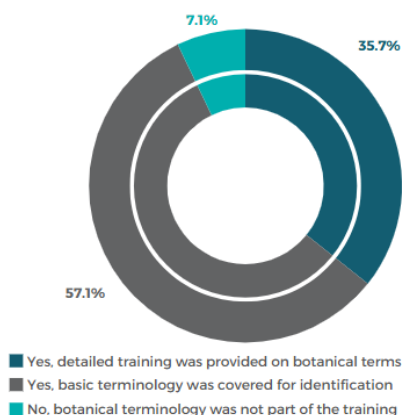
Teaching methods used to identify different plant species during the program



Nearly half of the majority of the respondents (42.9%) identified different plant species through visual identification of plant features such as leaves, flowers, and stems. A significant number of respondents (35.7%) used plant identification books and field guides to identify plant species. A smaller number of respondents (14.3%) used a combination of the above methods for plant identification.

### BOTANICAL TERMINOLOGY

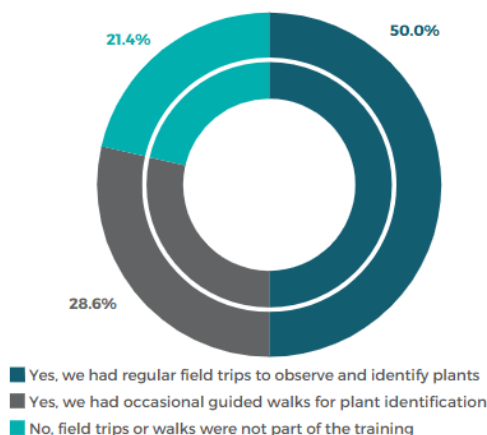
#### Introduction to botanical terminology



More than half of the majority (57.1%) of the respondents were introduced to basic botanical terminology for plant identification, while 35.7 % of the respondents received detailed training on botanical terms to aid in identification.

### PLANT IDENTIFICATION

#### Whether participated in field trips or guided walks to learn plant identification



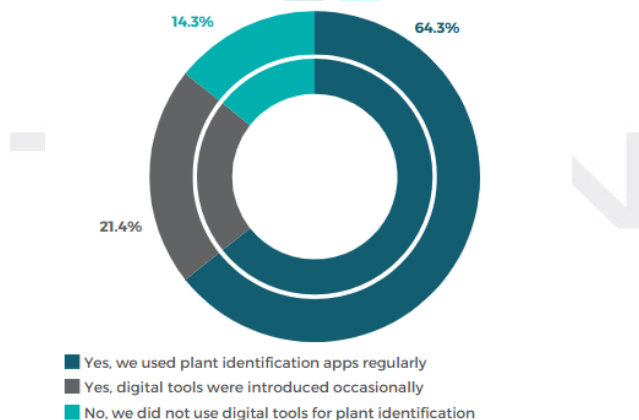
Half of the respondents (50.0%) participated in regular field trips to observe and identify plants. (28.6%) took part in occasional guided walks for plant identification, while 21.4% of the respondents did not have field trips or guided walks as part of their training.

### *Testimonial*

During the training program, I was provided training on identifying different plant species by observing features like leaves, flowers, and stems. The training sessions taught me basic botanical terminology to support my learning. I also attended field trips and guided walks during this course, which helped me to have hands-on experience to apply these skills and supported my understanding of plant identification.

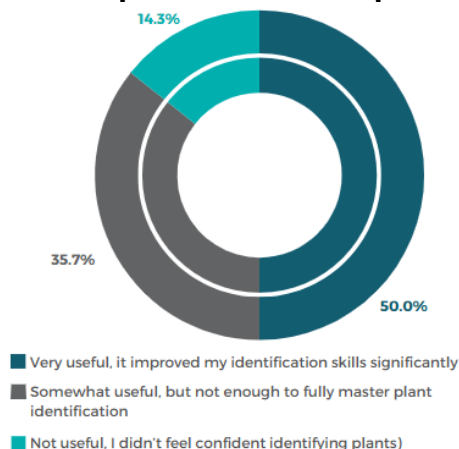
*Devaraj, Locomotor disability, Naganahalli*

### Whether digital tools or apps were used to help identify plants during the program



The majority of the respondents (64.3%) reported that plant identification apps were used regularly during the program, while 21.4% mentioned that digital tools were introduced occasionally. Additionally, 14.3% stated that they did not use digital tools for plant identification.

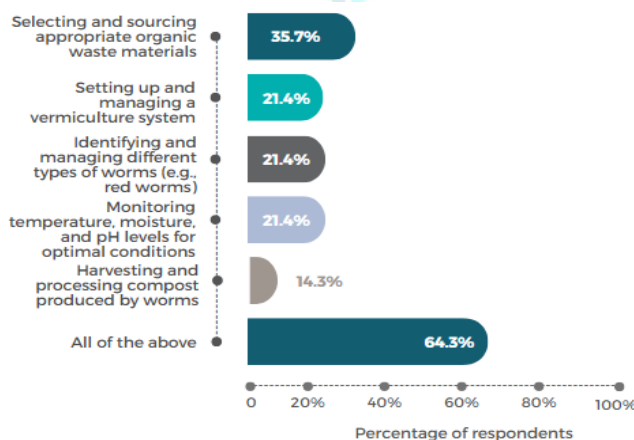
### The extent to which hands-on experience was helpful in identifying plant species



Half of the respondents found the hands-on experience very useful, as it significantly improved their plant identification skills. While a substantial number (35.7%) found it somewhat useful, they felt it was not enough to fully master plant identification.

## VERMICOMPOSTING SKILLS

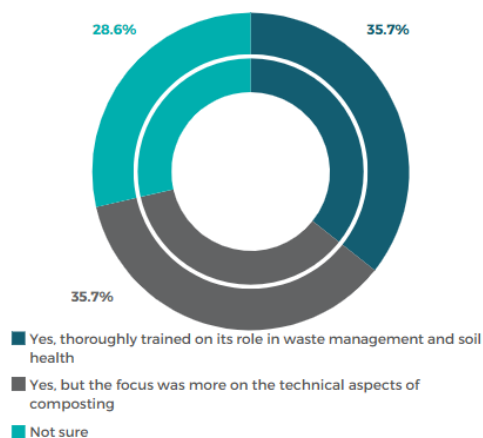
### Aspects of vermicomposting, which the respondents became skilled in during the program



A significant portion of respondents (64.3%) reported becoming skilled in all aspects of vermicomposting covered during the program. Over one-third of respondents (35.7%) became skilled in selecting and sourcing appropriate organic waste materials. Equal proportions (21.4%) of respondents gained skills in setting up and managing a vermiculture system, identifying and managing different types of worms, and monitoring temperature, moisture, and pH levels for optimal conditions. A smaller number of

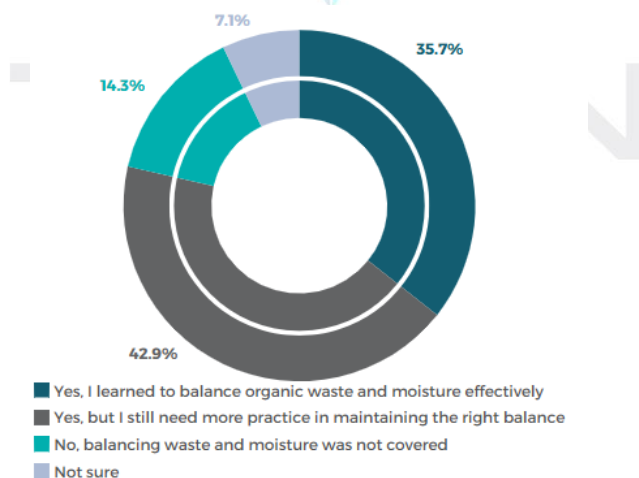
respondents (14.3%) became skilled in harvesting and processing compost produced by worms.

### Whether trained in the environmental benefits of vermicomposting during the program



An equal proportion of the respondents (35.7%) reported being thoroughly trained on the environmental benefits of vermicomposting, its role in waste management and soil health. They also stated that the focus was more on the technical aspects of composting. 28.6% of the respondents were not sure about their training in this area.

### Whether learnt to maintain the right balance of organic waste and moisture



Nearly half of the majority of the respondents (42.9%) stated they learned about balancing organic waste and moisture but required more practice to maintain it effectively. 35.7% of the respondents felt confident in balancing organic waste and moisture in vermicomposting systems. A smaller number of respondents (14.3%) reported that balancing waste and moisture was not covered.

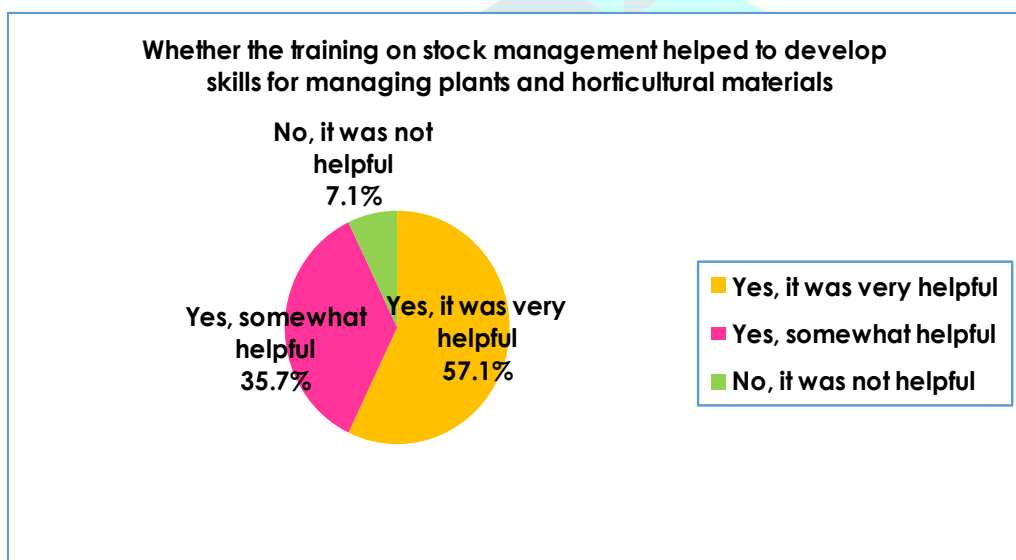
## Testimonial

In this program, I learned how to set up and manage a vermiculture system, including selecting organic waste and handling worms like red worms. I also learned to balance organic waste and moisture, which helped me to understand the environmental benefits for soil health and waste management of vermicomposting. Now, I am more confident in applying these techniques independently and managing plants and horticultural materials easily.

*Vinay A. N., Intellectual disability, Muniuru*

## TRAINING ON STOCK MANAGEMENT

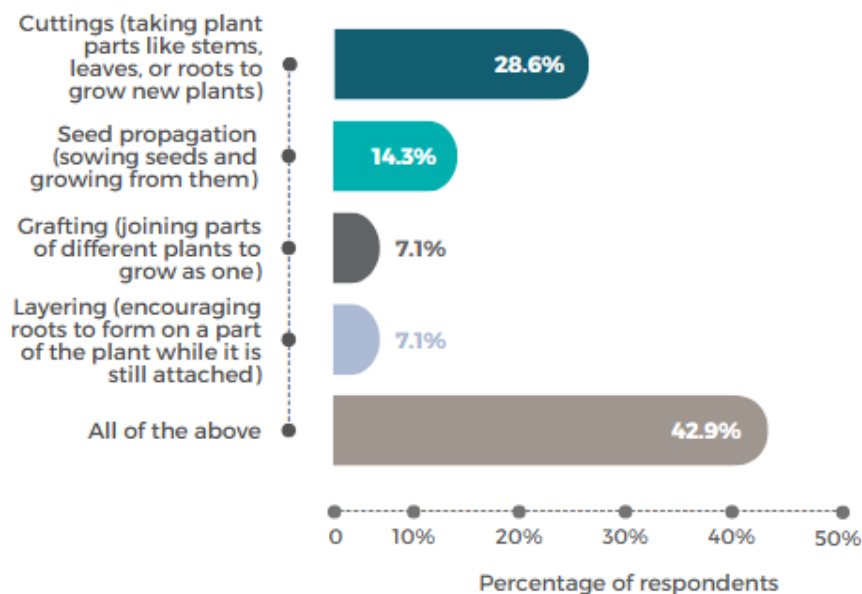
**Whether the training on stock management helped to develop skills for managing plants and horticulture materials**



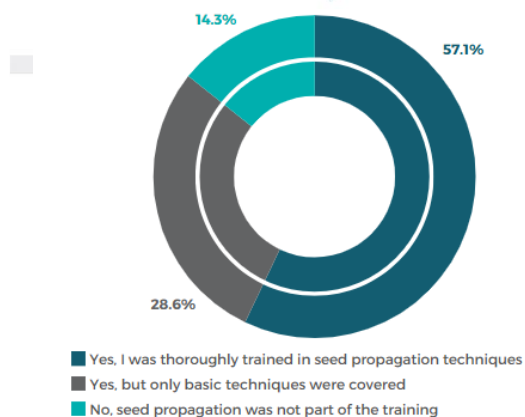
More than half of the respondents (57.1%) found the training on stock management very helpful in developing skills for managing plants and horticultural materials. Over one-third of respondents (35.7%) considered it somewhat helpful.

## PLANT PROPAGATION TECHNIQUES AND TRAINING

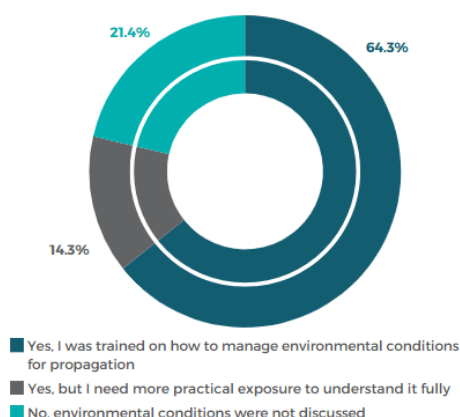
### Plant propagation techniques learnt during the program



### Whether trained in the best practices for seed propagation



### Whether learning about the appropriate conditions



- A substantial majority of the respondents (42.9%) learned all of the plant propagation techniques, including cuttings, seed propagation, grafting, and layering. Nearly a third of the respondents (28.6%) learned cuttings as a propagation technique, a small portion of respondents learned seed propagation, and an equal number of respondents (7.1%) learned grafting and layering techniques.
- 57.1% of the respondents reported they were thoroughly trained in seed propagation techniques. A significant number of the respondents (28.6%) mentioned that only basic techniques were covered.
- A majority of the respondents (64.3%) confirmed that they were trained on how to manage environmental conditions for successful plant propagation. A smaller number of respondents (21.4%) stated that environmental conditions were not discussed during the training. A few respondents (14.3%) acknowledged they learned about environmental conditions but felt they needed more practical exposure to fully understand them.



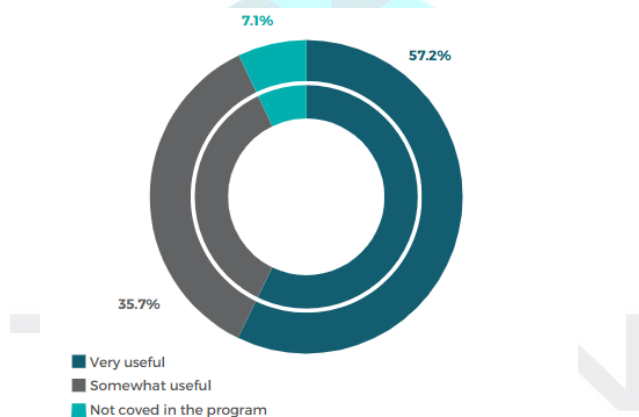
### *Testimonial*

In this program, I learned different plant propagation techniques like cuttings, seed propagation, grafting and layering. We had training in grafting methods like whip and tongue, bark and bridge grafting, and the best practices for seed propagation. I also gained knowledge about managing conditions like temperature, humidity and soil type for better seed propagation. This hands-on experience in horticultural settings supported my practical skills, and now I am more confident that I can apply these techniques.

*Ram Reddy, Hearing Impairment, Gowadathatgatta*

## SOFT SKILLS AND ENVIRONMENTAL SUSTAINABILITY

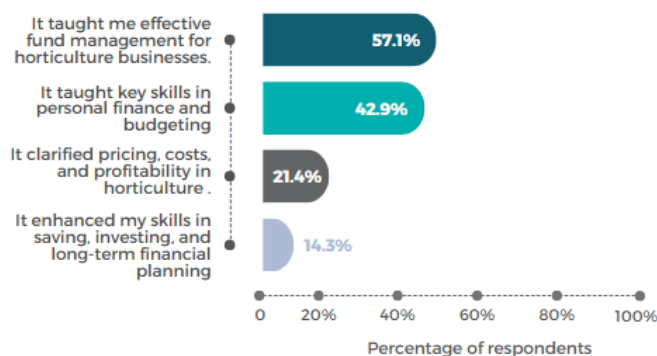
The extent to which the training was useful in effective communication



More than half of the majority of the respondents (57.2%) found the training very useful for effective communication in personal and professional development, while 35.7% of the respondents considered the training somewhat useful.

## FINANCIAL LITERACY

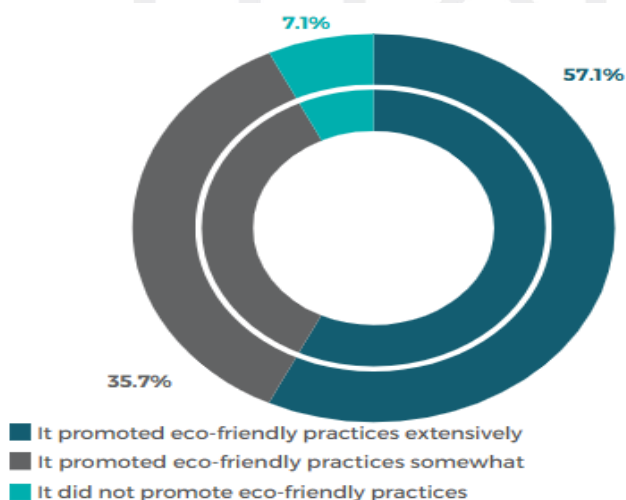
### Ways in which financial literacy was helpful during the program



More than half of the respondents (57.1%) found the training helpful in teaching them how to effectively manage funds for horticulture-related businesses. 42.9% of the respondents reported that the training provided essential knowledge on managing personal finances and budgeting. A smaller number of the respondents (21.4%) indicated that it helped them understand pricing, cost estimation, and profitability in horticulture projects, while 14.3% of the respondents said that it improved their ability to save, invest, and plan for long-term financial stability.

## ENVIRONMENTAL SUSTAINABILITY

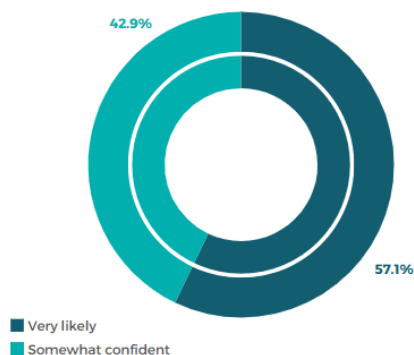
### The extent to which the program promoted eco-friendly practices in horticulture



## Employment Led Training for Person with Disabilities

57.1% of the respondents reported that the program extensively promoted eco-friendly practices in horticulture. 35.7% of the respondents mentioned that the program promoted eco-friendly practices to some extent.

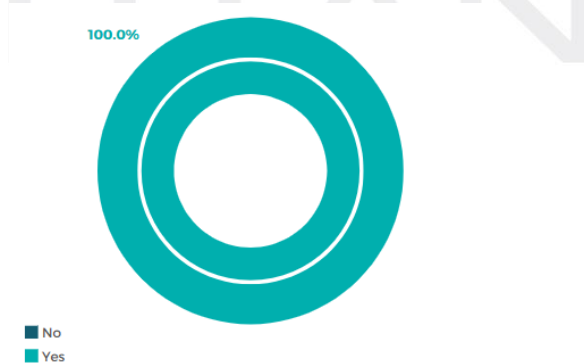
### The extent to which likely to adopt environmentally sustainable practices in your future horticulture work after this training



More than half of the respondents (57.1%) expressed that they were very likely to adopt environmentally sustainable practices in their future horticulture work, while the remaining respondents (42.9%) mentioned that they were somewhat likely to adopt such practices.

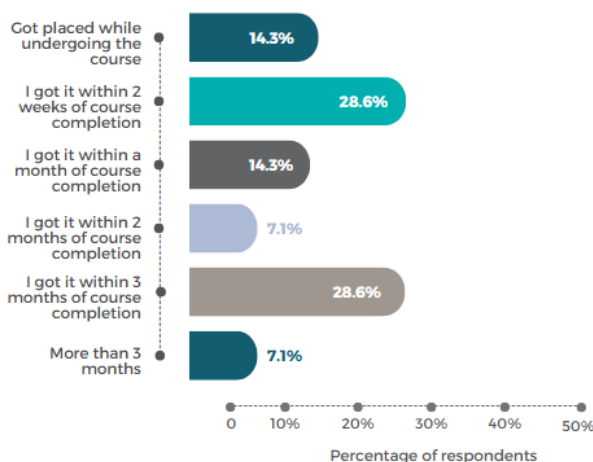
## PLACEMENT AND POST-PLACEMENT SUPPORT

### Whether received job placement assistance from the program



All of the respondents confirmed that they received job placement assistance from the program.

### Time taken to receive the job placement



14.3% of the respondents were placed while undergoing the course, and another 14.3% received placement within a month after completion. 28.6% received job placement within 2 weeks of course completion and within 3 months of completing the course. A smaller number of the respondents (7.1%) received placement within 2 months and more than 3 months post-completion.

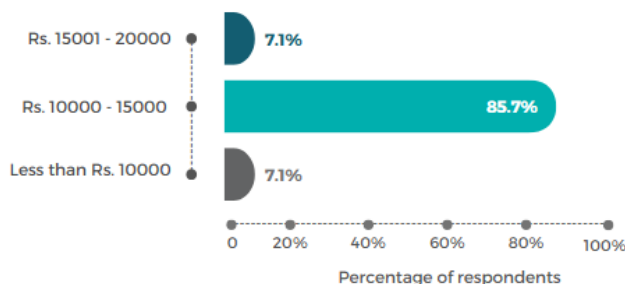
#### ***Testimonial***

In my 75-day skill training program, I learned different life skills and 21<sup>st</sup>-century skills like financial and digital training that helped me understand fund management and use digital tools after placement for horticulture-related business. I also learnt adaptability and problem-solving skills in professional environments and learned about eco-friendly practices. Now, I use more sustainable practices in my horticulture work.

***Pavan S., Mental Illness, Mandly***

### PRESENT EMPLOYMENT DETAILS

#### Present monthly income



The vast majority of the respondents (85.7%) reported earning between ₹10,000 to ₹15,000 per month. A small number of the respondents (7.1%) of the respondents earned less than ₹ 10,000 and between ₹ 15,001 to ₹ 20,000.

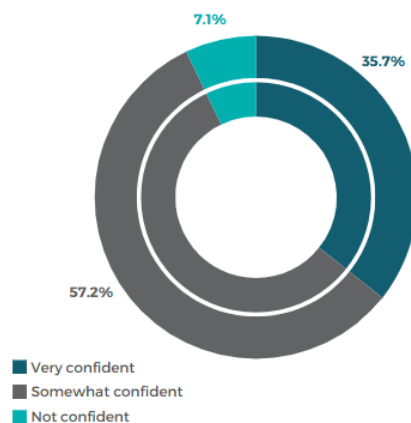
#### Interview: Mr. Raghu B.H, Co-ordinator, APD

In an interview with Mr. Raghu, who has been associated with APD for 15 years, working as a co-ordinator and aligning with their mission to empower PWDs. With a background in horticulture, he trained over 2,000 PWDs during his tenure in horticulture training. His teaching focused on practical experience around horticulture that helps trainees reach their full potential. Raghu designed the curriculum to combine theory with practical applications, which helped trainees understand the skills in detail. His teaching methods included lectures, audio-visual tools, collaborative learning and discussions, catering to different learning styles. The training emphasised sustainable agriculture practices, plant science and technology while also focusing on local relevance so trainees could apply their skills in their communities. Raghu tried to provide personalised support to help trainees overcome learning challenges. He continuously assessed progress, provided feedback and made adjustments when needed. He mentioned that several success stories came out of the program as trainees were able to enhance their livelihoods and improve their environments. The success of the program was evaluated based on employment outcomes, the sustainability of projects and the feedback from participants. Despite challenges like resource limitations and varying trainee needs, he adapted his teaching strategies to ensure effective delivery. He believed that more funding would help improve the program. Post-training, he stayed engaged with the graduates, offering job placement support and skill development workshops. Raghu is committed to keeping in touch with alumni and observing the long-term impact of the training. He plans to update the curriculum with new trends like vertical farming and hydroponics to keep up with industry changes. His passion for empowering individuals to lead independent and productive lives fuelled his commitment to the program.

## IMPACT

### CONFIDENCE IN IDENTIFYING PLANT SPECIES

Change in confidence level in identifying different plant species after completing the horticulture training



35.7% of the respondents mentioned being very confident in their ability to identify plant species. More than half of the respondents (57.2%) expressed feeling somewhat confident in identifying different plant species after completing the horticulture training.

### CONFIDENCE IN VERMICOMPOSTING TECHNIQUES

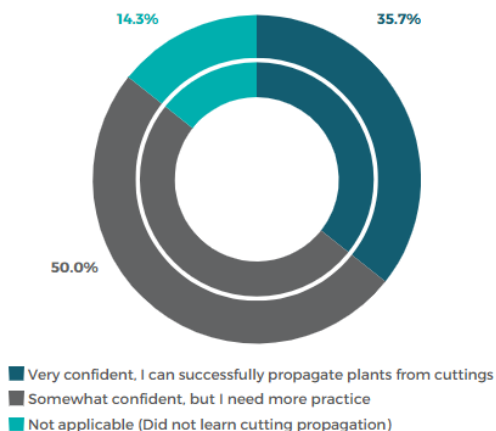
Whether confident in applying vermicomposting techniques to real-world scenarios



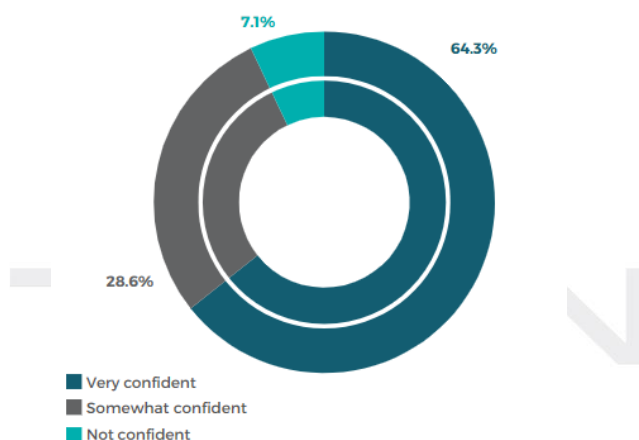
42.9% of the respondents reported being very confident in applying vermicomposting techniques to various contexts. Half of the respondents were somewhat confident but felt they needed more practice.

## CONFIDENCE IN PLANT PROPAGATION

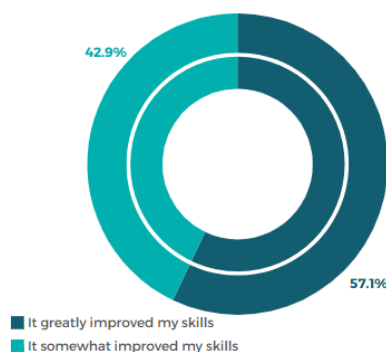
Whether confident in using cuttings to propagate plants



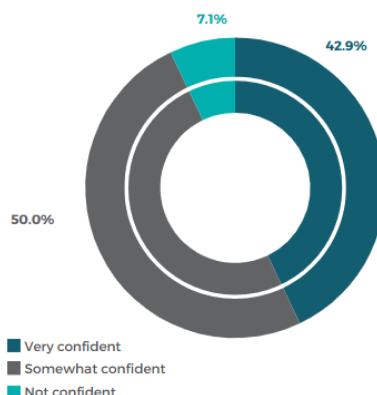
Level of confidence in applying plant propagation techniques in real-world settings after the program



The extent to which the hands-on experience in diverse horticulture settings helped to improve the practical skills



### Level of confidence in applying the learnt horticulture skills in a job setting after completing the program



A significant number of the respondents (35.7%) were very confident and believed they could successfully propagate plants from cuttings. Half of the respondents said that they were somewhat confident in using cuttings to propagate plants but needed more practice.

- The majority of the respondents (64.3%) reported feeling very confident in applying plant propagation techniques in real-world settings after the program. A smaller number (28.6%) felt somewhat confident.
- 57.1% of the respondents felt that the hands-on experience in diverse horticultural settings greatly improved their practical skills. 42.9% of the respondents felt that it somewhat improved their skills.
- 42.9% of the respondents were very confident in applying the horticulture skills learned in a job setting after completing the program. Half of the respondents were somewhat confident in applying the skills.

## Case Study 1:

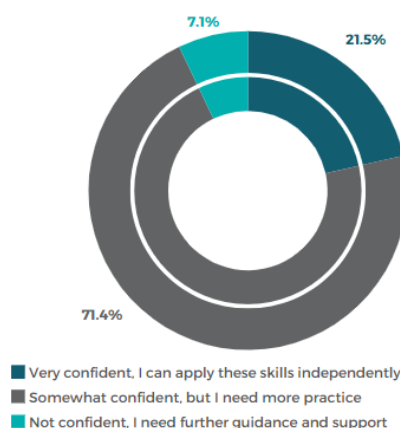
Kemparaju, a 20-year-old from Tumkur district, comes from a family of four. His father is a farmer, and the family's annual income ranges between ₹1-2 lakhs. Additionally, Kemparaju has a speech impairment, which poses challenges in accessing employment opportunities. Before undergoing the intervention program, he primarily assisted his family in farming activities. Limited financial resources and lack of specialised skills restricted his ability to seek formal employment, leaving him with few options for independent income generation.

Kemparaju learned about the horticulture training program through the Gram Panchayat. Interested in the field, he enrolled in a 90-day comprehensive training program. This program covered essential skills in ornamental horticulture, such as seed-sowing techniques, graft-cutting methods, polyhouse and propagation house management, indoor plant maintenance, and plant species identification. In addition to his technical knowledge, the program also supported him in securing employment, which played a vital role in his career progression.

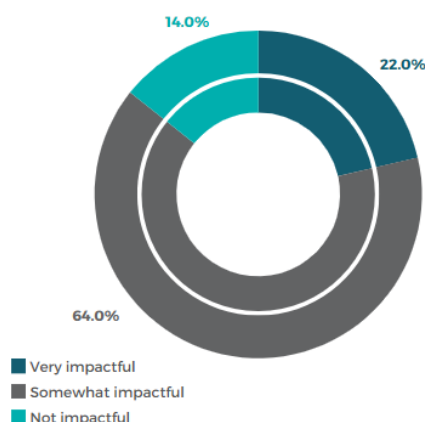
Upon completing the training, Kemparaju secured employment as a gardener at Gardenia, a landscaping company. This opportunity marked a significant shift in his life. He has now been working for the past 10 months, earning ₹10,000 per month. With disciplined financial management, he has managed to save ₹80,000, a significant milestone for his family's financial stability. Beyond financial independence, the program has fostered his personal growth and confidence. The structured training and employment opportunities have enabled him to perceive himself as an equal to others, reinforcing his self-reliance and social integration.

## FINANCIAL LITERACY IN SOFT SKILLS AND PROFESSIONAL DEVELOPMENT

### Level of confidence in applying the financial skills learned in real-world scenarios



### Rating of the financial literacy session in terms of their impact on the ability to manage finances



### Whether the program helped to improve the adaptability and problem-solving skills in a professional environment



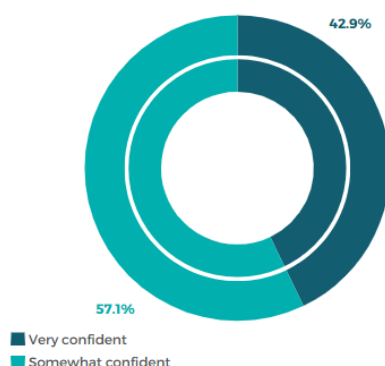
- 21.5% of the respondents were very confident and felt they could apply these skills independently. A substantial majority of the respondents (71.4%) were somewhat confident in applying the financial literacy skills learned but felt they needed more practice, and a few respondents were not confident and felt they needed further guidance and support.
- 22.0% of the respondents considered the financial literacy sessions very impactful, while 64.0% of the respondents found the financial literacy sessions somewhat impactful in improving their ability to manage finances. 14.0% of the respondents did not find the financial literacy sessions impactful.

## Employment Led Training for Person with Disabilities

- Half of the respondents felt that the program helped to improve their adaptability and problem-solving skills in professional environments significantly, while the other half felt that the program helped somewhat in improving these skills.

## ENVIRONMENTAL SUSTAINABILITY

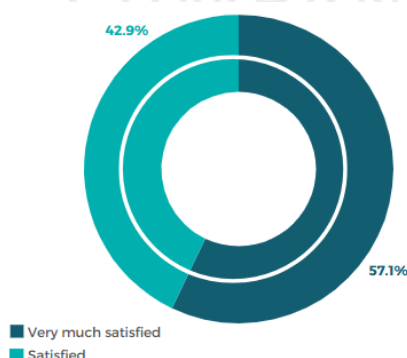
### Level of confidence in applying environmental sustainability principles in horticulture work



A significant number of respondents (42.9%) felt very confident in applying the environmental sustainability principles, while 57.1% of the respondents expressed being somewhat confident in applying environmental sustainability principles in their horticulture work.

## PLACEMENT AND POST-PLACEMENT SUPPORT

### Level of satisfaction with the placement provided

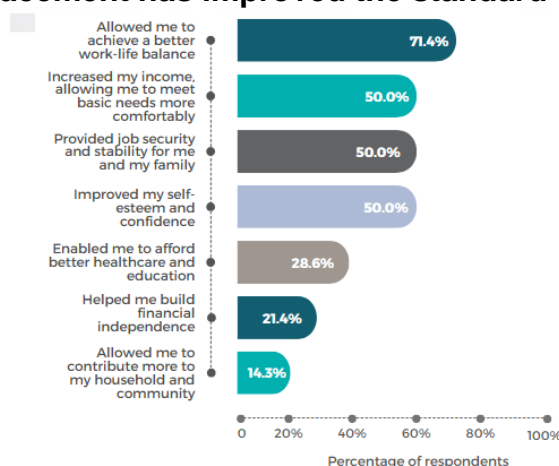


The majority of the respondents (57.1%) expressed being very much satisfied with the placement provided, whereas the rest of the respondents were satisfied with the placement.

## Interview: Saravana, Placement Team, APD Project

The program assessment team interviewed Saravana, part of the Placement Team at APD, who has been associated with the program for two years. During the conversation, Saravana explained his role in mobilising candidates, coordinating skill training and helping with job placements. He worked closely with local NGOs, community meetings and social media to reach potential participants. Saravana focused on ensuring that the program was inclusive and accessible by providing sign language interpreters, transportation support and a welcoming environment. The curriculum was designed with input from industry experts to address job market needs, and it included technical training, soft skills and job readiness. He used various training methods like workshops, role-playing exercises and demonstrations to cater to different learning styles. The training emphasised horticulture techniques, teamwork and communication. Participants received mentoring, resource materials and access to counselling services throughout the process. Job placements were facilitated by connecting with employers, providing job search support and preparing participants for interviews. Saravana ensured that placements aligned with participants' skills by carefully matching them to job roles. Post-placement, he followed up with participants for six months to track their success, including retention rates and promotions. He adapted the program over time by introducing new tools and flexible schedules to meet diverse needs. Despite challenges like accessibility issues and adapting training for participants with disabilities, he made sure to provide tailored support and assistive technologies. Success was evaluated based on job placement rates, participant feedback, and employer satisfaction. Saravana shared that a participant who had no prior experience secured a job in horticulture and later became a team leader. Looking ahead, he saw the need for advanced skill modules and expanding outreach efforts to meet the increasing demand for digital literacy and technical skills. He reflected on the program's holistic approach and its transformative impact on participants, helping them gain confidence and achieve their goals.

### Ways in which job placement has improved the standard of living

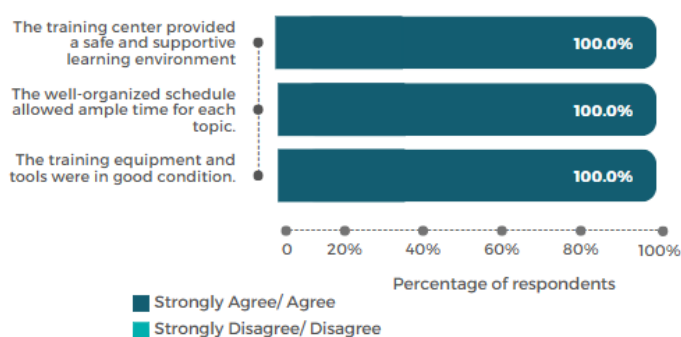


A large majority of the respondents (71.4%) stated that the job placement allowed them to achieve a better work-life balance. Half of the respondents reported that the job placement increased their income, allowed them to meet basic needs more comfortably, provided job security and stability for them and their families, and improved their self-

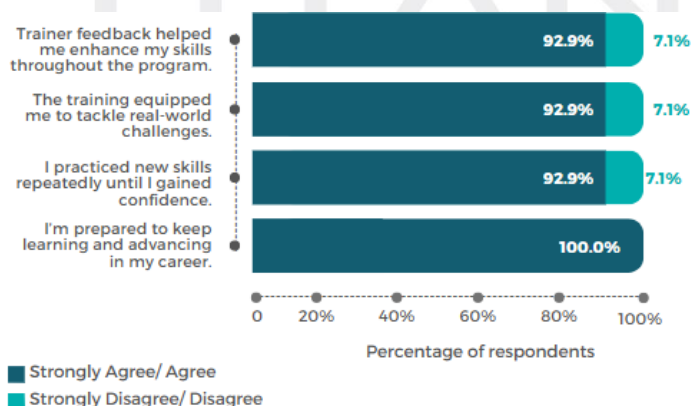
esteem and confidence. 28.6% of the respondents mentioned that job placement enabled them to afford better healthcare and education, while 21.4% of the respondents said that it helped build financial independence. A smaller number of participants (14.3%) mentioned that placement allowed participants to contribute more to their households and community.

### TRAINEE'S OVERALL OPINION

**Trainee's overall opinion of the learning environment, program organisation and training resources in the training program**



**Trainee's overall opinion on Skill Enhancement, Work Readiness, Practice Opportunities, and Career Preparedness after the Training Program**



- All respondents strongly agreed that the training centre provided a safe and supportive learning environment, the program schedule was well-organised, enough time was allocated for each topic, and the equipment and tools provided during the training were in good working condition.

- All of the respondents felt prepared to continue learning and advancing in their careers after completing the program. A vast majority of the respondents (92.9%) agreed that the feedback from trainers helped them improve their skills throughout the program, felt that the training prepared them well to handle real-world work challenges, and were given opportunities to practice new skills repeatedly until they felt confident.

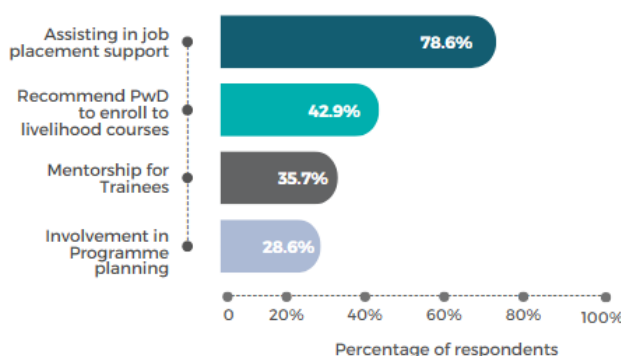
### *Testimonial*

I was unemployed before joining the horticulture training program. The program taught me different skills and, in the end, provided job placement assistance. I got a job placement within 3 months after completing the training program, and this really improved my standard of living by providing a better work-life balance and an increased stable income to meet my basic needs. It also provided job security for me.

*V. Kiran Kumar, Visual Impairment, Epperu village*

## GIVING BACK TO SOCIETY

### Giving Back to Society

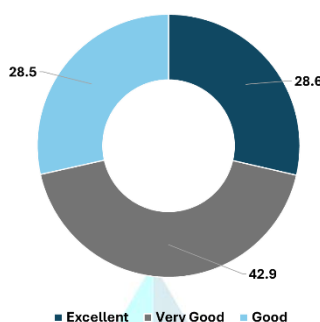


A majority of the respondents (78.6%) expressed a desire to assist in job placement support as a way of giving back to the community, while slightly less than half of the respondents (42.9%) mentioned that they would recommend PwDs to enrol in livelihood

courses. Additionally, 35.7% of the respondents showed interest in providing mentorship for trainees, and 28.6% of the respondents wanted to get involved in program planning.

### OVERALL RATING

Overall rating of the program



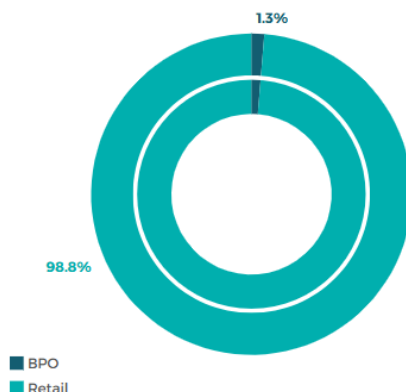
The overall rating of the program shows that 28.6% of respondents rated it as excellent, 42.9% rated it as very good, and 28.5% rated it as good.

### PROGRAM ACTIVITY 2: SANKALP TRAINING

SANKALP is designed to equip PwDs with a comprehensive range of sector-specific skills. The key findings and impact section sheds light on how training focuses on developing 21st-century skills along with expertise in sectors like retail, ITES, e-commerce, apparel, and others. The 45-day course includes 35 days of in-house training and 10 days of on-the-job training, ensuring a well-rounded preparation for the participants. The program emphasises the personal growth of candidates, enhancing their skills and confidence to thrive in their respective sectors.

## KEY FINDINGS

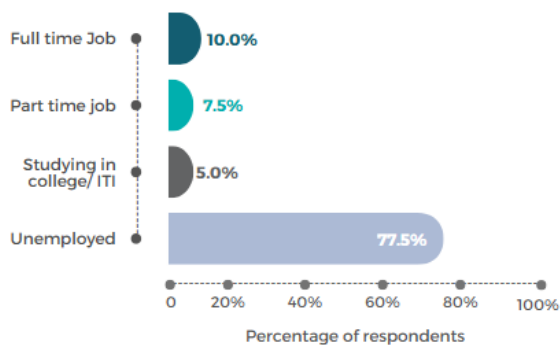
**Name of the course**



Nearly all of the respondents (98.8%) reported being enrolled for retail courses, and a few enrolled for BPO courses.

## EMPLOYMENT STATUS

**Employment Status before joining the program**



A large majority (77.5%) of the respondents reported being unemployed before joining the course, while smaller proportions were engaged in full-time and part-time jobs and pursuing studies in college or ITI, respectively.

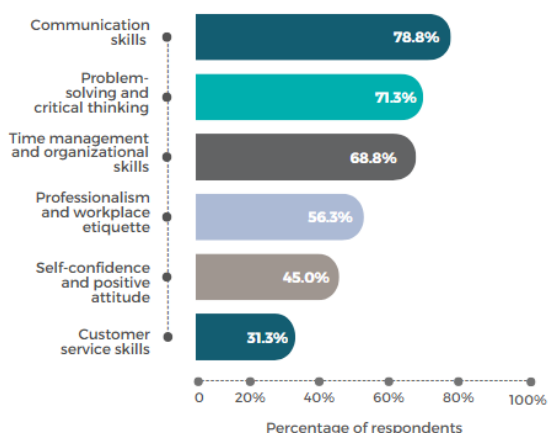
### Testimonial

I joined the SANKALP training program, where I learned different skills during practical sessions and theoretical lectures. We had group discussions and interactive workshops in this course, which improved my communication skills and other life skills. The trainers used methods and techniques to give us hands-on experiences. The methods helped me perform technical tasks and collaborate effectively with team members. Now, I can manage my clients and apply new technologies in my field. I also feel confident in my sector-specific skills. The training methodology was easy to understand overall.

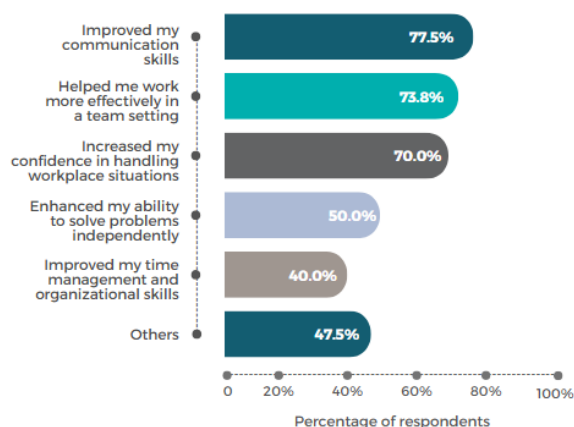
*Kishore Naik, Mental Health Disorder, Kadiri Thanda*

## SOFT SKILLS TRAINING

### Soft skills in the training program



### Workplace benefits of the soft skills training program



A large majority of the respondents (77.5%) reported that the training program improved their communication skills with colleagues and supervisors. A substantial majority of the respondents (73.8%) mentioned that it helped them work more effectively in a team setting, while a notable number of the respondents (70.0%) said that the program increased their confidence in handling workplace situations. Half of the respondents noted that it enhanced their ability to solve problems independently. 40.0% of the respondents said that the program improved their time management and organisational skills & 47.5% of the respondents mentioned other workplace benefits from the program.

### Case Study 2r:

Marilinga, a 22-year-old from a farming family of five, is the eldest child and has faced several financial challenges. His parents relied on farming as their primary source of income, but financial constraints made it difficult for the family to sustain itself. Determined to improve his situation, Marilinga decided to learn a new skill and joined the Sankalp program at APD.

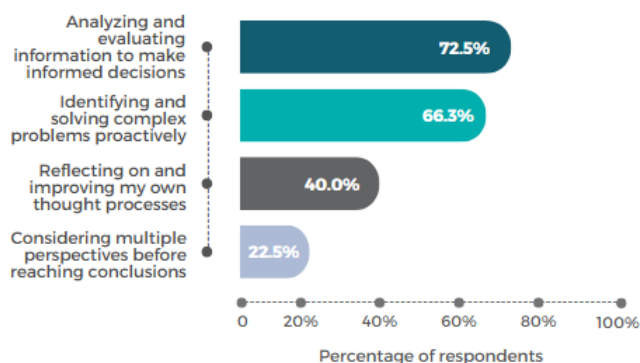
Before enrolling in the program, Marilinga and his family struggled with a significant financial burden, including a ₹2 lakh loan that weighed heavily on them. His locomotor condition added to the challenges he faced in securing stable employment. However, after joining APD, he gained not only technical skills but also confidence in his abilities. The program equipped him with the knowledge and expertise needed to secure a job, ultimately transforming his life.

Today, Marilinga works at the Regional Transport Office (RTO) in a role that involves dispatching and delivering licenses. With a stable monthly income of ₹20,000, along with incentives, he is now able to

## 21<sup>st</sup> CENTURY SKILLS

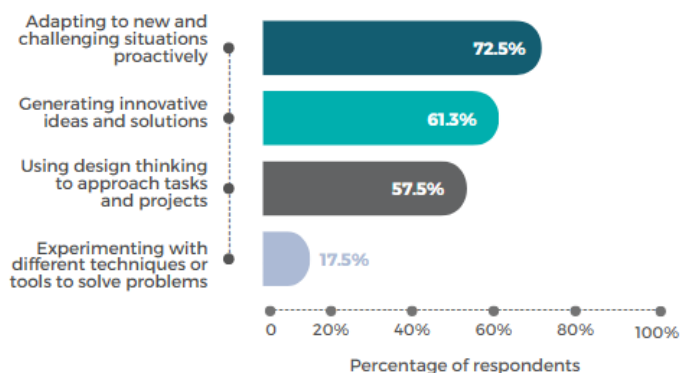
### CRITICAL THINKING SKILLS

#### Critical skills acquired through the program



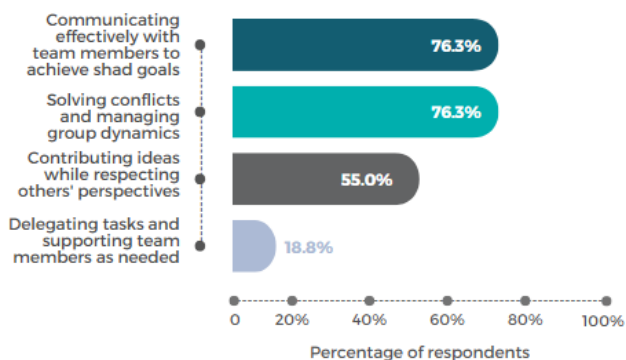
### CREATIVITY SKILLS

#### Creativity skills development through the program



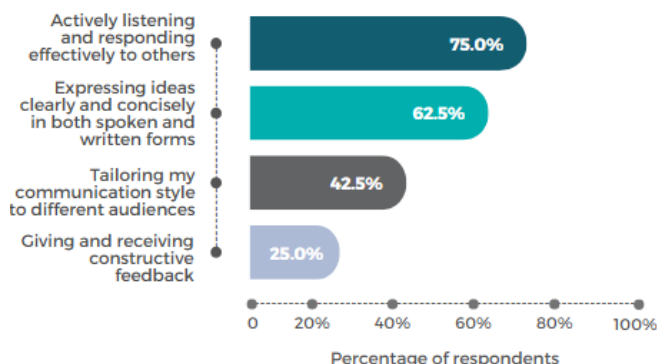
### COLLABORATION AND TEAMWORK SKILLS

#### Collaboration and teamwork skills acquired through the program



### COMMUNICATION SKILLS

#### Communication skills developed through the program



- A large majority of the respondents (72.5%) reported acquiring the ability to analyse and evaluate information to make informed decisions through the program. A clear majority of the respondents (66.3%) mentioned learning to identify and solve complex problems proactively. 40.0% of the respondents stated that the program helped them reflect on and improve their own thought processes, while 22.5% of the respondents stated that the program taught them to consider multiple perspectives before reaching conclusions.
- 72.5% of the respondents reported developing the ability to adapt to new and challenging situations proactively through the program, while a significant majority of the respondents (61.3%) stated learning to generate innovative ideas and solutions. More than half of the respondents (57.5%) mentioned that the program helped them use design thinking to approach tasks and projects, and a smaller number of the respondents (17.5%) were encouraged to experiment with different techniques or tools to solve problems.
- A clear majority of the respondents (76.3%) reported acquiring the ability to communicate effectively with team members to achieve shared goals and learning to solve conflicts and manage group dynamics within the team. More than half of the respondents (55.0%) shared that the program helped them contribute ideas while respecting others' perspectives, and a smaller number of respondents (18.8%) stated that the program taught them how to delegate tasks and support team members as needed.

- A substantial majority of the respondents (75.0%) developed the ability to actively listen and respond effectively to others through the program, while 62.5% learned to express ideas clearly and concisely in both spoken and written forms. 42.5% of the respondents said that the program helped them tailor their communication style to different audiences, and a small number (25.0%) of the respondents stated that the program taught them how to give and receive constructive feedback.

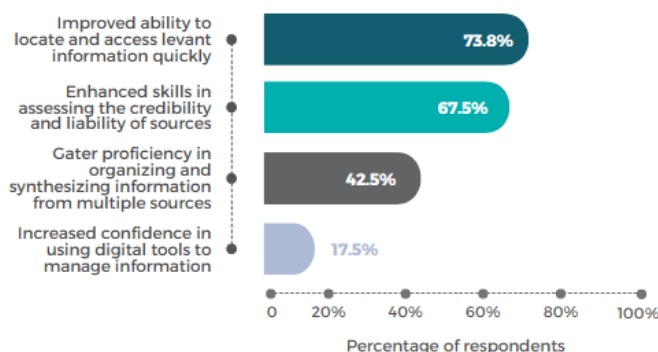
### *Testimonial*

The program taught me how to think critically and solve problems. I learned to look at situations from different angles before making decisions. I also became more confident in handling challenges on my own, which helped me find solutions quickly at work. The training helped me approach problems in creative ways to come up with better solutions.

*Madhu S, Multiple Disability, Hoskote*

## DEVELOPMENT OF INFORMATION LITERACY

### Development of information literacy through the program

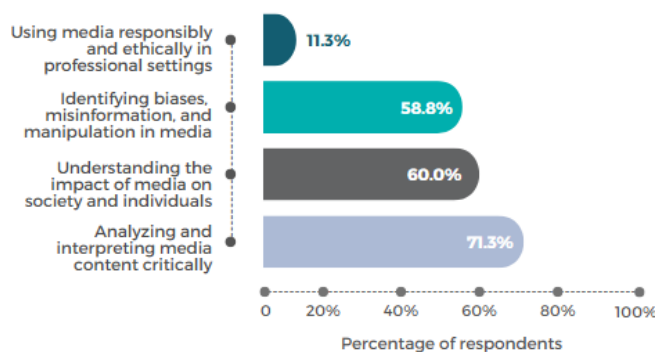


A large majority of the respondents (73.8%) reported improving their ability to locate and access relevant information quickly through the program, while a significant majority of the respondents (67.5%) mentioned enhancing their skills in assessing the credibility and reliability of sources. 42.5% of the respondents gained proficiency in organising and synthesising information from multiple sources. A smaller number of respondents (17.5%)

stated that the program increased their confidence in using digital tools to manage information.

### MEDIA LITERACY SKILLS

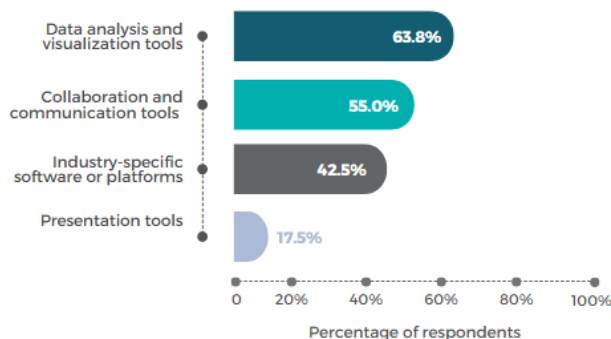
#### Media literacy skills development through the program



A significant majority of the respondents (71.3%) developed the ability to analyse and interpret media content critically through the program, while 60.0% of the respondents mentioned gaining an understanding of the impact of media on society and individuals. 58.8% of the respondents learned to identify biases, misinformation, and manipulation in media, while 11.3% of the respondents stated that the program taught them to use media responsibly and ethically in professional settings.

### DIGITAL AND TECHNOLOGY TOOLS

#### Digital and technology tools acquired through the program



The majority of the respondents (63.8%) reported acquiring skills in data analysis and visualisation tools such as Excel and Google Analytics through the program. More than half of the respondents (55.0%) mentioned gaining proficiency in collaboration and communication tools like Google Workspace and Microsoft Teams. A substantial portion

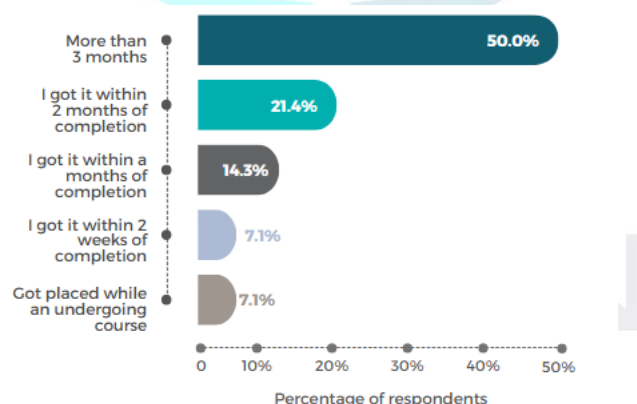
(42.5%) of the respondents learned using industry-specific software or platforms, including CRM systems and e-commerce platforms, while 17.5% of the respondents' developed skills in presentation tools such as MS PowerPoint and Google Slides.

### *Testimonial*

During the program, I learned about digital tools and using media information. I learned how to quickly search for the right information and how it can help me in my work. I also became more comfortable using digital tools like Excel to analyse data and Microsoft Teams to work with others. These skills helped me to become organised at work, and I can use technology to handle tasks better.

*Maruthesh, Locomotor Disability, Yadhagiri*

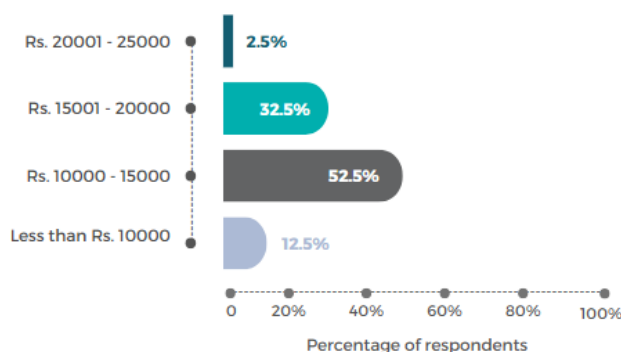
### Time taken to receive the job placement



Nearly half of the respondents (42.5%) reported securing a job placement within 2 weeks of completing the program. Some of the respondents (21.3%) received placement while undergoing the course, and 20.0% were placed within a month after course completion. A smaller number of respondents (11.2%) took more than 3 months to secure job placement, and 5.0% found placement within 2 months of course completion.

### PRESENT EMPLOYMENT DETAIL

#### Present monthly income



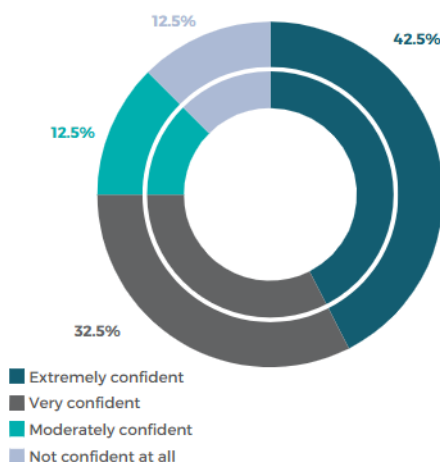
A vast majority of the respondents (85.0%) reported earning between ₹10,000 to ₹20,000 per month, while 12.5% earned less than ₹10,000 per month. Only 2.5% had a monthly income between ₹ 20,001 to ₹ 25,000.

#### Interview: Ms. Deenabandhu Surekha, Trainer, APD Team

In an interview with Ms. Deenabandhu Surekha, a trainer conducted training sessions in batches of 25 students, focusing on Retail and ITES. The employment rate for every batch was 100%, with all 75 students across three batches being placed in companies in Gadag and Bengaluru. She emphasised communication skills, practical sessions, interactive workshops, group discussions, peer learning and industry-relevant case studies and examples. The training covered how to work in teams and communicate with clients or customers. Soft skills like communication, problem-solving, time management and workplace etiquette were also taught, along with active listening and giving and receiving constructive feedback. The training included digital tools such as Microsoft Teams and presentation tools like PowerPoint and Google Slides. The training module was in English, though students from rural backgrounds expressed the need for it to be in Kannada for better understanding. All those who were placed were happy with their new jobs, as they were able to earn on their own.

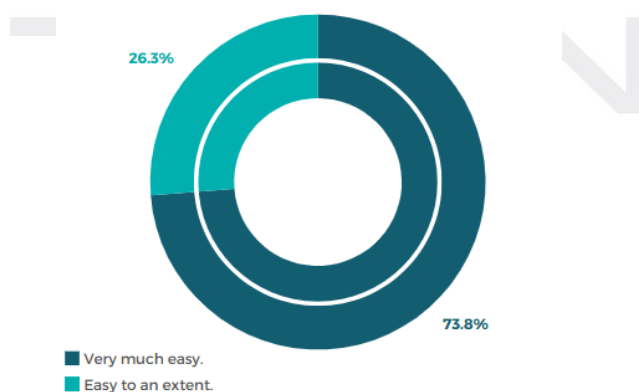
### CONFIDENCE IN SECTOR-SPECIFIC PROGRAM

#### Respondent's confidence level in sector-specific skills post-program



A significant number of the respondents (42.5%) reported feeling extremely confident in their sector-specific skills post-program. A small number of the respondents (32.5%) noted being very confident in their skills, and a smaller proportion of the respondents (12.5%) mentioned feeling moderately confident and not confident at all in their sector-specific skills post-program.

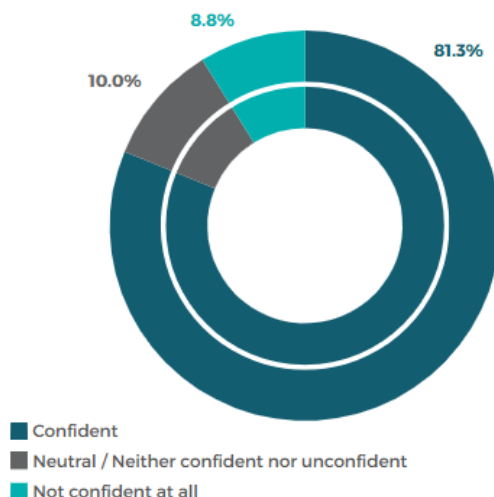
#### Respondent's ease of understanding the training methodology



A significant majority of the respondents (73.8%) said that the training methodology was very easy to understand, while a smaller number of respondents (26.3%) mentioned that the training methodology was easy to an extent.

## CONFIDENCE LEVEL IN SOFT SKILLS TRAINING PROGRAM

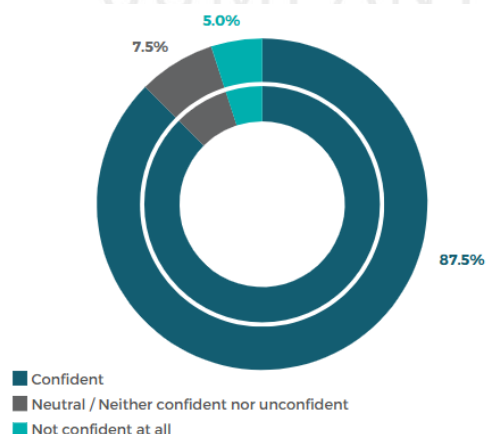
### Confidence level in soft skills after program completion



A vast majority of the respondents (81.3%) reported feeling confident in their soft skills after completion of the program. A smaller number of respondents (10.0%) mentioned they felt neither confident nor unconfident, and a few respondents (8.8%) mentioned they were not at all confident.

## CONFIDENCE LEVEL IN 21<sup>st</sup> CENTURY SKILLS

### Confidence level in 21<sup>st</sup> Century skills post-program



## Employment Led Training for Person with Disabilities

A vast majority of the respondents (87.5%) reported feeling confident in their 21st-century skills after completing the program, while a small fraction of the respondents (7.5%) said they were neither confident nor unconfident, and a few respondents mentioned not at all confident.

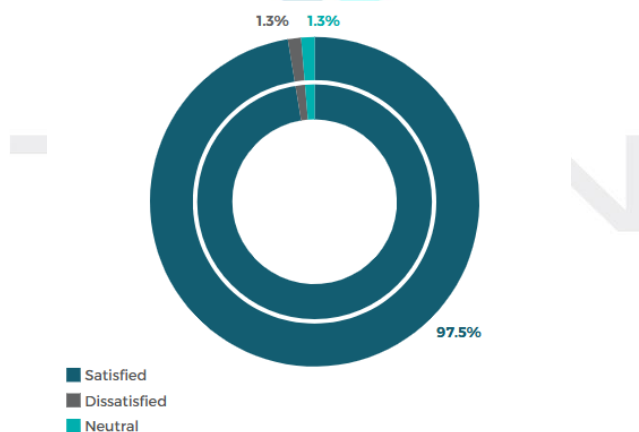
### *Testimonial*

The training program helped me improve my ability to communicate better. I learned how to speak clearly and listen more carefully, which made me more effective in talking with colleagues. It also helped me work better in teams by teaching me how to manage conflicts and communicate with others to achieve shared goals. The training on giving and receiving feedback also helped me collaborate more easily with my team. I feel more confident after completing this program.

*B. Milarappa, Locomotor Disability, Hemavathi Village*

## PLACEMENT AND POST-PLACEMENT SUPPORT

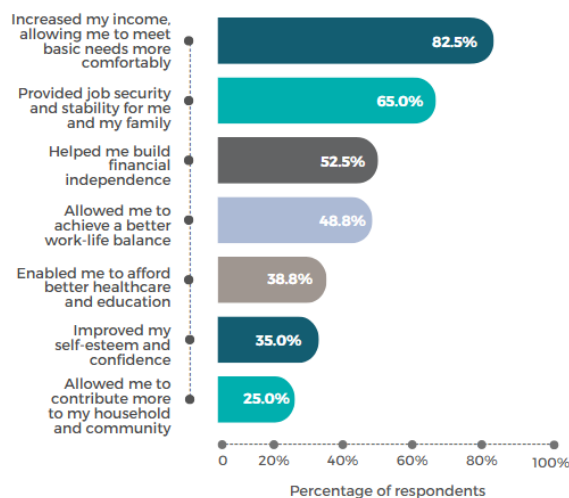
### Level of satisfaction with the placement provided



Almost all of the respondents (97.5%) expressed satisfaction with the placement provided through the program.

### IMPACT ON STANDARD OF LIVING

#### Impact of job placement on the standard of living



82.5% of the respondents reported that their job placement increased their income, allowing them to meet basic needs more comfortably, and a majority (65.0%) stated that job placement provided them with job security and stability, benefiting both them and their families. 52.5% of the respondents mentioned that it helped them build financial independence, and almost half of the respondents noted that their job placement allowed them to achieve a better work-life balance. 38.8% of the respondents shared that it enabled them to afford better healthcare and education, while 35.0% of the respondents stated that their self-esteem and confidence improved post-placement, and a few (25.0%) said that the job placement allowed them to contribute more to their household and community.

### **Interview: Mahesh, Director of Livelihoods at Titan**

The SoulAce impact assessment team had a discussion with Mahesh, where he shared that he has been associated with the program for the past 8 years, overseeing various aspects of its operations. He explained that the mobilisation process involved district-level Mobilizers and Village Rehabilitation Workers (MRWs), who identified candidates with disabilities and brought them to Bengaluru for training. This process was also supported by alumni groups and the NGO network. He mentioned that the target group for the program consisted of 80% individuals with disabilities and 20% from underprivileged communities. He then noted that challenges, such as obtaining approvals for camps during elections and reluctance from beneficiaries to relocate, were addressed through sensitisation sessions with families and flexible scheduling. He emphasised that accessibility was a priority, and necessary aids and accommodations were provided. To raise awareness, he said that community sensitisation sessions were conducted, targeting parents and other stakeholders.

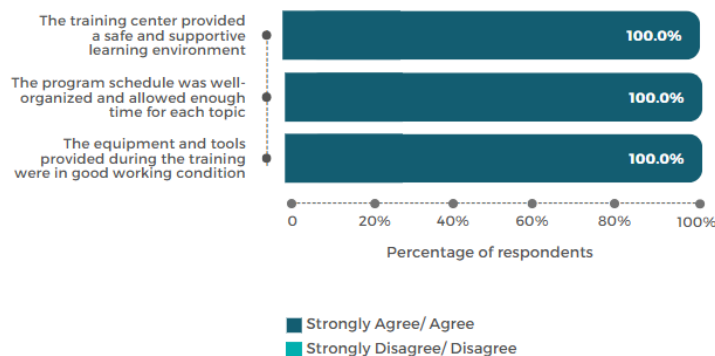
When talking about the curriculum, he said that it was developed with inputs from NSDC, SCPwD and NCVT employees and was tailored to suit the participants' literacy levels and job market needs. He added that there was a strong focus on practical learning and explained that trainers ensured the training was customised to the abilities and aspirations of the participants, using hands-on methods like role-playing and simulations. During the training, he said that participants were provided with food, accommodation, therapy services and aid support. He also highlighted that special attention was given to making the content accessible to individuals with disabilities.

Regarding job placements, Mahesh said the program facilitated placements through a network of 1,000 employers and that pre-training modules focused on resume-building and interview skills. He said that follow-ups at 45, 60 and 90 days after placement ensured a smooth transition into the workforce. Post-placement support, including addressing workplace challenges and ensuring job retention, was provided with ongoing follow-ups for up to six months. He proudly shared that the program achieved 100% job placements, with participants earning Rs. 10,000–12,000 per month.

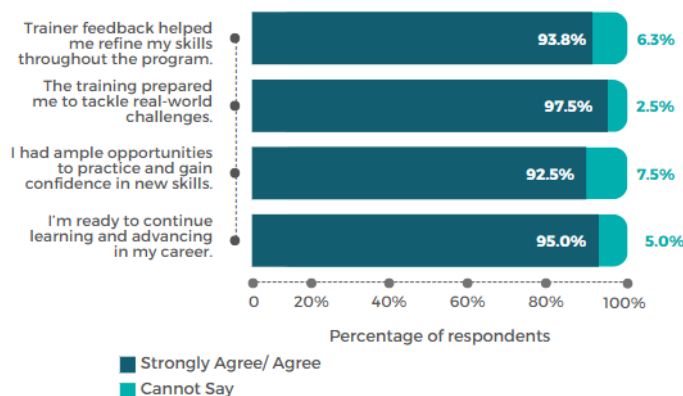
Mahesh added that the program not only improved participants' financial independence but also transformed their quality of life. Looking ahead, he shared that he envisions expanding the program, introducing industry-specific certifications, and enhancing digital literacy and entrepreneurship skills to provide better opportunities for graduates. Reflecting on the impact, he expressed satisfaction with how the program offered education and employment opportunities, ultimately transforming the lives of many individuals.

## TRAINEE'S OVERALL OPINION

**Trainee's overall opinion of the learning environment, program organisation and training resources in the training program**



**Trainee's overall opinion on skills enhancement, work readiness, practice opportunities, and career preparedness after the training program**



- All of the respondents (100%) strongly agreed that the training centre provided a safe and supportive learning environment. Most of the respondents (95.0%) expressed that the equipment and tools provided during the training were in good working condition, while 87.5% mentioned that the program schedule was well-organised and allowed enough time for each topic.

## Employment Led Training for Person with Disabilities

97.5% of the respondents strongly agreed/that the training prepared them well to handle real-world work challenges. A vast majority of the respondents (95.0%) strongly agreed/ agreed that they feel prepared to continue learning and advancing in their careers after completing the program. A large majority of the respondents (93.8%) strongly agreed/ agreed that the feedback from trainers helped them improve their skills over the course of the program, while 92.5% strongly agreed/ that they were given opportunities to practice new skills repeatedly until they felt confident.

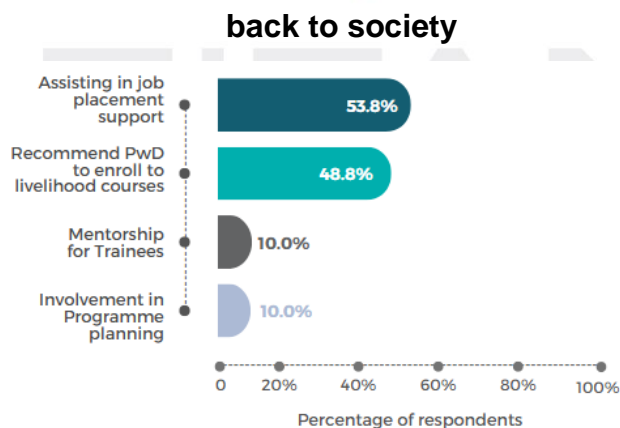
### Testimonial

The job placement after the skill training program increased my monthly income, which made it easier to cover my basic needs. This also gave me job security and stability for my family. The training centre was a safe place to learn, and the schedule was well maintained. The trainers gave me helpful feedback, which improved my skills. The program prepared me for real work situations and gave me chances to practice increasing my confidence.

*Sashikumar, Hearing Impairment, Mysuru*

## GIVING BACK TO SOCIETY

Ways in which the respondents like to celebrate the community as part of giving



More than half of the majority of the respondents (53.8%) expressed their desire to assist in job placement support. Nearly half of the respondents (48.8%) of the respondents mentioned that they would recommend PwDs to enrol in livelihood courses, and a small portion of respondents (10.0%) expressed interest in providing mentorship for trainees and being involved in program planning.

### **Interview: Venugopal, Master Trainer, APD (E-Commerce and Retail)**

During an interview conducted by the SoulAce team with Venugopal, who had been with APD for two years and worked in the E-Commerce and Retail sector, he explained his role in the SANKALP program, including course design, training delivery, mentorship, and curriculum development. He made sure the curriculum was up-to-date and aligned with industry standards by regularly reviewing industry reports, attending conferences, and maintaining relationships with corporate partners. The SANKALP courses were designed to develop strong trainers and managers, focusing on foundational concepts, technical skills, soft skills, and digital marketing. His teaching style was flexible, incorporating various learning formats such as visual aids, group activities and practical demonstrations.

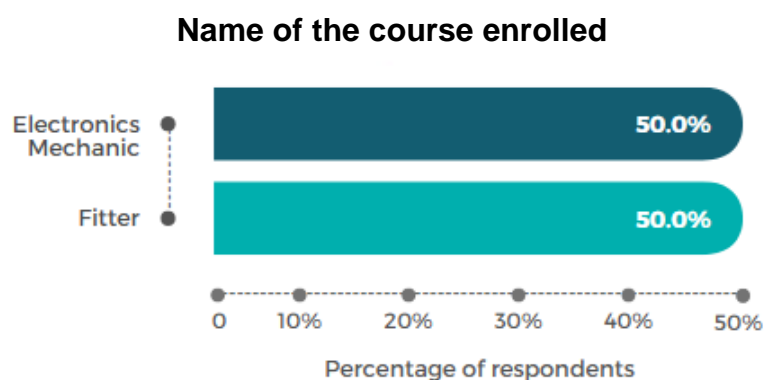
He emphasised the practical application of knowledge through hands-on labs and case studies, keeping participants engaged with interactive teaching methods and providing timely feedback. Venugopal used formative assessments like quizzes, assignments, and one-on-one discussions to track the progress of the participants. Technical skills related to IT and digital platforms were covered, while soft skills like communication, teamwork and problem-solving were integral to the program. Soft skills were assessed through peer evaluations, group activities and individual performance.

He provided ongoing support to participants through one-on-one mentoring, collaboration, and group discussions, offering accommodations where needed, including additional time for assignments and specialised support for students with disabilities. Feedback from participants was regularly collected through surveys to improve future course iterations. Accessibility was ensured by providing materials in different formats, and computer labs were made available. Career preparation included resume-building workshops and mock interviews. Venugopal maintained regular contact with industry professionals to ensure the curriculum remained relevant. After graduation, he stayed in touch with graduates through networks and follow-up surveys, offering continued learning resources and career support. He believed that motivation was key to growth and successful transitions of participants into the tech industry.

### PROGRAM ACTIVITY 3: ITC (INTEGRATED TRAINING COURSE)

The findings and impact include the details of training methods used in the Mechanical and Fitter domains, practical exercises with hand tools and measuring tools, how participants learned to operate machines and tools and the soft skills training program. The 90-day integrated course in Basic Electronics covers circuit design, identification and use of electronic components, tools, equipment, soldering and de-soldering skills and basic repairing and maintenance of mobile phones and consumer appliances.

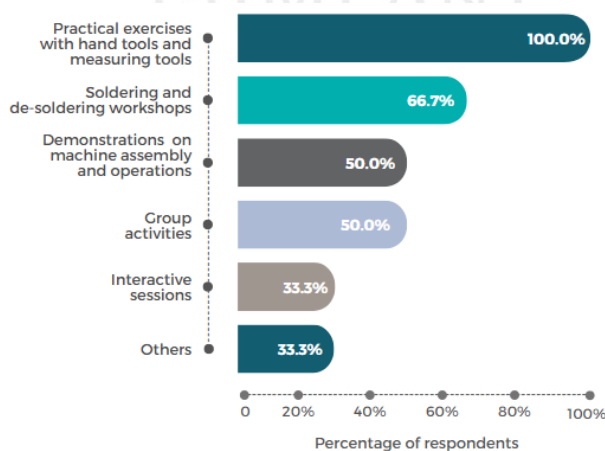
#### KEY FINDINGS



An equal number of respondents (50.0%) were enrolled in the Electronics Mechanic and Fitter courses.

#### TRAINING METHODS USED (FOR MECHANICAL AND FITTER DOMAINS)

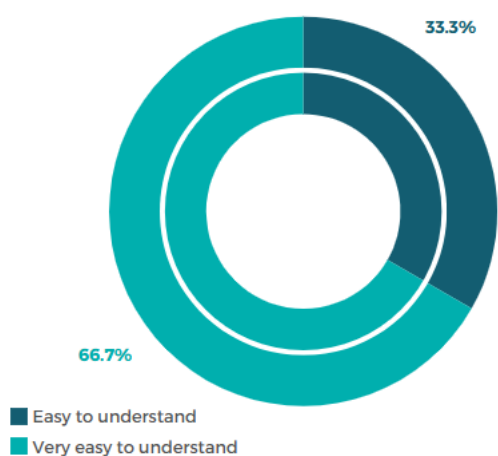
Training methods for enhancing domain-specific skills in mechanical and fitter domains



## Employment Led Training for Person with Disabilities

All the respondents reported practical exercises with hand tools and measuring tools as a training method, while a significant majority (66.7%) of the respondents participated in soldering and de-soldering workshops. An equal number of respondents (50%) attended demonstrations by trainers, such as machine assembly and operations and group activities to enhance teamwork in machine operations or repair tasks, while 33.3% of the respondents mentioned participating in interactive sessions and other methods.

### Ease of understanding of the training methodology



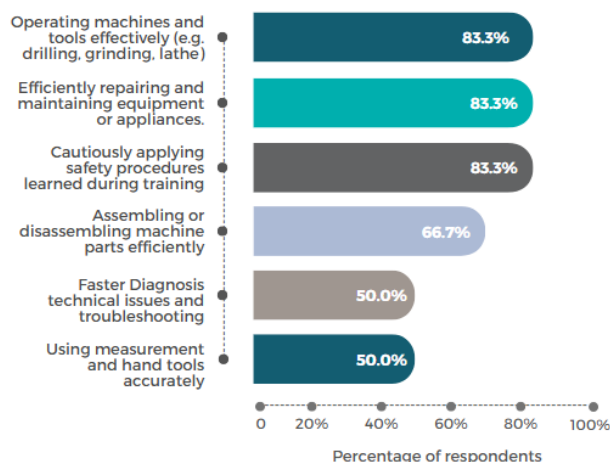
A significant majority (66.7%) of the respondents found the training methodology very easy to understand, while a smaller portion (33.3%) found it easy to understand.

### Testimonial

During the training program, we learned how to improve domain-related skills through hands-on methods. Practical exercises with hand tools and measuring tools helped us get comfortable with real-world tasks. Workshops on soldering and de-soldering gave us the chance to practice these techniques. Trainers explained machine assembly and operations, which allowed us to understand the process better. Group activities also improved our teamwork, especially when it came to machine operations and repairs. They also gave interactive sessions on electronic components and circuit design.

- **Himanshu Dubey, Locomotor Disability, Malur**

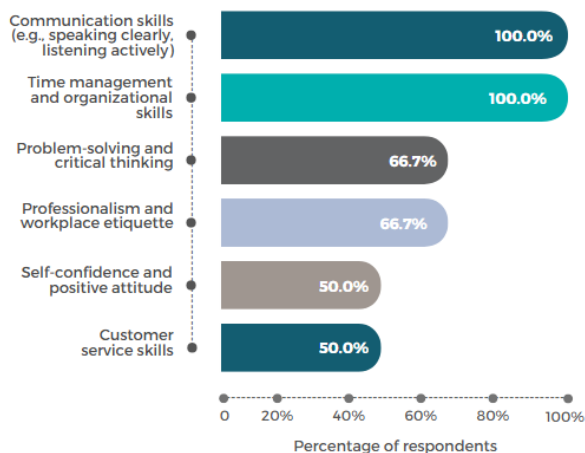
### Application of learning in the job



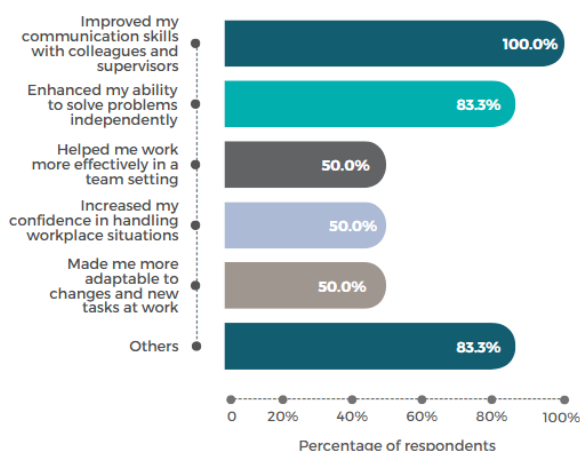
A vast majority of the respondents (83.3%) used their learning to operate machines and tools effectively, perform repairs and maintenance, and apply safety procedures, while a significant majority of the respondents (66.7%) used it for assembling or disassembling machine parts. 50% of the respondents learnt to diagnose technical issues, and the same percentage of respondents learnt to use measurement tools accurately.

## SOFT SKILLS TRAINING PROGRAM

### Soft skills taught in the training program



### Benefits of the soft skills training program at the workplace



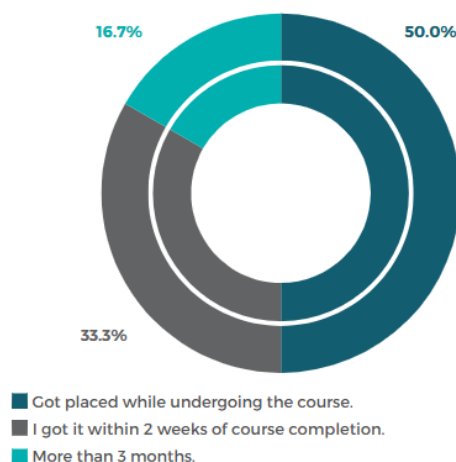
- All of the respondents reported learning communication skills and time management during the soft skills training program, while a substantial majority (66.7%) learnt problem-solving, critical thinking, professionalism, and workplace etiquette. 50.0% of the respondents mentioned developing a positive attitude, self-confidence, and customer service skills.
- All respondents reported improved communication skills with colleagues and supervisors, while a large majority (83.3%) found the training helpful in enhancing problem-solving skills and other benefits. Half of the participants (50.0%) stated that the soft skills training program was beneficial in building confidence at the workplace and improving teamwork and adaptability skills.

#### *Testimonial*

The training helped me learn how to use machines and tools like drills and grinders, do repairs, and follow safety steps. I also got better at taking apart and fixing machines. The soft skills training helped me talk more clearly with others, solve problems and work better with my team. It made me feel more confident and organised at work.

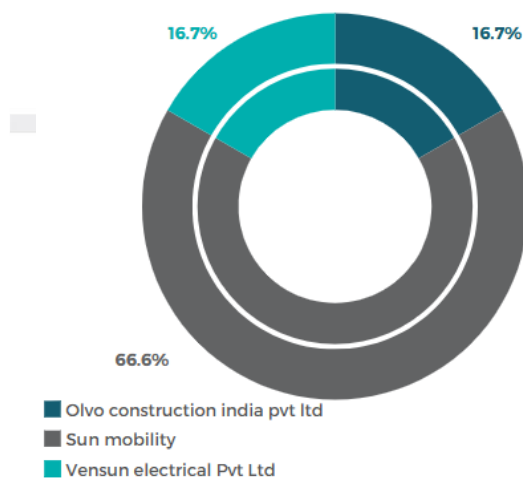
- **Sunil Kumar, Hearing Impairment, Haaveri**

### Time taken to secure job placement after course completion



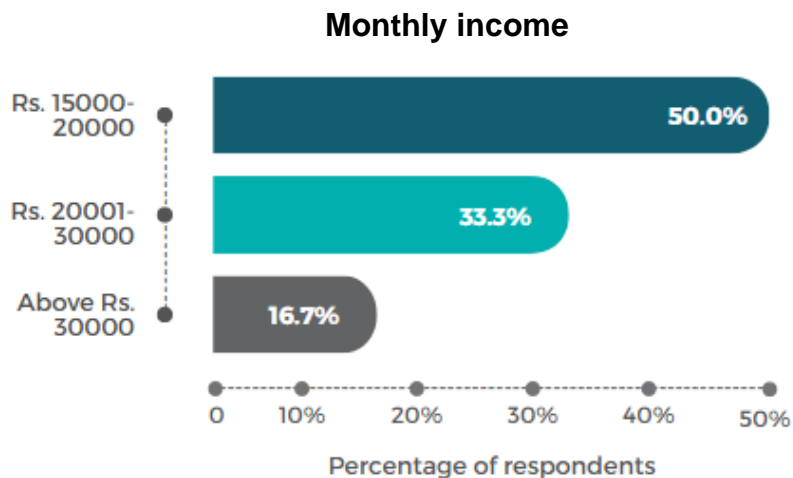
Half of the respondents received placement while undergoing the course. 33.3% of the respondents were placed within two weeks of course completion. 16.7% of the respondents were placed in more than three months.

### The company where placed presently



A large majority (66.6%) of the respondents were placed at Sun Mobility, while 16.7% were placed at Volvo Construction India Pvt Ltd and Vensun Electrical Pvt Ltd.

## INCOME STATUS



Half of the respondents reported a monthly income between ₹15,000 to ₹20,000, while one-third earned between ₹20,001 to ₹30,000, and 16.7% of the respondents earned above ₹30,000.

### *Testimonial*

I joined the Fitter course during the training program. I learned to follow safety rules, fix and assemble machine parts and use tools properly. The trainers explained skills like professionalism, workplace manners, confidence, and customer service. Two weeks after the course, I got a job at Sun Mobility as a junior technician, which helped me become independent and feel more confident.

- **Sai Swaroop, Locomotor Disability, Jalahalli**

## Case Study 3:

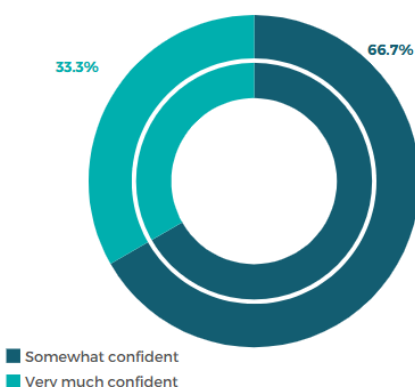
Himanshu Dubey, originally from Varanasi, moved to Bengaluru as a child. At 23 years old, he faced significant challenges due to his locomotor disability. Despite these hurdles, he was employed at Amazon, earning ₹15,000 per month before undergoing an intervention that transformed his life and career trajectory. Himanshu came to know about the ITC training program through Gram Panchayat. Encouraged by the opportunity, he joined the program, which introduced him to a structured learning environment. When he first stepped into the classroom, he found himself among 10-15 students, and for the first time, he felt like an equal. The program instilled a strong sense of confidence in him, eliminating any feelings of incapability.

After completing the training, Himanshu experienced a remarkable transformation. He secured a better-paying job and is now earning ₹35,000 per month. Having worked in multiple places, he often felt different from others, but at APD, he discovered an inclusive environment that empowered him. Today, he carries a confidence that he can achieve anything he sets his mind to, breaking barriers and setting an inspiring example for others facing similar challenges.

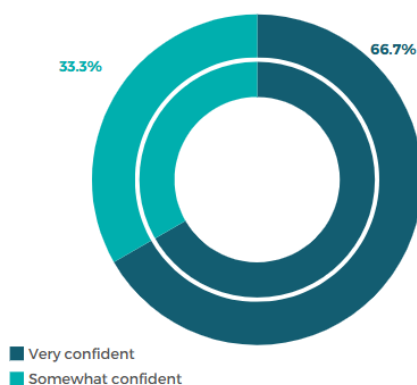
Himanshu's journey underscores the power of skill development programs in enhancing career opportunities and self-confidence.

## SATISFACTION WITH THE TRAINING AND PLACEMENTS

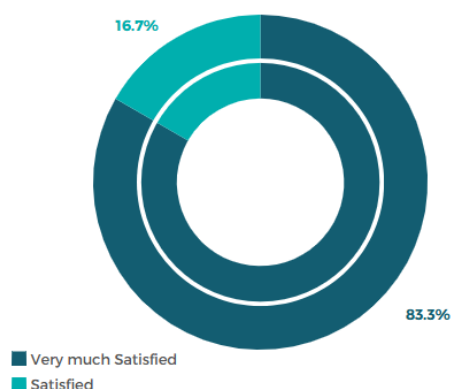
### Confidence in domain skills at the end of the training



### Confidence in soft skills at the end of the program



### Satisfaction with the placement provided

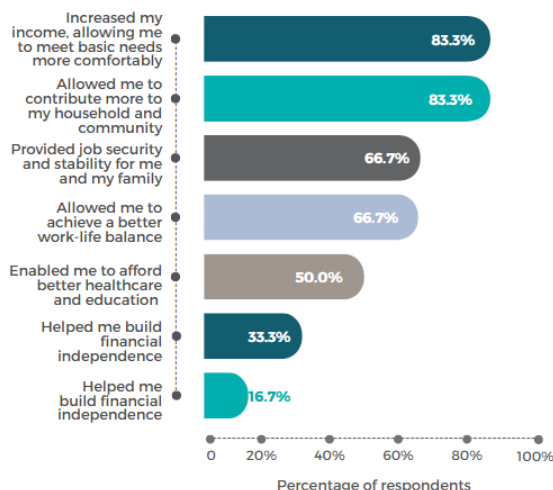


- 33.3% of the respondents were very much confident in their domain skills after the completion of the training, while 66.7% mentioned being somewhat confident.
- A significant majority (66.7%) of the respondents were very confident in their soft skills at the end of the program, while 33.3% were somewhat confident.
- A vast majority (83.3%) of the respondents expressed being very much satisfied with the placement provided, while a smaller number (16.7%) were satisfied.

## IMPROVEMENT IN STANDARD OF LIVING

### Ways in which job placement has improved the standard of living

## Employment Led Training for Person with Disabilities



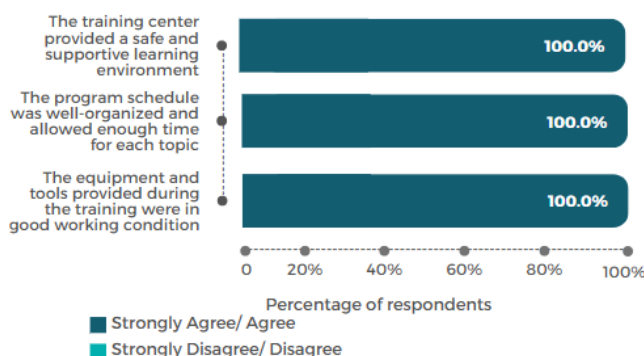
A substantial majority of the respondents (83.3%) stated that their income increased, allowing them to meet basic needs more comfortably and contribute more to their households and communities. Two-thirds (66.7%) of the respondents reported improved job security, stability, and a better work-life balance. Half of the respondents expressed that they could afford better healthcare and education, while 33.3% mentioned building financial independence. Additionally, a smaller number (16.7%) said that they improved self-esteem and confidence as a result of job placement.

### Interview: Ms. Suprita Revankar, Project Coordinator, APD Project Team

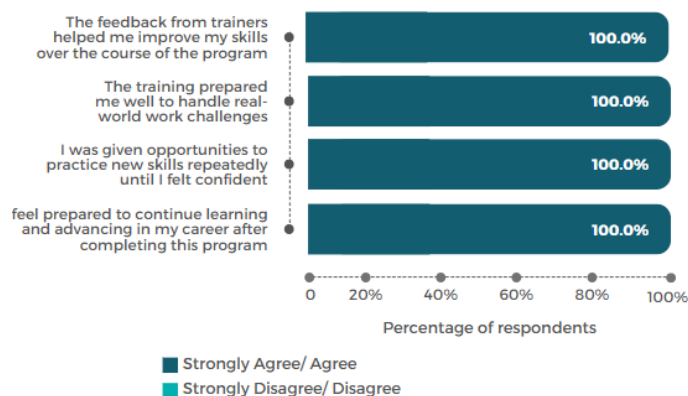
During an interview with Ms. Suprita, the project coordinator of the skill development program, she explained her role in managing all the components of the project, conducting monthly planning meetings with staff, providing guidance in implementation, reviewing the progress and reporting to the Project Head. She shared that their team identifies and reaches out to the target group through special awareness camps, speaking to Village Elders, Village Sarpanch, women groups, and youth groups. They also use the help of the ANM and other health workers to identify the target group. Recently, they trained 75 specially abled young boys and girls to help them find suitable employment in Gadag and some in Bengaluru by equipping them with 21st-century employability skills like life skills, computer knowledge, English proficiency, and sector-specific skills. The participants were supported in developing their resumes, and mock interviews were conducted to prepare them for interviews. Dressing and other etiquette were also taught as part of the preparation for interviews. During the training, continuous efforts were made to develop their communication skills and computer/digital skills to ensure they were always ready for any interview whenever the industry approached for recruitment. Initially, the team faced challenges in mobilising suitable candidates and retaining them throughout the 35-day training. The training was provided to physically challenged, visually challenged and hearing-impaired candidates, preparing them for vocational jobs in Retail and other service industries. Companies like Amazon, Flipkart, Zepto and Care Station employed the trained candidates. All 75 candidates were successfully placed. The training focused on skills like communication, teamwork, adaptability and dealing with clients or customers, using practical sessions and real-life examples. The organisation developed a curriculum designed with the needs of the industry in mind, which contributed to the 100% placement of trained candidates in various companies. All candidates and their parents were happy that the young adults, who were specially abled, could earn and contribute to nation-building. Ms. Suprita and all the candidates expressed their gratitude to the Titan company for their support in getting the candidates employment ready.

## TRAINEE'S OVERALL OPINION

### Trainee's opinion on learning environment, organisation, and resources



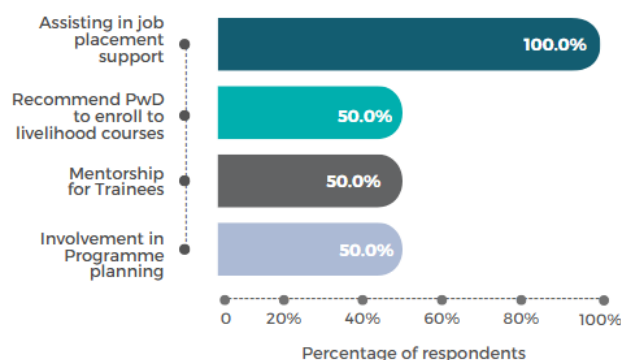
### Trainee's opinion on skill enhancement and career preparedness



- All of the respondents agreed that the training centre provided a safe and supportive learning environment, the program schedule was well-organised and allowed enough time for each topic, and the equipment and tools provided during the training were in good working condition.
- All of the respondents strongly agreed that the feedback from trainers helped them improve their skills, the training prepared them well to handle real-world work challenges, they were given opportunities to practice new skills repeatedly until they were confident, and they felt prepared to continue learning and advancing in their careers after completing the program.

## GIVING BACK TO SOCIETY

### Contributions to the community



All the respondents expressed interest in assisting with job placement support to contribute to the community as part of giving back to society. Half of the respondents also expressed a desire to recommend PwDs to enrol in livelihood courses, offer mentorship for trainees, and be involved in program planning.

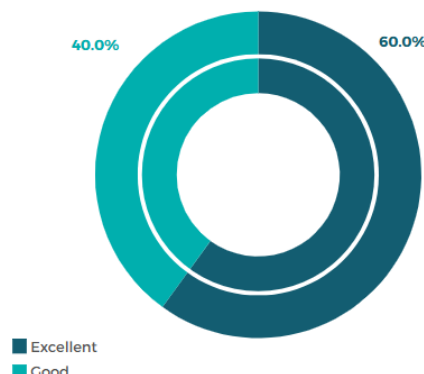
### *Testimonial*

The training program centre was safe and supportive. The schedule was well-planned, and the tools were good. The program helped me improve my skills through feedback and practice. It prepared me for work and gave me the confidence to grow. I want to help the community by assisting with job placements and being involved in program planning.

***Karthik, Hearing Impairment, Thumkur***

## OVERALL PROGRAM RATING

Overall rating of the program

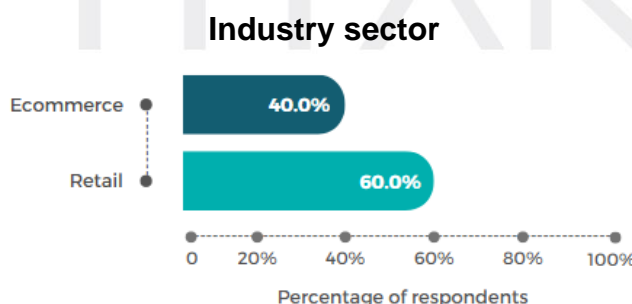


60.0% of the respondents rated the program as excellent, while the rest of the respondents rated it as good.

## PROGRAM ACTIVITY 4: EMPLOYERS OF CANDIDATES TRAINED

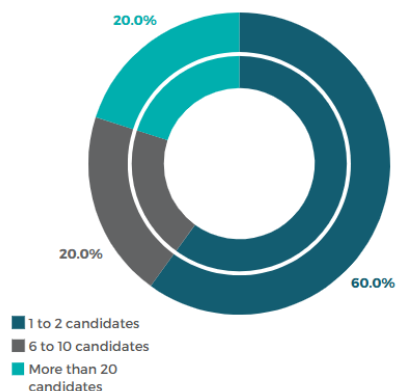
This part of the chapter discusses how employers in retail and e-commerce sector companies hired the trained candidates from Titan's program after completing all the relevant training, including horticulture, SANKALP and ITC. It also covers employers' views on the efficiency of the candidates hired in handling their work, job readiness, employability skills, adaptability, and their interest in hiring candidates for this program in the future.

### KEY FINDINGS



A significant majority (60.0%) of the respondents were placed in the retail sector, while the remaining (40.0%) were employed in the e-commerce sector.

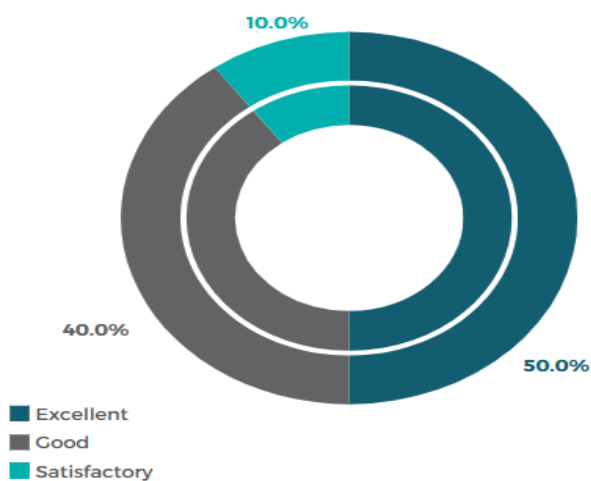
### Number of candidates hired from Titan's program



Most of the employers (60.0%) reported hiring 1 to 2 candidates from Titan's program, while an equal number of respondents (20.0%) mentioned hiring 6 to 10 and more than 20 candidates.

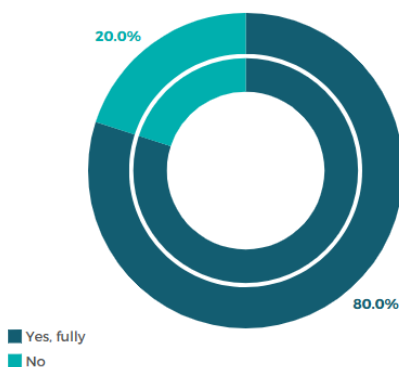
### JOB READINESS OF THE CANDIDATES

#### Job readiness of candidates hired



Half of the employers rated the job readiness of candidates hired from Titan's training program as excellent. A significant portion (40.0%) found it good, while a smaller proportion (10.0%) rated it as satisfactory.

## Candidate's basic employability skills for their roles



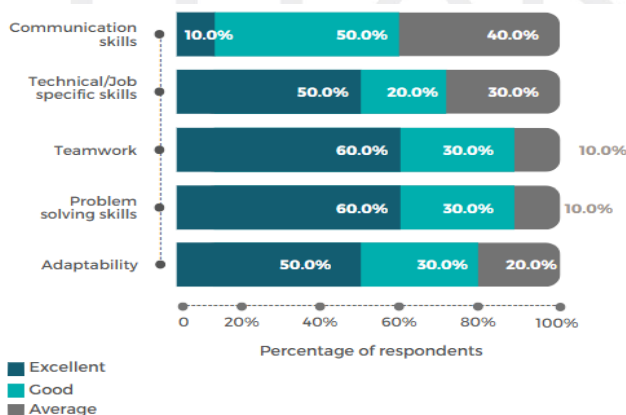
The vast majority of the employers (80%) confirmed that candidates possessed basic employability skills fully for their roles.

### Testimonial

The candidates hired from Titan's program showed good communication skills and teamwork. They were fully prepared for their roles. They were able to interact well with peers and clients and cooperated well at the workplace. I was satisfied with their overall performance and would very likely be hired from this program again.

- **Madan P. Ilankon, General Manager, Sun Mobility, Doddanekkundi**

## Rating of the candidate's proficiency



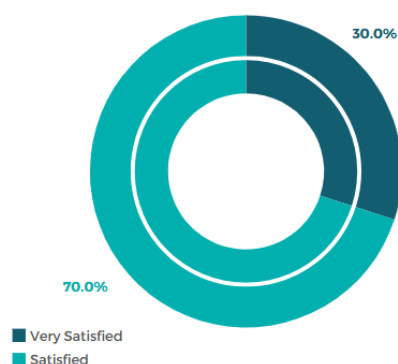
With regard to communication skills, 10.0% of respondents rated it as excellent, 50.0% rated it as good, and 40.0% rated it as average. In technical/job-specific skills, 50.0% of respondents found it excellent, 20.0% rated it as good, and 30.0% assessed it as

## Employment Led Training for Person with Disabilities

average. Regarding teamwork, 60.0% of respondents rated it excellent, 30.0% rated it good, and 10.0% rated it average. For problem-solving skills, 60.0% rated it excellent, 30.0% considered it good, and 10.0% rated it average. Lastly, in adaptability, 50.0% of respondents rated it excellent, 30.0% rated it good, and 20.0% rated it average.

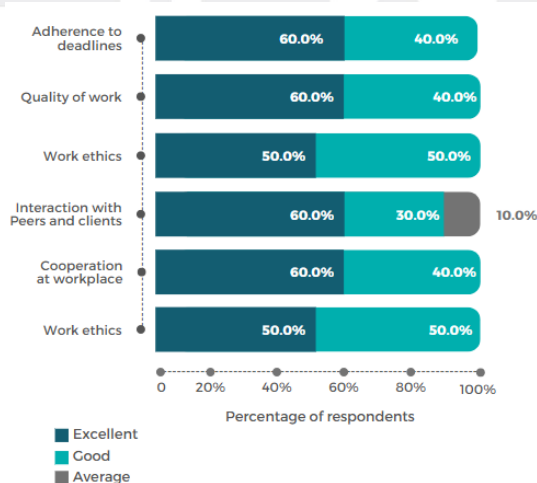
### LEVEL OF SATISFACTION

Level of satisfaction with the overall performance of the candidates



30.0% of the employers reported being very satisfied with the overall performance of the candidates, while 70.0% were satisfied with the overall performance of the candidates.

### Candidates' proficiency in handling the key aspects of their work

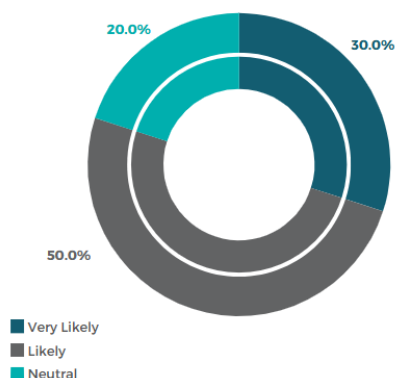


For adherence to deadlines, 60.0% of respondents rated it as excellent, and 40.0% rated it as good. In terms of the quality of work, 60.0% of respondents rated it as excellent, and 40.0% considered it as good. Regarding work ethics, an equal number of respondents

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(50.0%) rated it as excellent and good. For interaction with peers and clients, 60.0% of respondents rated it as excellent, 30.0% rated it as good, and 10.0% rated it as average. In cooperation at the workplace, 60.0% of respondents considered it excellent, and 40.0% rated it good. Lastly, for understanding job tasks, 50.0% of the respondents rated it excellent, and another 50% rated it as good.

### Likelihood of hiring future candidates from the program



30.0% of employers expressed that they are very likely to hire future candidates from this program, followed by 50.0% who stated they are likely to hire, and a few employers remained neutral.

#### Testimonial

The candidates hired from Titan's program were able to meet deadlines and produce good-quality work. They understood their tasks and followed good work ethics. Their technical skills matched what we expected, and they were ready for the job. I was satisfied with their performance and believe they would be a fit for future roles.

*Usha, HR, Zepto, Bengaluru*

## IMPACT CREATED AT MULTIPLE LEVELS

### Individual Level

- Acquired job-specific skills, enhancing the ability of participants with disabilities to secure meaningful employment.
- Boosted self-esteem and independence through personalised training tailored to their capabilities.

- Broadened access to opportunities for economic participation, improving their quality of life.
- Strengthened emotional and moral support of the participants, supporting their development.

### **Family Level**

- Increased household income due to participants' contributions through stable employment.
- Shifted family perceptions positively regarding the abilities and potential of persons with disabilities.

### **Community Level**

- Encouraged local employers and organisations to hire individuals with disabilities by showcasing their skills.
- Established participants as role models, inspiring others with disabilities within the community.
- Reduced stigma regarding the abilities of persons with disabilities and increased support and involvement in participants' growth and achievements.

### **State Level**

- Strengthened vocational training programs through partnerships and empowering initiatives.
- Increased visibility of the challenges and achievements of persons with disabilities at the policy level and enhanced state-level recognition of the importance of skill development for marginalised groups.

### **National Level**

- Contributed to broader skill development frameworks targeting underrepresented groups.
- Aligned with national policies to improve employment rates among marginalised populations.

### SUSTAINABILITY

**1. Empowerment through Skill Development:** The program made long-term growth by incorporating eco-friendly horticulture practices and new generational skills like financial and digital literacy, empowering participants to manage finances and grow their own businesses. It uses assistive technologies to enhance learning for sustainable success.

**2. Collaboration for Long-term Impact:** The APD program achieved sustainability by forming partnerships with local disability organisations and inclusive employers for continuous job opportunities and career growth in participants. These collaborations helped building a supportive network that gives long-term development and success for individuals with disabilities.

**3. Community contribution and societal change:** This initiative enhanced job readiness and provided soft skills training, helping participants secure stable employment and financial independence. This empowerment enables them to make meaningful contributions to their communities while promoting inclusivity.

## CHAPTER 5

### RETROSPECTIVE AND FUTURE OUTLOOK

The program has been a transformative initiative, equipping PwDs with industry-relevant skills and facilitating employment opportunities. Through a structured training model and strategic partnerships, it has successfully bridged the gap between skill development and sustainable livelihoods. The journey so far reflects adaptability, targeted interventions, and a commitment to long-term impact.

### Program Impact and Achievements

The program has made significant strides in skill development and employment generation for persons with disabilities. The table below presents a detailed overview of enrolment, training completion, placements, and key inclusion metrics, reflecting the program's reach and effectiveness.

## Overview of Program Achievements and Impact

Program Component	Participants Enrolled	Completed Training	Dropouts	Candidates Placed	Retention Rate	Community Representation	Gender Distribution	Impact on Family Members	Additional Support	Geographical Focus
SANKALP Direct	155	155	0	137	100%	37% SC/ST, 63% OBC	335 Male, 173 Female	2130+	58 Mobility Aids Provided	Karnataka and Neighbouring States
Horticulture	50	50	0	45	100%					
SANKALP	251	246	5	224	100%					
ITC	52	52	0	45	100%					
Total	508/500	503	5	451/400	100%					

### Evolution of the Program

The program began with a core focus on vocational training but gradually evolved to include workplace readiness, communication skills, and employer engagement. As challenges emerged, especially in retention and adaptability, training methodologies were refined to ensure candidates were equipped with both technical and soft skills, making them more employable in diverse industries.

### Impact on Participants and Communities

The program has created a significant socio-economic impact, with 100% of trained candidates securing jobs with a stable income of ₹10,000–₹12,000 per month. For many, this has been their first earning opportunity, shifting family perceptions of PwDs from being dependents to active contributors. The visibility of successful candidates has encouraged greater community participation and mobilisation for subsequent training batches.

### Addressing Needs Through Tailored Interventions

Recognising the diverse challenges faced by participants, the program introduced language support, industry-specific training, and post-placement assistance. Candidates from rural backgrounds, particularly those with limited exposure to English, received targeted support in communication skills to enhance their workplace adaptability. These interventions have been crucial in ensuring job retention and career progression.

### Adaptability and Continuous Improvement

Over time, the program has adapted to industry demands and participant needs by incorporating flexible training schedules, digital learning tools, and employer-driven skill modules. Regular interaction with participants and feedback from hiring companies have informed curriculum modifications, ensuring that training remains relevant and impactful.

### Sustainability and Long-Term Vision

Beyond just employment, the program aims to create sustainable career pathways for PwDs. Tracking job retention, providing career guidance, and fostering a culture of continuous skill enhancement have been integral components. Efforts to build long-term employer relationships and industry collaborations further strengthen sustainability.

### Role of Partnership with Titan

Titan's involvement has been instrumental in scaling the program and providing resources for training, placement facilitation, and industry linkages. Their support has ensured that the initiative maintains high-quality training standards while expanding outreach. Strengthening this partnership will enable further program enhancements and extended impact.

### Scaling and Expansion Strategies

The program's success has laid a foundation for future growth. Plans include expanding training centres to underserved regions, integrating Learning Management Systems

(LMS) for continued learning, and diversifying industry partnerships to create more job opportunities. Community mobilisation strategies will also be refined to reach a larger number of eligible candidates.

### Conclusion

The journey so far has demonstrated the potential of structured skill development in empowering PwDs. Moving forward, the focus will be on expanding reach, deepening impact, and ensuring long-term career success for participants through continued industry collaboration, technological integration, and sustained support mechanisms.

## CHAPTER 6

### BENCHMARKING: COST PER BENEFICIARY

Benchmarking the cost per beneficiary helps in understanding the financial efficiency of the program in comparison to similar skill development initiatives for persons with disabilities (PwDs) at the state and national levels. The current program has a cost per beneficiary of ₹27,362, which is compared below with the national scheme to assess its relative cost-effectiveness and value addition.

Program	Total Budget	Total Beneficiaries	Cost Per Beneficiary
Titan_APD Program	₹1.39 crore	508	₹27,362
National Action Plan for Skill Development of PwDs	₹147.78 crore	1.42 lakh	₹10,400

The cost per beneficiary for the current program is ₹27,362, whereas, for NAP-SDP, it is ₹10,400. The difference in cost reflects variations in program structure, scale, and service delivery. The current program involves a more targeted approach with specialised

training, employer engagement, and post-placement support, which may contribute to its higher cost.

NAP-SDP, operating at a larger scale, benefits from cost efficiencies and standardised training modules. While it reaches a broader population, its cost structure may differ due to factors such as program duration, training intensity, and support services. The comparison should be understood in relation to these programmatic differences rather than solely as a measure of financial efficiency.

**Note:** While cost per beneficiary is a valuable metric for financial analysis, it alone cannot determine a program's effectiveness. It does not account for the depth of impact, skill development, job retention, or long-term socio-economic improvements for PwDs. A thorough evaluation must also consider factors such as sustained employment, income security, social inclusion, and overall quality of life. Therefore, cost comparison should be viewed as a partial measure and interpreted within the broader context of program impact and effectiveness.

*(Source: DD News, December 28, 2023, Government expenditure on skill development for persons with disabilities.)*

## CHAPTER 7

### EVALUATION BASED ON THE OECD FRAMEWORK

#### RELEVANCE (5)

The program interventions were highly relevant for the specially abled community, addressing the inclusion and employability needs of persons with various disabilities coming from lower-middle socio-economic and marginalised backgrounds by offering sector-specific skills in horticulture, soft skills training, and 21<sup>st</sup>-century skills, with a focus on empowerment. The program provided an opportunity for this group, having diverse abilities, to explore their potential and growth.

### COHERENCE (5)

The program is well aligned with the following SDGs:

- SDG 1: No Poverty
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduced Inequalities

Also, the program supports national policies and acts to promote inclusivity.

- The Rights of Persons with Disabilities Act, 2016
- National Policy for Skill Development and Entrepreneurship, 2015
- Deen Dayal Disabled Rehabilitation Scheme
- Sugamya Bharat Abhiyan

### EFFECTIVENESS (4.5)

The effectiveness of the program, assessed through its key impact indicators, describes both achievements and areas for improvement:

**Skill Development and Professional Training:** The training provided domain-specific skills such as plant species identification, vermicomposting, and plant propagation, which boosted the confidence and practical knowledge of the participants. Mechanical and fitter domain training, coupled with 21st-century skills, prepared participants for technical tasks and real-world challenges.

**Soft Skills and Personal Growth:** Soft skills training enhanced time management, communication, problem-solving, and teamwork abilities among participants. Professional development initiatives improved employability and boosted confidence, enabling participants to excel in their roles and adhere to workplace standards.

**Employment and Sustainability Outcomes:** The program gave job placements and assisted participants in achieving sustainable income levels, with an average income between ₹10,000/- to ₹20,000/- monthly. Emphasis on environmental sustainability encouraged eco-friendly practices, while collaborations with employers supported inclusivity and increased hiring rates.

### EFFICIENCY (4.5)

The program maximised resource utilisation by offering well-equipped training facilities with assistive technologies and a structured, inclusive learning environment. A

combination of hands-on training, peer collaboration, and theoretical instruction ensured that participants received comprehensive skill development tailored to their needs. Its ability to efficiently train a large number of individuals while maintaining high job placement rates highlights its streamlined operations and effective implementation.

### **IMPACT (4.5)**

The impact of the program is visible through the outcomes experienced by the participants of a diverse range of disabilities where tailored skill training, focusing on cognitive and emotional strength, is involved. The program focused on providing hands-on experiences, course design, delivery of training, mentorship, and curriculum development, which were aligned with industry standards. Sankalp courses were designed to develop excellent trainers and managers focusing on foundational concepts, technical skills, soft skills, and digital marketing. All of the training programs significantly improved their confidence level, problem-solving skills, and communication skills, and the use of digital tools or apps strengthened their learning and promoted capacity building.

### **SUSTAINABILITY (4)**

The program's sustainability is rooted in its holistic approach to skill development, employment, and long-term support. By integrating practical training in sustainable horticulture, financial literacy, and digital tools, participants gain the versatility needed to adapt to changing job markets. Strong partnerships with disability organisations and inclusive employers create a continuous pipeline for career opportunities, ensuring that participants are not only placed but also supported in their professional growth. Beyond employment, the program fosters financial independence and social inclusion, enabling individuals to contribute meaningfully to their families and communities. This multi-faceted approach ensures the program's lasting impact and continued relevance.

## CHAPTER 8

### RECOMMENDATIONS

**Overcoming Language Barriers:** Develop an inclusive curriculum by conducting thorough research and collaborating with disability specialists to adapt training materials such as textbooks, videos, and online resources to meet diverse accessibility needs.

**Strengthening Practical and Digital Learning:** Field-based learning opportunities such as guided walks and site visits should be made a mandatory part of the program to enhance practical exposure. The consistent integration of plant identification applications during training sessions will complement theoretical learning and improve participants' observational skills.

**Raising Awareness of Vermicomposting Benefits:** Detailed and interactive sessions on the environmental benefits of vermicomposting should be introduced. These can include case studies, visual tools, and live demonstrations to help participants understand its impact on waste management and soil health. Regular follow-ups and feedback sessions can ensure long-term learning retention.

**Standardising Training on Organic Waste and Moisture Management:** A uniform curriculum must be developed to include step-by-step guidance and practical demonstrations on balancing organic waste and moisture. To address the gaps, supplementary training sessions should be arranged for participants who missed the topic. Monitoring and assessment tools should be included to evaluate participants' understanding.

**Developing an Inclusive Curriculum:** To ensure accessibility for participants with diverse disabilities, it is essential to collaborate with disability specialists in the early stages of curriculum design. Training materials, including videos, textbooks, and online resources, should be accessible for participants to meet the specific needs of various disabilities. Establishing a feedback mechanism during training can help identify gaps and make real-time adjustments.

**Reducing Social Stigma and Discrimination:** Workshops on disability sensitisation and unconscious bias can foster acceptance and create a supportive learning environment. Encouraging testimonials from past participants with disabilities can help challenge negative stereotypes and inspire confidence.

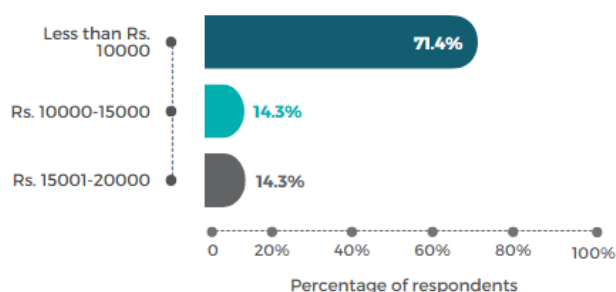
**Enhancing Individualised Support and Mentorship:** A dedicated team of mentors with expertise in various disabilities should be formed to provide personalised guidance. Integrating peer-mentoring programs, where participants support one another, can also prove effective. Additionally, leveraging technology such as learning management systems with accessible features can streamline the delivery of tailored content.

## CHAPTER 9

### CONCLUSION

The program, in collaboration with the Titan company and APD, aimed to empower PwDs by addressing the need for inclusivity and creating opportunities for skill enhancement. Recognising the challenges faced by PwDs in accessing equitable opportunities, the program took the initiative to provide targeted training in areas like plant propagation in horticulture, soft skills training, and 21<sup>st</sup>-century skills, including financial literacy, digital literacy and domain-specific skills for the mechanical and retail sectors, ensuring participants were equipped for real-world challenges. Through collaborations with local organisations and employers, the program focused on improving employability, promoting self-confidence, and building independence among participants. It provided a platform for learning, practice and career preparedness while promoting eco-friendly practices and community contribution. By transforming lives and nurturing an inclusive ecosystem, the program demonstrated the power of skill development in creating lasting change.

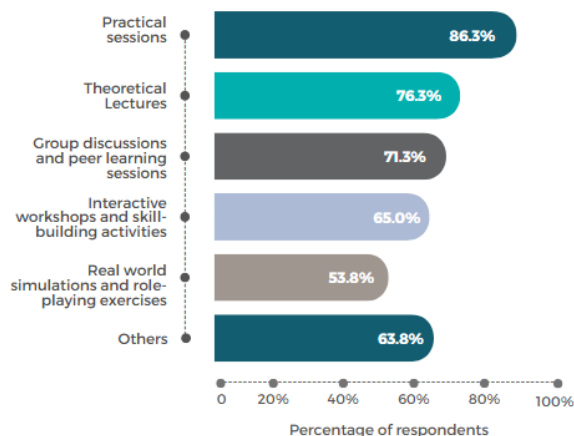
#### Monthly earnings for previously employed respondents



Among previously employed respondents, a significant majority (71.4%) reported earning less than ₹10,000 per month, while a smaller number (28.6%) of the respondents earned between ₹10,000-₹20,000.

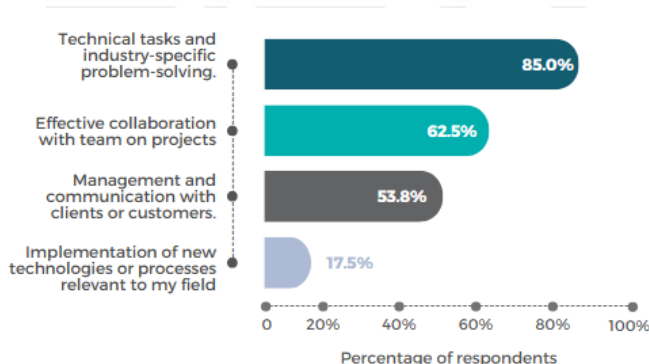
### DOMAIN RELATED TRAINING

#### Methodologies adopted by the program



A vast majority (86.3%) of the respondents reported that practical sessions were adopted to impart sector-specific skills, followed by respondent's theoretical lectures (76.3%), group discussions and peer learning sessions (71.3%), interactive workshops and skill-building activities (65.0%), real-world simulations and role-playing exercises (53.8%) and other methodologies were also employed in the program (63.8%).

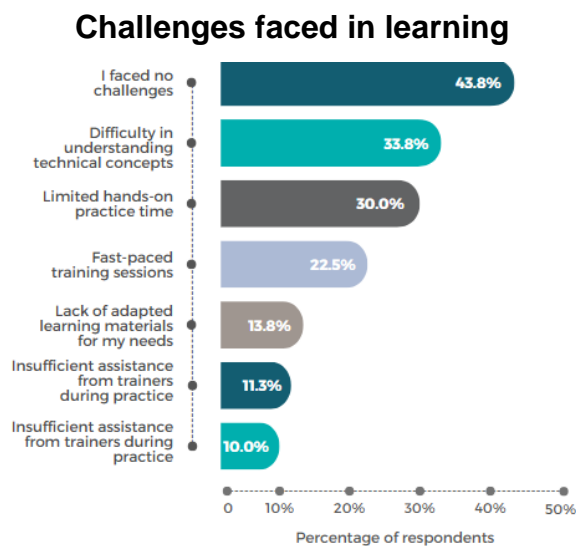
#### Application of sector-specific skills acquired from the program in the workplace



85.0% of the respondents mentioned applying the skills acquired from the program to perform technical tasks and solve problems specific to their industry. A majority of the respondents (62.5%) stated that they used their skills to collaborate effectively with team members on industry-related projects. More than half of the respondents (53.8%) reported utilising the skills to manage and communicate with clients or customers in a

sector-specific context. A smaller number of respondents (17.5%) reported applying the skills to implement new technologies or processes relevant to their field.

### CHALLENGES FACED IN LEARNING



A significant number of the respondents (43.8%) reported that they faced no challenges in learning, whereas 33.8% mentioned difficulty in understanding technical concepts. 30.0% of the respondents had limited hands-on practice time as a challenge. A smaller number of the respondents (22.5%) noted that fast-paced training sessions posed difficulties. A few respondents