



IMPACT ASSESSMENT REPORT  
AUTOMOBILE AND HOSPITALITY TRAINING FOR UNDERPRIVILEGED  
YOUTH  
2024-25

IMPLEMENTED BY  
**TATA STRIVE** | Right Skills  
Bright Future

PREPARED BY  
 SOCIAL AUDIT NETWORK

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## Executive Summary

This Social Impact Assessment evaluates the Titan LeAP – Tata STRIVE skill development programme implemented in Chamoli and Rudrapur districts of Uttarakhand during April 2024 – March 2025. The assessment was conducted to examine the programme’s Relevance, Effectiveness, Efficiency, Sustainability, And Social Impact using the REESCI framework and to understand how the initiative contributed to improving employability and livelihoods among underprivileged youth.

The project aimed to address the challenges of youth unemployment, skill mismatch, and migration in Uttarakhand by providing industry-aligned vocational training, life skills development, and employment linkages. Chamoli centre focused on hospitality sector training (Commis Chef, Food & Beverage Steward, and Housekeeping Operations) aligned with tourism-based livelihoods, while the Rudrapur centre delivered automotive and sales training (Automotive Service Technician – 2 & 3 wheelers, Automotive Service Technician – 4 wheelers, and Auto Sales Consultant) suited to the region’s industrial ecosystem.

During the assessment period, the two centres trained and certified 301 youth across 20 batches, exceeding the programme target of 300 certifications. Chamoli conducted 11 batches with 212 enrolments and 184 certified learners, while Rudrapur conducted 9 batches with 157 enrolments and 117 certified learners. All certified learners across both centres were offered placements, demonstrating strong industry linkages and demand for trained youth.

The programme successfully reached economically vulnerable youth. In Chamoli, 71% of learners came from households earning less than ₹1,00,000 annually, reflecting outreach among low-income rural families. The project also promoted inclusion of marginalised communities, with 29% of learners in Chamoli and 32% in Rudrapur belonging to SC/ST groups. Gender participation varied across centres: Chamoli courses were predominantly male-dominated except for housekeeping, while women constituted about 63% of learners in Rudrapur, indicating strong participation of women in technical and sales roles.

Key employment outcomes demonstrate the programme’s effectiveness in improving livelihoods. Among survey respondents, 92% of Chamoli alumni and 76% of Rudrapur alumni were employed, with a small proportion pursuing higher education or self-employment. In Chamoli, 84% of placed learners continued to remain in employment, while some learners were able to secure jobs independently after gaining experience. Salary outcomes show that most graduates earn between ₹10,000 and ₹15,000 per month, enabling them to contribute to household income. Parents reported improvements in family financial stability, with 93% of Chamoli parents and all surveyed parents in Rudrapur acknowledging positive economic changes after their children gained employment.

The programme also generated strong personal and social outcomes. The Youth Development Module significantly improved learners’ communication, confidence, and decision-making abilities. Self-assessments indicate substantial increases in life skills scores, with improvements of over 50–60% across indicators such as communication, problem-solving, confidence, and independence. Learners also demonstrated improved digital and financial literacy, supporting their ability to manage employment and financial responsibilities.

Employer feedback further confirms the programme’s impact. Employers reported high satisfaction with trainee performance, noting strong discipline, adaptability, and work ethic among graduates. Many trainees transitioned from on-the-job training into full employment, highlighting the value of the programme’s industry-linked training model.

The Titan LeAP Tata STRIVE initiative demonstrates a strong, demand-driven skilling model that effectively connects training with employment opportunities. By combining technical training, life skills development, and

industry partnerships, the programme has strengthened employability, increased household incomes, enhanced youth confidence, and promoted inclusive participation. The project also shows strong potential for sustainability and scalability, particularly due to its community mobilisation strategies, alumni networks, employer partnerships, and alignment with SDGs and national skill development frameworks.

## 1. Introduction

India's growing young population requires strong skill development systems to improve employability, reduce unemployment, and support economic growth. Nearly 65% of India's population is below the age of 35 and the country's median age is about 28 years, creating a large potential workforce.<sup>1</sup> However, this demographic advantage also presents a challenge, as only around 42–56% of graduates are considered employable, indicating a significant gap between education and industry requirements.<sup>2</sup> Youth unemployment in India remains relatively high, with estimates suggesting around 18% unemployment among young people, and over 80% of the unemployed population being under the age of 35.<sup>3</sup> As industries evolve with technology, traditional degrees alone are no longer enough. Youth need practical, job-ready skills in sectors like manufacturing, healthcare, hospitality, logistics, renewable energy, IT, agriculture, and entrepreneurship.<sup>4</sup> Skill development also helps bridge the gap between industry expectations and the current capabilities of job seekers, strengthening the national workforce and boosting productivity. It plays a vital role in promoting inclusive growth by reaching women, rural youth, and migrant workers. Notably, only about 4–5% of India's workforce has received formal skill training, far lower than many developed economies, underscoring the urgency of expanding structured skill development systems.<sup>4</sup>

In Uttarakhand, the need for skill development is even more significant because of its geographical challenges, limited industrial base, and high out-migration of youth seeking work outside the state.<sup>5</sup> Studies indicate that in several hill districts, up to 88% of rural households have at least one migrant family member seeking employment elsewhere.<sup>6</sup> Youth unemployment in the state is estimated to be around 20%, with high unemployment among educated youth, reflecting the mismatch between available opportunities and existing skills. Skill development can help reduce distress migration by creating local livelihood opportunities in hill districts. With growing sectors like wellness, AYUSH, adventure, tourism, hydropower, and green jobs, Uttarakhand has strong potential to train youth for both local employment and global markets. With its strong industrial base and automobile ecosystem, Rudrapur, an industrial town in Uttarakhand, provides substantial employment potential for young people. Strengthening skilling ecosystems can therefore greatly support the state's sustainable and inclusive development.

### About Tata STRIVE

Tata STRIVE is a flagship skill development initiative of the Tata Group that focuses on equipping underprivileged youth with industry-relevant skills and pathways to employment. Its mission is to build a future-ready workforce by delivering high-quality, demand-driven training that enables sustainable livelihoods and social mobility. Tata STRIVE centres in Uttarakhand were initiated following the 2013 Uttarakhand floods, which caused widespread loss of lives, livelihoods, and infrastructure, highlighting the urgent need for employment-linked skill training to support youth rehabilitation and long-term economic recovery in the state. Tata STRIVE's intervention in Uttarakhand aimed to bridge this gap by offering locally

<sup>1</sup> Government of India, **Press Information Bureau (PIB)** – India's demographic dividend statistics, population under 35 and median age.

<sup>2</sup> **India Skills Report / Employability Studies**, Wheebox & industry partners – graduate employability estimates (around 42–56%)

<sup>3</sup> **Ideas for India / Labour market studies** – youth unemployment trends and proportion of unemployed under 35

<sup>4</sup> World Bank (2020). *World Development Report: Learning to Realize Education's Promise; India Skills Report*

<sup>5</sup> Asian Development Bank. (2020). *Human capital development in hill and tribal regions of India*.

<sup>6</sup> **National Institute of Rural Development and Panchayati Raj (NIRDPR)** – Study on migration patterns in Uttarakhand hill districts

relevant, industry-aligned courses that lead directly to employment or entrepreneurship. By establishing centres in hill districts like Chamoli and industrial hubs like Rudrapur, Tata STRIVE ensured that training responded to local labour market demand, reduced distress migration, improved women's participation in the workforce, and strengthened the overall skilling ecosystem in Uttarakhand.

### **About Titan**

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.

## **2. About the Titan LeAP – Tata STRIVE CSR Project**

The Titan LeAP Tata STRIVE CSR project is a skill development initiative supported by Titan Company Limited and implemented by Tata STRIVE to improve employability among underprivileged youth. The project focuses on delivering employment-linked, industry-relevant vocational training aligned with local economic opportunities. It aims to equip young people with technical, soft, and life skills that enable sustainable livelihoods. By strengthening access to quality skilling in underserved regions of Uttarakhand, the project contributes to inclusive growth, reduced migration, and long-term workforce readiness. The initiative reflects Titan's commitment to social responsibility through outcome-oriented, scalable, and impact-driven interventions.

### **What Are the Interventions?**

The project interventions include structured vocational training in hospitality and automotive sectors, soft skills development, digital literacy, and workplace readiness. Learners receive classroom instruction, practical hands-on training, industry exposure through guest sessions and field visits, and on-the-job training opportunities. The project also provides certification and placement support to ensure transition into employment. Additional interventions include community mobilisation, counselling, alumni engagement, employer partnerships, and support systems such as hostel and transport assistance for female learners. These combined interventions ensure that training is holistic, demand-driven, and linked directly to employment outcomes.

### **Why Is It Being Done?**

The project is being implemented to address persistent challenges of youth unemployment, underemployment, and skill mismatch in Uttarakhand. Despite strong potential in tourism, hospitality, and automotive services, many young people lack access to formal vocational training and industry exposure. Hill districts such as Chamoli face high migration due to limited local opportunities, while industrial hubs like Rudrapur face shortages of

skilled manpower. The project responds to these gaps by aligning training with market demand, improving employability, empowering women, and supporting long-term livelihood resilience.

### **How Is It Being Done?**

The Titan LeAP project is implemented through Tata STRIVE extension centres using industry-aligned curricula and experienced trainers. Training delivery combines classroom sessions, practical labs, virtual and in-person guest lectures, industry visits, and on-the-job training. Strong partnerships with employer's support placements and certification. Community mobilisation is carried out through NGOs, SHGs, alumni networks, and local leaders. Continuous monitoring, learner counselling, and adaptive solutions ensure training quality and retention.

### **Where and When Was It Done?**

The Titan LeAP project was implemented at Tata STRIVE extension centres in Chamoli and Rudrapur districts of Uttarakhand. Chamoli represents a hill district with tourism-based livelihoods, while Rudrapur is a major industrial and automobile hub. The project was implemented during the period April 2024 to March 2025 targeting underprivileged youth for skill training and employment support.

## **3. Objective of the impact assessment**

Social Audit Network-India was commissioned by Titan CSR to conduct a social impact assessment of the two Titan LeAP Tata STRIVE centres at Chamoli and Rudrapur. The objective of the impact assessment was to evaluate the relevance, effectiveness, efficiency, sustainability, and social impact of the Titan LeAP Tata STRIVE skill development projects. The assessment aimed to examine the extent to which the project met its intended goals. Following KPIs were considered-

- Employability Outcomes including
  - Youth securing employment on course completion.
  - Improved job readiness among youth
  - Employment retention rates among placed trainees.
- Income & Economic Outcomes including
  - Increase in average monthly income of trainees after placement or self-employment.
  - Improved household financial stability
  - Increase in savings,
- Social Inclusion
- Stakeholder Experience & Engagement
- Labour Market Alignment
- Programme Quality

The findings aimed to provide evidence-based insights to strengthen programme design and, where necessary, recommend measures to enhance the quality of implementation of the courses offered at the 2 Titan LeAP Tata STRIVE Centres.

## **4. Scope**

The scope of the impact assessment is from April 1, 2024 to March 31, 2025. The outcomes of the different courses conducted at the Titan LeAP Tata STRIVE Centres at Chamoli and Rudrapur were assessed.

## 5. Evaluation Methodology

The impact assessment adopted a mixed-methods approach combining quantitative and qualitative techniques to examine how the Titan LeAP – Tata STRIVE programme contributed to improved employability, income generation, and social outcomes among youth trained at the Chamoli and Rudrapur centres. The assessment adopted the REESCI framework (Relevance, Effectiveness, Efficiency, Sustainability, and Social Impact) to evaluate the programme's performance and its contribution to key intended outcomes such as employability enhancement, income and economic outcomes, social inclusion, stakeholder engagement, labour market alignment, and programme quality. The study commenced with an initial consultation with the Titan LeAP Tata STRIVE implementation team to understand the programme design, training model, and operational framework. A desk review was subsequently undertaken to examine programme documents, training records, enrolment and placement data, course structures, and monitoring reports shared by the implementing team. Based on this review, SAN India developed data collection tools to capture programme outcomes and stakeholder experiences across the two centres

The quantitative component of the study adopted a cross-sectional design to assess employment outcomes, income changes, skill utilisation, and stakeholder satisfaction among programme participants. A total of 147 alumni participated in the quantitative survey, including 49 alumni from Chamoli and 98 alumni from Rudrapur, who responded through a structured online questionnaire. The survey captured key indicators such as employment status, salary levels, job retention, utilisation of acquired skills, and satisfaction with training and placement support. The questionnaire consisted primarily of closed-ended questions including multiple-choice responses, Likert scale ratings, and binary response options. Data were compiled and analysed using descriptive statistics and percentage analysis to identify trends across locations, courses, and stakeholder groups.

The qualitative component was exploratory in nature and aimed to generate deeper insights into the training experience, programme relevance, and perceived impact among stakeholders. A diverse range of stakeholders were consulted to capture multiple perspectives on programme implementation and outcomes. These included current trainees (learners), trained alumni, trainers and centre staff, parents of trainees, employers and placement partners, and the Titan LeAP Tata STRIVE team at the centres. Qualitative interactions were conducted through focus group discussions (FGDs), in-depth interviews, and telephonic consultations. Learners currently undergoing training participated in FGDs that explored their training experience, learning environment, skill acquisition, and career aspirations. Alumni interactions helped capture reflections on course relevance, transition to employment, workplace readiness, and long-term career pathways.

Additional interviews were conducted with trainers, parents, and employers to understand perspectives on curriculum relevance, learner performance, workplace preparedness, and changes in income and social well-being. Trainers were consulted individually to understand training delivery processes and pedagogical approaches, while parents shared views on behavioural changes, confidence, and economic contribution of trainees. Employers and placement partners were engaged through interviews and structured questionnaires to assess labour market alignment, satisfaction with trainee performance, and workplace integration.

To complement qualitative insights, structured online questionnaires were administered to alumni, employers, and parents. These surveys captured data on employment outcomes, income changes, job retention, satisfaction with training quality, and perceived long-term benefits of the programme. The use of multiple data sources and stakeholder perspectives enabled triangulation of findings, strengthening the validity and reliability of the assessment and providing a comprehensive understanding of the programme's performance and impact across the Tata STRIVE centres in Chamoli and Rudrapur.

Table 1: Stakeholders Consulted

Stakeholder	Nos. Consulted		Type of Interaction
	Rudrapur	Chamoli	
Learners currently undergoing courses	25	27	Focus Group Discussion
Alumni	98	49	Online Survey Questionnaire
	15	7	FGDs & Direct Interviews
Trainers	3	4	Interview
Parents	8	10	FGDs/Interviews
	25	20	Survey
Placement Agencies	5	2	Direct Interviews
	7	7	Survey Questionnaire



Alumni Interactions at Rudrapur



Tata STRIVE team at Chamoli



Meeting with Placement Centre-Tata Motors

## 6. Report on Performance

**Tata STRIVE**, the skill development initiative of the Tata Group focuses on equipping underprivileged youth with industry-relevant skills and clear pathways to employment. It delivers demand-driven training aligned to local labour market needs, combining technical skills with a structured youth development and life skills programme. With centres across multiple states, all Tata STRIVE centres ensure that training, life skills development, and placement activities are delivered in a structured and consistent manner. It helps coordinate stakeholders, track learner progress, and support smooth transition from training to employment.

### Process Flow within a Tata STRIVE Centre

**Step 1: Community mobilisation and outreach:** Outreach is conducted through village visits, SHGs, NGOs, alumni networks, and local leaders to identify eligible youth.

**Step 2: Counselling and enrolment:** Candidates are counselled on course suitability, duration, and employment pathways, followed by enrollment.

**Step 3: Induction and orientation:** Learners are oriented on centre rules, safety, discipline, and training expectations.

**Step 4: Youth Development Module (Life Skills Programme):** A structured life skills programme is delivered covering communication, confidence building, teamwork, workplace behaviour, financial literacy, and goal setting.

**Step 5: Technical skill training:** Classroom and hands-on practical training is provided based on course curriculum and job roles.

**Step 6: Industry exposure:** Guest sessions and field visits familiarise learners with workplace environments.

**Step 7: On-the-Job Training (OJT):** Learners are placed with industry partners for supervised workplace exposure to apply their skills in real settings. OJT helps learners understand work culture, shift patterns, and performance expectations before final placement.

**Step 8: Assessment and certification:** Learners complete assessments and receive certification.

**Step 9: Placement facilitation:** Placement interviews and job offers are coordinated with employers based on OJT performance and certification.

**Step 10: Joining support and follow-up:** Support is provided during joining and early employment stages.

### A. Tata STRIVE Centre – Chamoli: Activities Implemented

#### Courses offered

The Chamoli centre conducted hospitality-focused skill training programmes aligned with local livelihood opportunities. Youth between 18 to 30 yrs were the target group for the 3 courses offered at Chamoli.

*Table 2: Courses Offered at Chamoli*

Course	Duration	OJT	Eligibility
a. Commis Chef	19 weeks	8 weeks	12 <sup>th</sup> Pass

b. Food and Beverage (Steward)	14 weeks	4 weeks	10 <sup>th</sup> Pass
c. Housekeeping Operations	17 weeks	4 weeks	10 <sup>th</sup> Pass

The courses were offered free to all the selected candidates. They were also provided with uniforms and study materials. Training delivery combined classroom-based theoretical instruction with practical demonstrations and hands-on practice.

Learners were trained on job-specific technical skills, basic hygiene and safety practices, and workplace discipline. Periodic assessments were conducted as part of the certification process. The training schedule followed structured batches, ensuring continuity and completion within the project timeline. The approach was designed to prepare learners for entry-level roles in hotels, resorts, homestays, and related service establishments.

### Community mobilisation and outreach

The centre undertook extensive community mobilisation to identify and enroll eligible youth from nearby villages. Activities included door-to-door visits, meetings with self-help groups, and engagement with Gram Pradhans. Local NGOs such as Himmotthan and Hariyali supported outreach efforts. Alumni networks were also leveraged to spread awareness about the courses and training benefits. Mobilisation activities were often scheduled during evenings and holidays to accommodate working families and parents. These efforts helped reach youth from remote and underserved areas and ensured community-level awareness of skill development opportunities.

*I start the mobilisation of students, two months before the commencement of a course. I try to focus on a village where there is an alumni, as it is easy to showcase him as a role model for the villagers. I spend nearly half a day in each village talking to the communities. Most of them are not educated and they are all a bit apprehensive to send girls for a career in hotel. I have to explain to them about our centre and the number of girls who have been placed and that motivated them to send their children to enrol in the course – Rinki Rawat, Mobiliser, Chamoli*

### Course Details

#### a. Commis Chef

The Commis Chef course is designed to prepare learners for entry-level roles in professional kitchens within hotels, resorts, and food service establishments. The training focuses on foundational culinary skills, kitchen operations, hygiene standards, and workplace discipline. Learners are introduced to basic food preparation techniques, knife skills, ingredient handling, cooking methods, and plating practices. Emphasis is placed on food safety, personal hygiene, and compliance with kitchen protocols, which are critical for working in commercial hospitality environments.

Training delivery combines classroom instruction with extensive practical sessions, allowing learners to practice in simulated kitchen settings. Guest sessions with hospitality professionals and virtual interactions with hotel HR personnel expose learners to industry expectations and career pathways. On-the-job training opportunities are facilitated with hospitality employers to provide real-world kitchen experience.

During the assessment period, 4 batches were held and 91 students were certified. All the learners were male.

### Students Voices – Commis Chef Learners – Summary of the Discussion

“We joined the Commis Chef course because we wanted stable work. Many of us knew cooking at home, but we did not understand professional kitchens. During training, we learned hygiene, knife handling, food safety, and teamwork. At first, the kitchen pace felt very fast. We made mistakes, but trainers corrected us patiently. We learned that discipline and cleanliness are very important in kitchen work. We are also learning how to communicate with seniors and follow instructions properly. Some of us feared strict supervisors, but now we understand that kitchen work requires order and respect.”

### b. Food and Beverage (Steward)

The Food and Beverage (Steward) course focuses on developing skills required for service roles in restaurants, hotels, resorts, and catering establishments. The course covers table service techniques, guest handling, menu knowledge, order taking, billing procedures, and coordination with kitchen staff. Learners are trained in service etiquette, grooming standards, communication skills, and basic food and beverage knowledge to ensure professional interaction with guests. Training includes classroom-based sessions and practical demonstrations that simulate real service environments. Learner’s practice setting up service areas, handling customer requests, and managing service workflows. Guest sessions with hospitality professionals provide exposure to service standards followed by national hotel chains. Soft skills such as teamwork, time management, and workplace conduct are integrated into the curriculum to prepare learners for front-facing roles. During the period April 2024-March 2025, 4 batches were held and 63 students were certified.



The F & B Classroom

### c. Housekeeping Operations

The Housekeeping Operations course is structured to train learners for operational roles in hotel housekeeping departments. The course covers cleaning procedures, room preparation, linen management, use of housekeeping equipment, waste management, and safety protocols. Learners are also trained in workplace hygiene, time management, and coordination with front office and maintenance teams.

Training delivery combines classroom instruction with hands-on practical sessions, allowing learners to practice room setup, cleaning techniques, and material handling. Fire safety drills, health awareness sessions, and workplace safety practices are integrated into the training process. Guest sessions and industry interactions help learners understand quality standards expected in hospitality establishments. During the assessment period, 3 batches were held and 30 students were certified.



**The House Keeping Classrooms**

## Consolidated Enrolment & Placement details of Chamoli Centre

During the assessment period, 11 batches were held and 212 learners were enrolled in the three programs.

Table 3 Consolidated Batch Summary – April 2024 to March 2025

Course	No. of batches	Learners enrolled	Certified Learners	Dropout %	Learners Placed
F&B	4	74	63	15	63
Commis Chef	4	97	91	6	91
Housekeeping	3	41	30	27	30
<b>TOTAL</b>	<b>11</b>	<b>212</b>	<b>184</b>	<b>13</b>	<b>184</b>

13% of the learners dropped out mid-way during the course mainly citing health issues, especially the female learners in Housekeeping, which had the maximum dropout rate of 27%. All the learners who completed the course, (called Certified learners) were placed in hotels across Uttarakhand and the neighbouring states.

The Chamoli centre coordinated On the Job Training (OJT) and placements with the Hotels like Radisson Amritsar, Shervani group of Hotels, ITC Jaipur, Della Resort Lonavala etc. Learners were guided through the transition from training to on-the-job training or employment. Support was provided for certification completion, employer interviews, documentation, and joining formalities. Placement coordination also involved aligning employer requirements with learner availability and readiness. Follow-up was conducted to track joining status and support learners during initial employment stages. These activities formed an integral part of the centre's training-to-employment process.

### Employer Estimation

The Mountain Inn Group have engaged with skilling programmes in Chamoli for both housekeeping and kitchen support roles. From an HR perspective, candidates who come through structured training adapt faster to hostel life, shift systems, and workplace discipline. This directly impacts retention. We have observed that women candidates trained in Chamoli show strong commitment and reliability. They communicate clearly, follow reporting structures, and maintain professionalism. These programmes help us build a stable workforce from the region instead of depending entirely on migrant labour. It is a sustainable model for both employers and local youth.

**Ankit Bisht – HR & Operations Manager, Mountain Inn Group, Dehradun**

### Student Voices – Housekeeping Learners – Summary of the Group Interaction

“We all joined this course from nearby villages in Chamoli. Most of us had never entered a hotel before, so in the beginning everything felt new and confusing. Wearing a uniform, following strict timings, and standing for long hours was difficult at first.

Initially, we were hesitant to talk in class or ask questions. Some of us felt shy because we had never spoken in English or interacted with outsiders. Slowly, through regular practice, we learned how to speak politely, follow instructions, and work as a team. We are learning cleaning procedures, safety practices, and how to maintain rooms properly. Trainers explain why each step is important, not just how to do it. This helps us understand the work better.

One of the biggest changes we feel is confidence. Earlier, we were scared to step outside our villages. Now we feel we can work in hotels outside Chamoli if we get placement. Hostel life and travelling daily have taught us discipline and independence. Our families were worried in the beginning, but now they see positive changes in us. They notice that we wake up early, speak more confidently, and take responsibility seriously.

We still feel nervous about placement and living away from home, but we believe this training is preparing us mentally and practically. We want to complete the course properly and get stable work.”



### Life Skills through Youth Development Module

All learners participate in a structured Youth Development Module, which forms a core component of the training process. This module focuses on building essential life and employability skills that are critical for long-term success in the workplace. The module uses interactive methods such as group discussions, role plays, case studies, reflection exercises, and practical activities to encourage participation and self-expression. Sessions on goal setting and career planning help learners identify personal aspirations, understand workplace expectations,

and develop realistic short- and long-term career goals. By strengthening confidence, discipline, adaptability, and professional behaviour, the Youth Development Module prepares learners to transition effectively into work environments, interact positively with employers and colleagues, and sustain employment beyond initial placement.

I conduct employability and life-skills sessions for Housekeeping and Commis Chef trainees. Many students join without knowing how to communicate, manage emotions, or handle workplace pressure. We focus on basic communication, confidence building, handling feedback, and understanding professional behaviour. For many girls, this is the first time they speak openly in a group. I see significant changes by the end of training. Trainees begin expressing themselves, setting goals, and taking responsibility for their choices. These skills help them survive and grow in hospitality jobs, where work pressure is high.

- **Neha Bisht, Employability & Life Skills Trainer, Chamoli**

### **Industry exposure and guest sessions**

To provide exposure beyond classroom learning, the Chamoli centre organised multiple guest sessions with professionals from the hospitality, financial, and judicial sectors. Given the limited availability of high-end hotels in Chamoli, several guest sessions were conducted virtually, including interactions with HR professionals from established hotel chains. These sessions focused on workplace expectations, service standards, and career pathways in hospitality. On-the-job training opportunities were coordinated with hospitality employers outside the district. Industry exposure activities were adapted to local constraints while ensuring learners gained insights into real-world work environments.

### **Learner support and engagement**

Several support mechanisms were implemented to enable learner participation and retention. Female learners were provided stipends to manage food and accommodation expenses, and centre staff coordinated with hostels to monitor living conditions. Regular visits were conducted to address learner concerns. Engagement activities included health check-up camps in coordination with the district hospital, fire safety mock drills, and celebrations of Youth Skills Day, International Housekeeping Week, Independence Day, and Republic Day. These activities aimed to support learner well-being, safety awareness, and sustained engagement throughout the training period.

## B. Tata STRIVE Centre – Rudrapur: Activities Implemented

The Rudrapur centre implemented skill training programmes aligned with the automotive and service sectors. Youth between 18 to 30 yrs were the target group for the 3 courses offered. The courses are offered for a duration of 10 to 15 weeks inclusive of OJT.

*Table 4 Courses Offered at Rudrapur*

Course	Duration	OJT	Eligibility
Automotive Service Technician (2&3 wheelers)	15 weeks	4 weeks	10 <sup>th</sup> Pass
Automotive Service Technician 4-wheeler (Commercial)	10 weeks	4 weeks	10 <sup>th</sup> Pass
Auto Sales Consultant	10 weeks	4 weeks	Graduate & above

The courses were offered free to all the selected candidates. They were also provided with uniforms and study materials. Training delivery consisted of classroom-based theory sessions and hands-on practical training in workshops. Learners were trained on vehicle systems, diagnostics, servicing processes, and basic customer handling. Structured assessments were conducted to support certification. The training was designed to prepare learners for employment in service centres, workshops, dealerships, and related industrial settings.

### Community mobilisation and alumni engagement

Community mobilisation in Rudrapur was carried out in collaboration with local organisations such as Aasra and Ilmpact. Outreach activities focused on identifying eligible youth from industrial and peri-urban areas. Alumni engagement sessions were organised, bringing together former trainees and employers to share experiences and career journeys with current learners. These interactions provided practical insights into job roles, workplace expectations, and employment pathways. Mobilisation and alumni engagement activities supported enrolment, awareness, and learner motivation throughout the project period.

### Course Details

#### a. Automotive Service Technician (2 & 3 Wheelers)

This course prepares learners for entry-level technical roles in two-wheeler and three-wheeler service centres, workshops, and dealerships. The course focuses on building foundational knowledge of vehicle systems such as engines, transmission, braking systems, suspension, electrical components, and basic diagnostics. Learners are trained in routine servicing tasks including inspection, cleaning, repair, replacement of parts, and preventive maintenance. Training delivery combines classroom-based instruction with hands-on practical sessions in workshop settings. Learners practice using tools and equipment, follow standard operating procedures, and understand safety norms relevant to automotive servicing. The course also introduces basic customer interaction skills, job card handling, and workplace discipline required in service environments. Upon completion, learners are assessed and certified, enabling them to take up roles such as service technician, mechanic assistant, or workshop helper.

#### b. Automotive Service Technician – 4 Wheeler (Commercial)

This course is designed to train learners for technical roles in servicing and maintenance of commercial vehicles such as taxis, delivery vehicles, and fleet-operated cars. The course covers core vehicle systems including engines, fuel systems, transmission, steering, braking, suspension, electrical and electronic components, and basic diagnostic techniques used in modern service centres. Training includes both theoretical instruction and

extensive practical sessions, enabling learners to perform inspections, identify faults, carry out repairs, and follow service schedules. Emphasis is placed on safety standards, use of diagnostic tools, workshop practices, and compliance with quality norms. Learners are also introduced to documentation processes, job cards, and coordination within workshop teams. Industry exposure is facilitated through interactions with service centres, dealerships, and commercial fleet operators. After completing assessments and certification, learners are prepared for roles such as commercial vehicle technician, service assistant, or workshop technician.

### c. Auto Sales Consultant

The Auto Sales Consultant course prepares learners for customer-facing roles in automobile showrooms, dealerships, and retail sales outlets. The course focuses on developing product knowledge of two-wheelers, cars, or commercial vehicles, along with sales processes and customer engagement techniques. Learners are trained in understanding customer needs, explaining vehicle features, handling enquiries, managing test drives, and closing sales. Training delivery combines classroom sessions with role plays, mock sales interactions, and practical demonstrations. Learners are introduced to showroom operations, basic documentation, finance and insurance coordination, and post-sales customer follow-up. Soft skills such as communication, persuasion, grooming, and workplace behaviour form a key part of the curriculum, as these are critical for sales roles. Industry exposure is provided through guest sessions, showroom visits, and on-the-job training with automobile dealerships. These experiences help learners understand real sales environments, targets, and performance expectations. Graduates are equipped to take up roles as sales executives, relationship officers, or showroom assistants on completion of the course.



Classroom and Lab at Rudrapur Centre

### Consolidated details of Rudrapur Centre

During the assessment period, 9 batches were held and 117 learners were enrolled in the three programs.

Table 5 Consolidated Batch Summary – Rudrapur - April 2024 to March 2025

Course	Learners enrolled	Certified Learners	Learners Placed	Dropout %
Automotive Service Technician (2&3 wheelers)	48	31	31	35%
Automotive Service Technician 4-wheeler (Commercial)	76	60	60	21%
Auto Sales Consultant	33	26	26	21%
<b>TOTAL</b>	<b>157</b>	<b>117</b>	<b>117</b>	<b>26%</b>

There was 100% placement for all the learners who completed the course.

## Life Skills through Youth Development Module

All learners participate in a structured Youth Development Module, which forms a core component of the training process. The YDM module is same across all Tata STRIVE centres.

## Industry exposure and guest sessions

Industry exposure activities included field visits to automobile service centres, allowing learners to observe workshop operations and service processes. Guest sessions were organised in both virtual and in-person formats, covering topics such as motor vehicle insurance, customer service, workplace communication, and industry expectations. These sessions were conducted by industry professionals and subject matter experts. The exposure activities aimed to familiarise learners with real-world automotive work environments and employer requirements beyond technical skills.

## Learner support and engagement activities

To address attendance and mobility challenges, the centre facilitated transportation support for learners travelling from distant locations such as Dineshpur and Gadarpur. Hostel coordination was undertaken for female learners in collaboration with employers. Engagement activities included road safety awareness sessions conducted with the State Police Department, Swachhata Pakhwada cleanliness drives, cultural programmes, skits, role plays, and group competitions. Volunteer-led mock interview sessions were also organised to prepare learners for employer interactions. These activities supported regular attendance and learner engagement.

## Placement and on-the-job training coordination

The Rudrapur centre coordinated placement drives and on-the-job training opportunities with employers such as Tata Motors and Bindal Hyundai. Activities included employer visits, interviews, documentation support, and coordination of work shifts and joining dates. The centre also followed up with employers to collect placement confirmations and address documentation challenges. On-the-job training placements were facilitated for learners to gain workplace exposure before full employment. These activities supported learners' transition from training to employment within the automotive sector.

### C. Profile of Learners at Chamoli and Rudrapur

#### i. Gender Distribution

The gender distribution of trainees across the courses at Chamoli shows a significant predominance of male participants, with 163 males (89%) and 21 females (11%) out of the total learners.

*Table 6 Gender Distribution – Chamoli (Programme data)*

Course	Male		Female	
	Number	%	Number	%
F&B	57	90%	6	10%
Commis Chef	91	100%	-	0%
House Keeping	15	50%	15	50%
TOTAL	163	89%	21	11%

The Commis Chef course was entirely male-dominated, with 91 male participants (100%) and no female enrolment, indicating limited female participation in kitchen-based hospitality roles within the programme. Similarly, the Food & Beverage (F&B) course had a very high proportion of male learners, with 57 males (90%) and only 6 females (10%), suggesting that service roles also attracted primarily male candidates in this centre. In contrast, the Housekeeping course demonstrated balanced gender participation, with 15 male and 15 female trainees (50% each). This indicates that housekeeping roles were more accessible or socially acceptable for women in the local context compared to other hospitality roles.

The gender distribution at the Rudrapur centre shows strong participation of women across courses, with 74 female learners (63%) and 43 male learners (37%) overall. This indicates that the programme has been successful in encouraging female participation in technical and service-sector training, which are traditionally male-dominated fields.

*Table 7 Gender Distribution – Rudrapur (Programme data)*

Course	Male		Female	
	Number	%	Number	%
Automotive Service Technician (2&3 wheelers)	16	52%	15	48%
Automotive Service Technician 4-wheeler (Commercial)	22	37%	38	63%
Auto Sales Consultant	5	19%	21	81%
TOTAL	43	37%	74	63%

In the Automotive Service Technician (2 & 3 wheelers) course, participation was relatively balanced, with 16 males (52%) and 15 females (48%), reflecting growing acceptance of women in technical automotive roles. The Automotive Service Technician – 4 wheeler (Commercial) course had a higher proportion of female learners, with 38 females (63%) compared to 22 males (37%), suggesting that women were increasingly enrolling in specialised technical training. Female participation was most prominent in the Auto Sales Consultant course, where 21 females (81%) and only 5 males (19%) enrolled. This indicates that customer-facing and sales-oriented roles in the automobile sector were particularly attractive to women trainees.

### **Socio-demographic and economic profile of the alumni**

An online survey was conducted with alumni, with 98 respondents from Rudrapur and 49 from Chamoli participating in the study.

*Table 8 Gender Distribution – Chamoli & Rudrapur (Alumni Survey)*

Gender	Chamoli		Rudrapur	
	N	%	N	%
Male	39	80%	31	32%
Female	10	20%	67	68%
Total	49		98	

The respondents were equally distributed across the 3 courses in both the centres. Among Chamoli respondents, 36% completed the Food & Beverage course, followed by 34% who completed Housekeeping, while 30% completed the Commis Chef course. Among Rudrapur respondents, 37% had completed the AST 2 & 3-Wheeler course, 36% completed the AST 4-Wheeler course, and 27% completed the Auto Sales Consultant course.

## ii. Age Profile

The respondent profile was predominantly young with over 98% of learners in Rudrapur and 90% in Chamoli being less than 25 years

*Table 9 Age Distribution – Chamoli & Rudrapur (Alumni Survey)*

Age Group	Chamoli		Rudrapur	
	N	%	N	%
Under 21 yrs	23	47	29	30
21 – 24 yrs	21	43	67	68
25- 28 yrs	5	10	2	2
<b>Total</b>	49	100	98	100

## iii. Occupation prior to joining the course

Most of the respondents were fresh graduates in both the Centres.

*Table 10 Occupation prior to joining Course (Alumni Survey)*

Occupation	Chamoli		Rudrapur	
	N	%	N	%
Studying in college	22	45	73	74
Part-time job	10	20	0	0
Full-time job	3	6	0	0
Unemployed	11	22	25	26%
Others	3	6		
<b>Total</b>	49	100	98	100

None of the learners who responded from Rudrapur had any prior work experience as they were all either unemployed or were pursuing graduation before joining the course. This indicates that the programme has effectively reached young first-time job seekers and students transitioning from education to employment, particularly in Rudrapur, while also supporting some youth with limited prior work experience in Chamoli.

### **Demographic Profile of Chamoli Parents:**

Parents from both Centres responded to survey questionnaires, with 25 responses from Rudrapur and 20 from Chamoli.

- 67% were aged 40–49 years, 30% were 50 years and above, and 3% were below 40 years.
- 83% are male, and 17% are female.

#### iv. Family Income

Most learners at both centres come from low-income households, with the majority reporting a monthly family income between ₹10,000 and ₹15,000. In Chamoli, 28% of families earn below ₹10,000 per month, indicating greater economic vulnerability among rural households. 72% were earning above Rs, 10,000 a month. In Rudrapur, incomes are more concentrated in the ₹10,000–₹15,000 range (95%), reflecting relatively more stable but modest incomes in the peri-urban setting.

Figure 1 Annual Family Income (Survey)

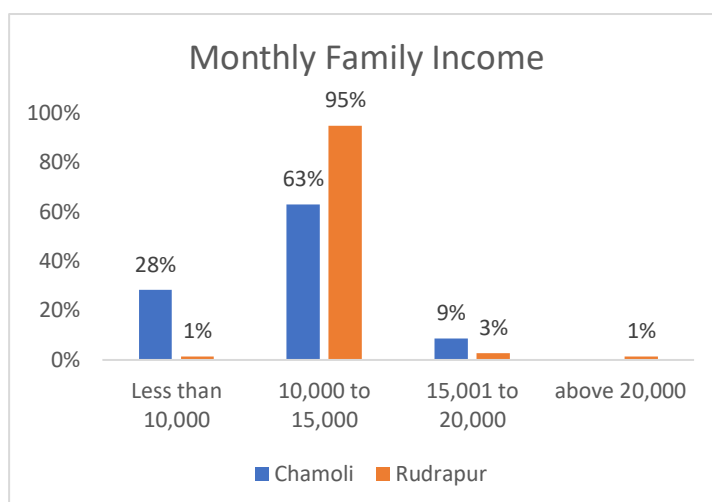


Table 11 Annual Family Income (Survey)

	Chamoli		Rudrapur	
	Count	Percentage	Count	Percentage
Less than 10,000	13	28%	1	1%
10,000 to 15,000	29	63%	72	95%
15,001 to 20,000	4	9%	2	3%
above 20,000			1	1%
<b>Total</b>	<b>46</b>		<b>76</b>	

## 7. Evaluation of Impact using REESCI framework

The Titan LeAP Tata STRIVE activities were assessed using the REESS framework. The REESS framework evaluates the performance of a programme based on five parameters – Relevance, Effectiveness, Efficiency, Social Impact, and Sustainability. Various indicators were developed for the programme based on the REESS framework.



## 8. Relevance

### Lack of awareness amongst communities on local employment opportunities

The key challenge in Uttarakhand, particularly in remote and rural areas is low awareness of skilling programmes and employment pathways. In response, the Tata STRIVE centres have placed strong emphasis on community mobilisation through door-to-door outreach, SHG meetings, NGO partnerships, alumni referrals, and engagement with Gram Pradhans. These activities helped communities understand local employment opportunities in hospitality and automotive sectors, improving participation from underserved areas.

I grew up in Chamoli, helping my mother in the kitchen at home. Cooking was familiar to me, but professional cooking was completely different. Before joining the Commis Chef course, I had never seen a hotel kitchen. – **Rakesh Singh, Commis Chef Alumni**

“I had to wander so much for a job, going everywhere without success, until ma’am came to our village and finally gave me a platform that recognised my qualification and potential.” – **Sameer, Auto Sales Alumni**

“If I hadn’t joined training, I would be sitting at home doing nothing, but this course opened a path for me to step out, learn skills and become independent.” – **Ajay, 2&3 Wheeler Alumni**

### Training courses designed based on local market demand and employability potential

Courses were selected based on local economic conditions and labour demand. Hospitality courses were offered in Chamoli, where tourism is a key livelihood sector, while automotive and sales courses were offered in Rudrapur, an industrial and automobile hub. High enrolments beyond planned targets indicate that course selection matched employability potential and local demand.

“We saw an engine for the very first time here, and now we confidently handle DMS, CRM and real customer service calls at the dealership.” – **Pinky & Anjali (Auto Technicians)**

Titan’s CSR focus on employability and livelihood enhancement is reflected in the selection of job-oriented skill domains. The project prioritised sectors with clear employment pathways hospitality, automotive servicing, and sales ensuring that training led directly to wage employment or sustainable livelihood opportunities.

### Demographic reach – inclusion of SC/ST, minorities, women

29% (54) of learners in Chamoli and 32% (35) in Rudrapur hailed from the SC/ST community. Women constituted 50% (15) of Housekeeping Operations, and over 60% (74) in technical courses in Rudrapur. This reflects deliberate outreach to socially and economically marginalised groups.

“Here, all students are treated equally—boys and girls, from lower and higher castes—which makes us feel respected and confident to learn.” – **Monika, Auto Sales Alumni**

### Curriculum designed based on needs and potential of local communities

Curricula were adapted to local contexts and learner profiles. Hospitality training focused on entry-level roles suitable for first-generation workers, while automotive courses addressed servicing needs common in industrial and semi-urban settings. Supplementary methods such as YouTube-based learning and virtual sessions were used where local infrastructure was limited. Through counselling, youth development modules, industry exposure, and on-the-job training, the project helped align youth aspirations with realistic industry opportunities. Guest sessions and OJT enabled learners to understand workplace expectations and career pathways, supporting informed employment choices.

It is a very good centre for girls and boys like me, because since the training is free, many students can study here just as I did. All the teachers there are very good—they explain everything clearly and help us understand properly. I really liked being there and learned a lot. – **Tanuja - Alumni, Rudrapur**

### **Need for the training program**

“We all joined this course from nearby villages in Chamoli. Most of us had never entered a hotel before, so in the beginning everything felt new and confusing. Wearing a uniform, following strict timings, and standing for long hours was difficult at first. Initially, we were hesitant to talk in class or ask questions. Some of us felt shy because we had never spoken in English or interacted with outsiders. Slowly, through regular practice, we learned how to speak politely, follow instructions, and work as a team.

We are learning cleaning procedures, safety practices, and how to maintain rooms properly. Trainers explain why each step is important, not just how to do it. This helps us understand the work better.

One of the biggest changes we feel is confidence. Earlier, we were scared to step outside our villages. Now we feel we can work in hotels outside Chamoli if we get placement. Hostel life and travelling daily have taught us discipline and independence.

Our families were worried in the beginning, but now they see positive changes in us. They notice that we wake up early, speak more confidently, and take responsibility seriously.

We still feel nervous about placement and living away from home, but we believe this training is preparing us mentally and practically. We want to complete the course properly and get stable work.” –

### **Current batch of Learners pursuing Housekeeping, Chamoli**

### **Alignment with government skill ecosystems (NSDC/PMKVY etc.)**

The Titan LeAP – Tata STRIVE programme broadly aligns with national skill initiatives such as the National Skill Development Corporation (NSDC) and Pradhan Mantri Kaushal Vikas Yojana (PMKVY), which promote industry-linked vocational training and employability. The programme focuses on demand-driven skills, certification, and placement support similar to these national frameworks. However, it differs in its CSR-led implementation model, which allows greater flexibility in curriculum design and training delivery. It also places stronger emphasis on life skills, counselling, and on-the-job training. The programme complements government skilling efforts while adapting training to local labour market needs.

## **9. Effectiveness**

### **Effective curriculum integrating growing market demands**

The hospitality and automotive services curriculum was developed around sectors which demonstrated growth and employment potential in Uttarakhand. Course content reflected current industry practices such as customer service standards, safety protocols, diagnostics, and workplace discipline. Periodic industry interactions and guest sessions helped keep training aligned with evolving employer expectations. Except for the House keeping course all the other courses resonated with both learners and market demand.

The trainees who come here adapt to our needs very quickly compared to trainees from other Institutes. We request for more students for OJT every year, but only 3 or 4 are allocated for us. – **Meenakshi Joshi**, Housekeeping Supervisor, Hill View Residency

The training we got matches exactly with what we do in the company, so the transition to the job becomes easy for us. – **Sangeeta - Alumni, Rudrapur**

### Trainer quality and pedagogy

Training delivery relied on domain facilitators using a combination of classroom instruction, demonstrations, and hands-on practice. The use of practical examples, industry case discussions, and real equipment in the labs supported experiential learning in both the centres. Supplementary digital content and virtual classes was used to reinforce concepts where infrastructure or faculty gaps existed.

“Training was very good — we learned customer calling, service-due reminders, warranty scripts and everything needed to talk to customers professionally.” – **Himani - Alumni, Rudrapur**

When I first heard about housekeeping training, I was hesitant. I thought cleaning work had no respect. But during training, the trainers explained the dignity of labour and showed us how housekeeping is a professional role in hospitality. I learned cleaning procedures, safety standards, and how to manage time during shifts. The training also taught me confidence and discipline. Slowly, my thinking changed. After placement, work was physically tiring. Sometimes supervisors were strict, and the work pressure was high. But I remembered what I learned during training — that this work is important and honest. Today, I continue working in housekeeping and support my family. I feel respected because I earn through my own effort. I also guide new staff and tell them not to feel ashamed of this work. - **Pooja Rawat – Housekeeping Alumni, Chamoli**

### Robust laboratory infrastructure supporting practical learning

The centres in Chamoli and Rudrapur were supported by well-equipped lab infrastructure that enabled effective hands-on training aligned with industry requirements. The labs were fitted with relevant tools, equipment, and workstations that allowed learners to practice job-specific tasks in a controlled environment. At Chamoli, hospitality labs support kitchen operations, housekeeping practices, and service simulations, while at Rudrapur, automotive labs enable practical training in vehicle servicing, diagnostics, and maintenance. This practical exposure strengthens skill application, builds learner confidence, and prepares trainees for real workplace conditions before on-the-job training and placement

No other Institute is equipped with the labs like ours. As each student sees a live motor, chassis, and all the other parts of a 4 wheeler, they are able to understand the workings of the machinery. We also have simulation equipment which strengthens their understanding better. – **Faculty, Rudrapur**

I am impressed by Rakesh’s ability to quickly identify issues in a car that comes into our workshop, often within just a few minutes. He is much better than me at such a young age. **Employer, Kia Showroom, Rudrapur**

## Retention of trainees by employer's post OJT

On-the-job training allowed employers to observe trainees' technical competence, punctuality, and workplace behaviour before final hiring decisions. Several learners transitioned from OJT into continued employment. Employer familiarity with trainees during OJT helped reduce initial hiring risks and supported smoother integration into the workplace.

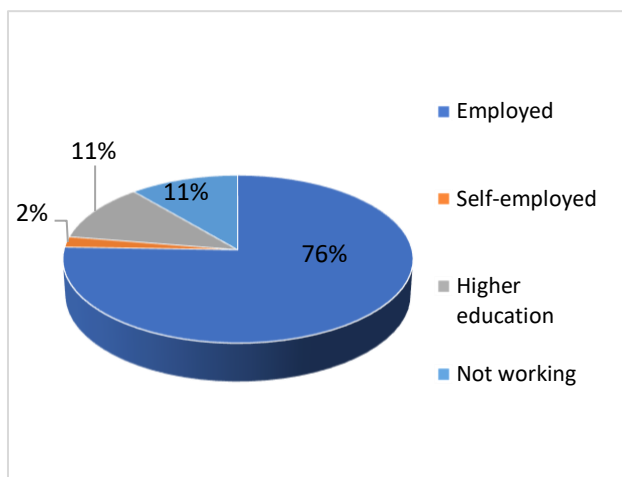
I did my OJT here and got exposed to real work environments, including shift timings, productivity expectations, teamwork, and safety norms. It helped me gain hands-on experience in handling actual job tasks under supervision. OJT helped me to become confident, understand workplace culture, and smoothly transition from training into regular employment. – **Mohit Negi - Alumni Chamoli**

We are happy to hire the trainees who come for OJT as they are able to understand our work culture and adapt quickly to our processes. This saves a lot of time as we do not have to train the new recruits. – **Sanjay Rawat – Kitchen Supervisor, Valley View Hotel**

## Placement of trainees

All certified learners from both the Centres were offered placement. Except for the students who wanted to pursue higher education, all the others took up the placement offer. 92% of the Chamoli respondents are currently employed and 2% are self-employed. The rest were pursuing higher education

Out of 98 Alumni of Rudrapur Centre surveyed, 74 (76%) of Rudrapur respondents are currently employed and 2 (2%) are self-employed. 11 (11%) are pursuing higher education while 11 (11%) of the respondents are not working.



## Employer Satisfaction

Figure 3 Employee Satisfaction levels (Alumni Survey)

14 Employers responded to the survey, 7 from each centre. In Chamoli, 57% (4) of employers reported being satisfied, while 43% (3) reported being extremely satisfied.

In Rudrapur, 71% of employers were very satisfied (5), and 14% (1) satisfied and extremely satisfied (1).

No employers from either centre reported being not very satisfied. Employer feedback indicates high satisfaction with trainee performance at both centres, with most employers reporting 90–100% satisfaction and rating trainees as very good or excellent. While some retraining was required, it was largely role-specific, suggesting strong foundational skills with scope for workplace refinement.

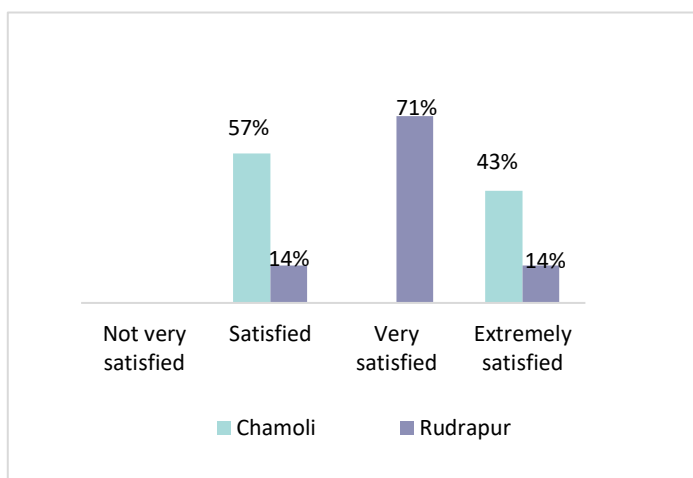


Table 12 Rating of Learners (Alumni survey)

	Chamoli		Rudrapur	
	Number	%	Number	%
<b>Retraining</b>				
To some extent	3	43%	2	29%
Completely	4	57%	4	57%
<b>Rating the recruits</b>				
Good	2	29%	0	0%
Very Good	5	71%	6	86%
Excellent	0	0%	1	14%

“They are hardworking and very adaptable as they start their career journey with us as trainees. We offer them on role, positions based their performance. We have received extremely positive results from trainees from Tata Strive. There are multiple students whom we have onboarded and they are still working with us since more than a year.”

**Ankit Kumar, Jim Corbett Marriott Resort & Spa**

### Employer’s suggestions

“Increase the tenure of the learning cycle for the learners. Thereby, it will increase the exposure of the learners and they will be exposed to a better academic experience - both theoretical and practical experience”.

- **Rajesh Kandpal – Executive Housekeeper, Snow Crest Hotel**

### Employer’s suggestions

“Rigorous English comprehension training needed. Arrange hotel visits to make them aware of their future work environment.”

- Mr. Ravish Desai, Della Resorts and Adventure

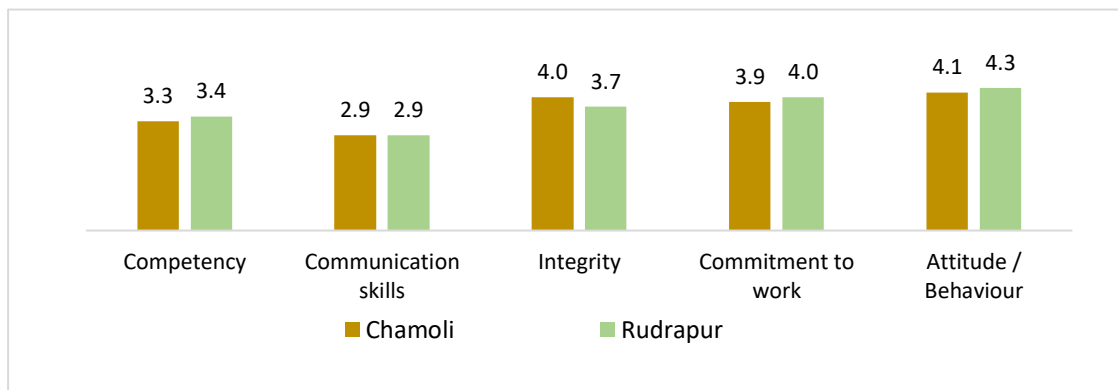
“Need some special training about customer engagement strategy and service marketing concepts.”

-Ashwini Mishra, AAPL Nexa service, Rudrapur

### Performance of Learners at the workplace

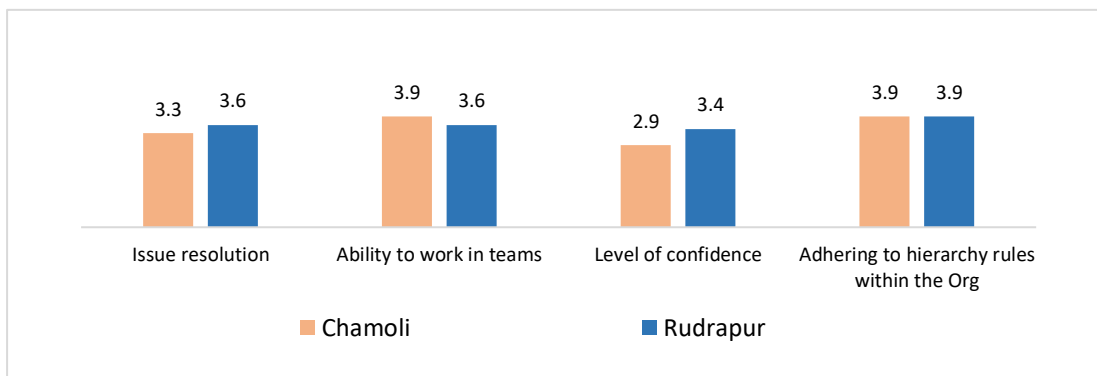
Employers were asked to rate a few skills and parameters of the learners (on a scale of 1 to 5) placed at their organisations. Competency was rated at 3.3 in Chamoli and 3.4 in Rudrapur.

Figure 4 Student Performance rating by Employer (Alumni Survey)



Communication skills received the lowest average scores at both centres (2.9), while integrity was rated at 4.0 in Chamoli and 3.7 in Rudrapur. Commitment to work showed strong averages of 3.9 in Chamoli and 4.0 in Rudrapur, with the highest ratings recorded for attitude and behaviour (4.1 and 4.3 respectively).

Figure 5 Learner Competency Rating by Employer (Alumni Survey)



Issue resolution emerged as a relative strength across both centres, with participants from Rudrapur rating it slightly higher, indicating a stronger perceived ability to identify and address workplace challenges in a timely and effective manner. In comparison, respondents from Chamoli rated this aspect a little lower, suggesting some scope to further strengthen problem-solving support and decision-making confidence at the centre.

Teamwork skills were viewed positively in both locations, with Chamoli receiving a marginally higher rating. This reflects a collaborative work environment where participants are generally comfortable working together, sharing responsibilities, and supporting one another. Rudrapur, while still performing well, may benefit from additional team-based activities to further enhance collective working practices. Confidence levels showed the most noticeable variation between the two centres. Chamoli reported comparatively lower confidence, pointing to a need for greater exposure, mentoring, and opportunities that help participants express themselves and take initiative. Rudrapur participants demonstrated relatively higher confidence, suggesting better preparedness to interact, communicate, and perform independently.

Adherence to hierarchy and organisational rules was consistently rated high across both centres, highlighting strong discipline, respect for authority, and understanding of workplace structures among participants.

*“Tata Strive recruits in our hotel demonstrate exceptional professionalism and adaptability. They quickly align with operational standards and exhibit strong technical and soft skills, reflecting their comprehensive training. Their proactive approach to learning and willingness to take ownership of tasks make them valuable team members. They work collaboratively across departments, ensuring smooth guest experiences while maintaining high service quality. Their discipline, punctuality, and customer-centric mindset stand out, contributing positively to our organizational culture. Overall, Tata Strive recruits bring energy, commitment, and a strong work ethic, making them an asset to our hospitality operations.”*

**Ankit Kumar, Jim Corbett Marriott Resort & Spa**

### Increased household income

All the learners were placed except those who chose to pursue higher studies. 80% of the learners were placed after the training were completed and contributing to their family’s income. In Chamoli, 63% earn between ₹10,000–15,000, followed by 28% earning less than ₹10,000.

Table 13 Salary Distribution (Alumni Survey)

Salary Range	Chamoli		Rudrapur	
	Number	%	Number	%
Less than ₹10000	13	28%	1	1%
₹10,001 to ₹15,000	29	63%	72	95%
₹15,001 to ₹20,000	4	9%	2	3%
Above ₹20,000	-	-	1	1%
	46		76	

In Rudrapur, the Income levels are more concentrated in the ₹10,000–15,000 range, with 95% of respondents in this bracket. This has resulted in increased household income in most learners’ homes. While both locations show strong clustering in the ₹10,000–15,000 range, Chamoli has a higher share of low-income earners, whereas Rudrapur demonstrates more stable and standardized salary outcomes as it is a city.

93% of the parents in Chamoli, and all the parents in Rudrapur reported that family’s financial stability had improved as a result of their ward’s employment

## Inclusive mobilisation strategies in place

Mobilisation strategies included door-to-door outreach, SHG meetings, NGO partnerships, alumni referrals, and engagement with Gram Pradhans. Referral-based enrollment accounted for a significant share of new admissions. These approaches enabled participation from women, SC/ST groups, and economically vulnerable households who might otherwise remain excluded.

I make regular visits to all the villages around Rudrapur to scout for learners. My first preference would be a village where we have alumni. The minute I enter the village, the alumni is proud to introduce me to his friends and neighbours. It is easy for me to convince families and youth in that village to enrol in the course as there is a role model in the village. I visit families who are in dire need of stable income. It gives me immense pleasure to listen to the parents rave about how their child is contributing to the family and how it has eased the family's financial burden drastically. – **Mobiliser, Rudrapur**

## Increase in self-confidence among youth

The YDM, industry exposure, and OJT contributed to improvements in communication, confidence, and decision-making among the learners.

“YDM gave me confidence — earlier I couldn't talk properly, but now I can speak clearly and present myself without fear.” – **Vishal, Alumni Rudrapur**

“Earlier we could not even make eye contact, and now we speak to anyone confidently and without hesitation.” – **Monika, Alumni Rudrapur**

Across both centres, improvements in communication, self-confidence, motivation, decision-making, and time management indicate the strong contribution of the Youth Development modules. These findings demonstrate meaningful enhancement in personal development outcomes, supporting learner readiness for employment and workplace integration.

Learners were asked to rate their skill set on a scale of 1 to 10 before and after they completed the course. The data shows substantial improvement across all life skills indicators for learners at both the Chamoli and Rudrapur centres.

To assess changes in learners' skill set, career related skills and social well-being, a self-assessment survey method was used among alumni of the Chamoli and Rudrapur centres. Respondents were asked to rate selected indicators on a scale of 1 to 10, reflecting their perceived situation before joining the course and after completing the training and entering employment. The “before” scores represent the learners' retrospective assessment of their situation prior to training, while the “after” scores capture their current perception following programme participation and employment outcomes. Average scores were calculated for each of the indicators. The percentage improvement was derived by comparing the difference between the before and after scores, indicating the extent of perceived positive change in social well-being. This approach enabled to capture perceived improvements in the learners skill set, career related skills and social well-being, providing insights into the effectiveness and social impact of the training programme beyond employment outcomes.

Table 14 Rating of Skillset (Alumni Survey)

	Chamoli			Rudrapur		
	Before	After	% of Improvement	Before	After	% of Improvement
Communication skills	4.3	8.9	52%	3.2	8.2	61%
Problem-solving skills	4.6	8.9	49%	3.3	8.2	60%
Self-confidence	4.3	9.2	53%	3.2	8.3	61%
Decision-making	4.2	8.9	53%	3.6	8.0	56%
Overall personal development	4.2	9.1	54%	3.3	8.7	61%
Motivation level	4.1	8.8	53%	3.3	8.4	61%
Independence in decisions	4.0	9.1	56%	3.2	8.2	60%
Time management skills	4.3	9.0	53%	3.5	8.7	60%
Confidence to talk with strangers	3.5	9.0	61%	3.3	8.5	61%

In Chamoli, baseline scores ranged between 3.5 and 4.6, indicating relatively low self-reported confidence and skills prior to training. Post-training scores increased significantly, reaching between 8.8 and 9.2 across indicators. The highest improvement was observed in confidence to talk with strangers (61%) and independence in decision-making (56%), highlighting strong gains in social confidence and personal agency.

In Rudrapur, baseline scores were comparatively lower for most indicators, ranging from 3.2 to 3.6, but post-training scores improved consistently to between 8.0 and 8.7. Percentage improvements were higher than Chamoli across most indicators, with 61% improvement recorded in communication skills, self-confidence, overall personal development, motivation level, and confidence to talk with strangers. This suggests a sharper relative transformation among learners in Rudrapur.

Parents reported an overwhelmingly positive impact of the course, with 100% agreement that their children are now more confident, disciplined, happy, focused, communicative, and future-ready.

I conduct employability and life-skills sessions for housekeeping and Commis Chef trainees. Many students join without knowing how to communicate, manage emotions, or handle workplace pressure. We focus on basic communication, confidence building, handling feedback, and understanding professional behaviour. For many girls, this is the first time they speak openly in a group. I see significant changes by the end of training. Trainees begin expressing themselves, setting goals, and taking responsibility for their choices. These skills help them survive and grow in hospitality jobs, where work pressure is high. – **Neha Bisht Employability & Life Skills Trainer, Chamoli**

#### Decisions taken by Girls

Marriage is not in my dictionary right now; first I want to build myself, stand on my own feet, and create a future where I can depend on my skills rather than anyone else.

– **Girls' Group (Auto Technician)**

Today girls want independence and the chance to shape their own life; we want a good future, not just marriage as the only option.– **Girls' Group (Auto Technician)**

In addition to technical competencies, learners developed soft skills such as punctuality, teamwork, customer handling, and workplace discipline. These skills were reinforced through YDM modules, role plays, and employer interactions. Such capabilities are critical for job retention and career progression.

### Learner Speaks..

Earlier we were not confident, but after joining Tata Motors we improved a lot and can manage customer conversations easily now.- **Abhishek, Alumni Rudrapur**

We learned how to introduce ourselves, how to talk properly, and how to behave in public and workplace settings with confidence.- **Suraj, Alumni Rudrapur**

I joined the housekeeping course with my friend. In the beginning, she wanted to quit because she felt the work was difficult and people might judge her. But after counselling from trainers and seeing others work confidently, she continued. Now she has completed training and joined a hotel. Seeing her transformation motivated me to take training seriously. This programme not only teaches skills but also gives courage by seeing others succeed-

**Pooja Rawat, Alumni Chamoli**

### Motivation to start micro-enterprises or enterprises

Entrepreneurship exposure was provided through SME sessions, financial literacy training, and information on government schemes. These inputs encouraged learners, particularly women, to consider small-scale enterprises in hospitality and services. While wage employment remained the primary outcome, awareness of self-employment pathways increased.

I am now working in a hotel in Nainital. My parents run a homestay. I plan to come back after three years to take over from them and run it more professionally. I have given them a few suggestions now, which they have implemented. I am currently working just to get some experience. After a few years I will be an entrepreneur for sure! – **Divyanshu, Alumni Chamoli**

### Improved digital and financial literacy

Learners were exposed to Digital and Financial literacy sessions as part of the YDM.

Table 15 Digital & Financial Literacy (Alumni Survey)

	Chamoli			Rudrapur		
	Before	After	% of Improvement	Before	After	% of Improvement
Digital literacy	4.1	9.0	54%	3.1	8.2	63%
Financial literacy	4.0	9.0	55%	3.3	8.4	60%

Learners at both centres showed strong improvement in digital and financial literacy. In Chamoli, scores increased to 9.0 for both indicators, while in Rudrapur they rose to 8.2 and 8.4. This reflects the effectiveness of the programme's life skills and financial awareness components in strengthening practical capabilities essential for employment, financial management, and independent decision-making.

### Trainee satisfaction

High enrollment, course completion, and continued participation in centre activities for all the courses except Housekeeping suggests positive learner engagement. The YDM course has created a positive impact among all the learners. Apart from this, regular attendance at guest sessions, events, and OJT indicates sustained interest. Alumni participation in outreach and mentoring further reflects satisfaction with the training experience.

“Whatever we do, we should be happy; this training taught me that confidence and positivity matter in life.” –

**Himani, Alumni Rudrapur**

Before this course, I stayed at home and helped my family. I never imagined I would work in a hotel. Training taught me punctuality, cleanliness standards, and confidence. The biggest change for me was learning to speak. Earlier, I avoided talking to strangers. Now I can communicate with supervisors and colleagues without fear. My family was worried when I accepted placement outside Chamoli, but they trust me now. I feel independent and capable of managing my life. - **Anjali Panwar Alumni Chamoli**

### Trainees pursuing higher education or further skilling

Exposure to structured training and certification encouraged some learners to consider advanced roles or additional skilling. Alumni interactions and industry exposure highlighted progression pathways within sectors. While not all learners pursued further education immediately, awareness of long-term career growth increased. All the learners placed at Tata Motors had to enroll in the Mechatronics course.

“I will finish my diploma and then work in another city where I can grow further in my career.” – **Vishal**

**(Mechatronics), Alumni Rudrapur**

### Appointment of local trainers

Local trainers were engaged where available, enabling better cultural understanding and communication with learners. Temporary local facilitators were also onboarded to manage trainer attrition. This approach supported continuity and contextual relevance in training delivery.

I conduct employability and life-skills sessions for housekeeping and Commis Chef trainees. I stay in a village half an hour away from the Centre at Chamoli. Many students join without knowing how to communicate, manage emotions, or handle workplace pressure. We focus on basic communication, confidence building, handling feedback, and understanding professional behaviour. For many girls, this is the first time they speak openly in a group. As a fellow resident of this area, the girls get inspired and motivated to work in a professional setting. I see significant changes by the end of training. Trainees begin expressing themselves, setting goals, and taking responsibility for their choices. These skills help them survive and grow in hospitality jobs, where work pressure is high - **Neha Bisht – Employability & Life Skills Trainer, Chamoli**

## 10. Efficiency

### Efficient mobilisation and inclusion

Mobilisation was carried out through a combination of door-to-door outreach, SHG meetings, NGO partnerships, alumni referrals, and engagement with Gram Pradhans. Referral-based enrolment accounted for a large share of admissions, reducing mobilisation time and cost. These strategies enabled inclusion of women, SC/ST groups, and economically vulnerable youth while ensuring timely batch formation across both centres.

“I referred four cousins, and now they are also learning because this course changed my life. We told our neighbours about training, and now they send their daughters too because they trust this pathway.” – Tanuja, Alumni Rudrapur

### **Course Completion rate and assessment systems**

The programme was implemented over the planned duration. Enrolment and certification targets were met or exceeded within this timeframe. The project achieved 302 certifications against a target of 300, indicating efficient assessment and learner progression systems enabling above 85% of the learners to complete the full training cycle, including OJT. Assessments included internal evaluations and final certification processes aligned with course requirements. Learners progressed through structured classroom training, practical sessions, and on-the-job training within the planned course duration. Certification provided formal recognition of skills and strengthened learners’ employability. Timely completion of certification supported placement coordination and employer confidence.

### **Optimum use of existing infrastructure**

New batches were initiated while learners were on OJT, ensuring that classrooms were occupied throughout the period and infrastructure was used optimally. Adaptive measures such as virtual guest sessions, shared facilities, and digital learning resources were also used. This ensured continuity of training without significant delays or duplication of infrastructure investments.

“We carefully plan batches so that training continues even when learners go for OJT. This helps us use the infrastructure effectively and ensure that no learning time is lost. So, there is continuous training happening at the Centre” **Centre Head Chamoli**

### **Increase in number of placement partners**

Placement activities involved coordination with multiple employers across hospitality and automotive sectors. Employers such as Country Inn, Della Resorts, Radisson, Tata Motors, Bindal Hyundai, and local workshops participated in placements and OJT. Additional partners were onboarded to address sector-specific and gender-related placement constraints, improving placement coverage.

Every year we try to identify or two new placement agencies where we can place our learners - **Centre Head, Chamoli**

### **Efficient use of trainers**

Training was delivered in structured batches, maintaining manageable trainer-to-trainee ratios to support practical learning and supervision. Where trainer attrition occurred, temporary facilitators and virtual expert sessions were arranged to maintain instructional continuity. This ensured that learning quality was sustained without extending course duration. Though the Commis Chef course began late due to appointment of faculty in July, three batches were held.

## **11. Sustainability**

### **Monitoring mechanisms in place**

From a sustainability perspective, regular monitoring systems were in place at both the Centres, to ensure the programme remained adaptive and responsive over time. Tracking of enrolments, certifications, placements, and course-wise performance enabled early identification of risks such as dropouts, trainer gaps, or placement

delays. This continuous feedback loop strengthened decision-making and improved the programme's ability to sustain outcomes beyond a single implementation cycle.

"We have very comprehensive monitoring and assessment systems in place. Assessment is fully digital through TCS-ion where nothing can be edited and every step is monitored strictly." – **Centre Admin, Rudrapur & Chamoli**

"Attendance is biometric face recognition — if posture differs even slightly, it won't sync, ensuring strict and accurate attendance." – **Centre Admin, Rudrapur**

### **Alumni networks promoting role models**

Alumni engagement contributed to social sustainability by creating local role models who reinforced the value of skill training within communities. Alumni participation in mobilisation, mentoring, and experience sharing helped sustain community trust, motivate new learners, and reduce dependence on external outreach efforts over time.

We maintain regular contact with our alumni for one to two years after they complete the programme. Whenever they visit their hometown, they come to the centre and interact with the current batch of learners. These interactions are very valuable as they help build confidence among trainees and inspire them to pursue their career goals.- **Centre Head Chamoli**

### **Linkages with local markets and potential for scaling**

Sustainable outcomes were supported through strong linkages with local employers, workshops, and service centres at Rudrapur. These relationships embedded the programme within local economic systems, enabling continued demand for skilled workers and reducing reliance on external labour markets. The project's modular structure—sector-aligned courses, community mobilisation, OJT integration, and placement facilitation—supports scalability. Successful implementation in both a hill district and an industrial hub demonstrate adaptability, making the model suitable for replication in other regions with similar livelihood contexts.

### **Strengthening local capacity**

The programme design emphasised building local capacity through trained facilitators, employer partnerships, alumni networks, and community mobilisation systems. Standardised processes, trained staff, and industry partnerships strengthened institutional capacity to continue skilling activities beyond the project period.

"Before coming to Tata STRIVE, many of these young people were unsure of themselves and hesitant to step forward. But the structured learning, YDM sessions, exposure visits, and the supportive environment here helped them open up. They learned technical skills, how to interact with customers, travel independently, and handle workplace responsibilities. Today they are earning ₹9,000 to ₹12,000 and contributing to their families with pride. More importantly, their confidence has grown, and their families now see them as capable and independent. Since most of the community members in this region know about me, I am always welcome in their homes. They do not hesitate to refer any youth in the area they know, or their friends and relatives. The community on seeing our alumni working and happy, they trust us and willingly refer." — Trainer

### **Collaboration with government bodies and NSDC ecosystem**

Alignment with government skill development frameworks and the NSDC ecosystem strengthens long-term sustainability by integrating the programme within public systems. Such collaboration enhances policy

alignment, resource convergence, and the potential for institutionalisation within state and national skilling strategies.

*The building is owned by the Government and has been leased to us for running the centre. This has been a significant advantage, and it has also strengthened the community's trust and confidence in our work. – Centre Head, Chamoli*

## 12. Social Impact

The 2 Tata STRIVE Centres have contributed to meaningful and sustained changes in the lives of the learners. By enabling access to market-relevant skills, life skills training, and employment opportunities, the programme supported income stability, improved employability, and reduced vulnerability to informal and seasonal work. Youth demonstrated higher confidence, resilience, and aspiration levels, with increased interest in career progression and further education. The programme also advanced social equity by reaching marginalised groups and strengthened individual livelihoods while contributing to broader community and economic development, demonstrating the value of integrated, demand-driven skilling for long-term social impact.

### Employment Continuity and Employability among Learners

84% of placed learners at Chamoli Centre (155 out of 184) were continuing to work at the time of assessment, demonstrating sustained engagement in employment. Of these, 131 learners continued in the hotels where they were initially placed, while 24 learners (13%) secured jobs independently, indicating improved employability and confidence to navigate the labour market without direct placement support.

*Table 16 Learners working – Chamoli, Tata Strive Data*

Course	Placed	Continuing to work in the Placed Hotels	Learners who secured jobs independently after placement	Learners who are employed	% of learners working	% who found jobs on their own
<b>F&amp;B</b>	63	35	12	47	77%	19%
<b>Commis Chef</b>	91	72	10	82	91%	11%
<b>Housekeeping</b>	30	24	2	26	87%	7%
<b>TOTAL</b>	184	131	24	155	84%	13%

Table 17 Learners working - Rudrapur

Course	Placed	Continuing to work in the Placed Orgs	Learners who secured jobs independently after placement	Learners who are employed	% of learners working	% who found jobs on their own
2 & 3 Wheeler	31	21	9	30	97%	29%
4 wheeler	60	41	10	51	85%	17%
AST	26	15	4	19	73%	15%
<b>TOTAL</b>	<b>117</b>	<b>77</b>	<b>23</b>	<b>100</b>	<b>84%</b>	<b>20%</b>

Commis Chef at Chamoli, showed the highest employment continuity, with 91% of learners (82 out of 91) continuing to work. 72 learners remained with their original employers, suggesting role suitability and employer satisfaction. Housekeeping also showed strong continuity, with 87% of learners continuing in employment, though fewer learners found jobs independently, reflecting reliance on institutional placements in this role. The F&B course recorded a lower but still substantial continuity rate of 77%, with a comparatively higher proportion (19%) finding jobs on their own.

84% of Rudrapur learners across courses are currently employed, with the highest employment rate seen in the 2 & 3 Wheeler course (97%). Around 20% of learners found jobs on their own, indicating growing employability beyond formal placements.

On-the-job training and placement support facilitated smoother entry into employment and reduced early attrition. Continued employment among several alumni suggests improved job continuity. Practical experience and exposure to formal workplaces laid the foundation for career progression through experience, performance-based growth, or further skilling.

### Enhanced job readiness and career clarity

To understand the career clarity among the alumni, the respondents were asked to rate their career related skills before and after the completion of course on a scale of 1 to 10.

Table 18 Rating of career related skills (Alumni Survey)

	Chamoli			Rudrapur		
	Before	After	% of Improvement	Before	After	% of Improvement
Interview skills	3.7	9.1	60%	2.4	8.2	71%
Clarity about my career goals	3.7	9.1	60%	2.3	8.4	72%
Awareness of job opportunities	3.0	8.9	67%	2.2	8.4	74%

In Chamoli, baseline scores ranged from 3.0 to 3.7, indicating limited interview preparedness and awareness of career pathways prior to the programme. Post-training scores increased substantially to 8.9–9.1, with the highest improvement observed in awareness of job opportunities (67%), followed by interview skills (60%) and clarity about career goals (59%).

In Rudrapur, baseline scores were lower, ranging from 2.2 to 2.4, suggesting minimal prior exposure to formal job search processes. After training, scores improved to 8.2–8.4, with comparatively higher percentage gains. The greatest improvement was seen in awareness of job opportunities (74%), followed by clarity about career goals (72%) and interview skills (71%).

Across both centres, the data highlights the effectiveness of career counselling, interview preparation, and industry exposure in strengthening employability readiness and enabling learners to navigate the labour market with greater confidence and clarity.

### **Sustainable income diversification and income stability for youth**

The programme enabled youth to diversify their income sources by transitioning from seasonal, informal, or daily-wage work to more stable wage employment and service-based roles. As per the alumni survey, 22% of learners in Chamoli and 26% in Rudrapur were unemployed prior to joining the course. They have all got stable jobs and experience greater ability to plan expenses, save modest amounts, and manage emergencies.

Parents reported an overwhelmingly positive impact of the course, with 100% agreement that their children are now more confident, disciplined, happy, focused, communicative, and future-ready, while 93% also felt it has improved their family's financial stability.

### **Better aspiration levels among Learners**

Exposure to structured training, industry environments, and successful alumni broadened participants' aspirations. Youth and women began to view long-term careers, skill progression, and financial independence as attainable goals. Aspirations shifted from short-term survival employment to stable, dignified work and growth-oriented pathways such as supervisory roles, entrepreneurship, or further education.

The alumni who responded to the survey from Rudrapur aspire to advance into leadership and managerial roles, with 36% aiming to become General Managers–Sales or Branch Managers and 21% aspiring to Regional Sales Manager positions. Others envision growth as Sales Managers (11%), Team Leaders or Sales Supervisors (14%), Assistant Sales Managers and Senior Sales Executives (7% each), while a smaller share aspire to entry-level or specialist sales roles.

60% of Commis Chef respondents aspire to become Sous Chefs, while about 24% aim for senior roles such as Senior Sous Chef or Executive Sous Chef. A further 16% expressed aspirations to reach Executive Chef or Head Chef positions, and 20% showed interest in becoming Corporate Chefs.

Among housekeeping respondents, 34% aspire to become Executive Housekeepers, followed by 20% aiming for Assistant Housekeeping Manager roles. Around 17% aspire to become Housekeeping Managers, while 14% each seek to become Housekeeping Supervisors and Directors of Housekeeping.

Among F&B respondents, 16% aspire to become F&B Executives, followed by F&B Supervisors, Restaurant Managers, F&B Managers, and Directors (14% each), with few respondents in entry-level roles such as Steward/Waiter, Senior Steward, and Assistant Restaurant Manager (9% each).

### **Improved Social well-being**

Learners underwent a social transformation on completion of the course and getting placed. They rated the social well-being index on a scale of 1 to 10 before and after completion of the course.

Table 19 Rating of Social well-being (Alumni Survey)

	Chamoli			Rudrapur		
	Before	After	% of Improvement	Before	After	% of Improvement
Hope for future	4.5	9.3	52%	3.4	8.2	59%
Quality of life	4.7	9.3	50%	3.3	8.2	60%
Social acceptance	4.3	9.3	54%	3.2	8.5	63%
Ability to support my family	3.4	9.5	64%	3.1	8.5	64%

In Chamoli, baseline scores indicate moderate levels of hope, quality of life, and social acceptance, with lower confidence in the ability to support family. Post-intervention scores increased sharply to 9.3–9.5 across all indicators. The highest improvement was observed in ability to support my family (64%), reflecting the impact of employment and income generation on household security. Improvements in social acceptance (54%) and hope for the future (52%) suggest positive shifts in self-worth and community perception.

In Rudrapur, baseline scores were lower across all indicators, ranging from 3.1 to 3.4, indicating greater vulnerability prior to training. Post-training scores improved consistently to 8.2–8.5, with relatively higher percentage gains than Chamoli. Ability to support my family (64%) again recorded the highest improvement, while social acceptance (63%) and quality of life (60%) showed strong gains. This highlights meaningful improvements in emotional well-being, social inclusion, and economic confidence, underscoring the programme's contribution to improved quality of life and future outlook for learners.

All the Parents expressed overwhelmingly positive feedback, praising Tata Strive for its free, well-structured training, supportive teachers, practical and life-skills-based learning, strong placements, and meaningful employment opportunities, noting visible positive changes, confidence, discipline, and a brighter future for their children, especially from economically weaker backgrounds.

Most trainees who join the courses come with no exposure to hotels or formal workplaces. The first challenge is confidence. Many hesitate to wear uniforms or perform certain tasks. We focus on discipline, hygiene, and self-respect before technical skills. When I see trainees return after placement visits, standing straighter and speaking confidently, I know the training has worked. For me, success is not just placement, but transformation.  
- **Vikram Singh, Hospitality Trainer, Chamoli**

### Interest among youth to pursue higher education or further skilling

Exposure to structured vocational training increased awareness of career pathways and the importance of continuous learning. Some participants expressed interest in advanced certifications, supervisory roles, or higher education. This shift reflects growing recognition of skill upgrading as a strategy for career advancement and income growth. All the learners recruited by Tata Motors at Rudrapur were very happy to enroll in the Mechatronics course which is mandatory for them.

An additional qualification will add value to our CV. I never knew about such a course and am happy to do it. It is very relevant to the work we do and am glad that I enrolled – **Vishal, Alumni Rudrapur**

## Reduced unemployment

By linking training directly to placement and OJT opportunities, the programme reduced periods of unemployment among participating youth. First-generation workers and those from economically vulnerable households gained structured entry into the labour market, decreasing reliance on informal and insecure work arrangements.

Since we know the requirements of our Placement agencies, we select learners with skills that match their needs and send them for OJT. The ultimate hope for us is to ensure that those learners get placed there. Majority of our placement work is done through OJTs. In fact we never get to see our students after OJT as they continue working there after the training is complete. - **Centre Head, Chamoli**

## Social equity

Targeted outreach ensured participation from women, SC/ST groups, minorities, and low-income households. Equal access to training, certification, and placement opportunities reduced systemic barriers and promoted fairer participation in local labour markets. The programme contributed to more equitable distribution of economic opportunities. Over 30% of the learner's hail from the SC/ST community and a few are tribals

## Inclusive communities

Community engagement and visible success of trained youth—especially women—contributed to changing social attitudes. Increased acceptance of women's employment and skill-based careers fostered more inclusive community norms. These shifts supported collective progress toward education, employability, and social mobility.

I am very proud that my daughter is working in a big company. We were never allowed to step out of our houses when I was her age. I am so glad that she found her own footing and will be a very strong and independent women, unlike me. - **Mother of Anisha Dali**

## Boost in the local economy

The availability of trained manpower supported local industries such as hospitality, automotive services, and retail. Improved service quality and workforce reliability strengthened local businesses. Increased household incomes stimulated local spending, contributing to economic circulation and regional development.

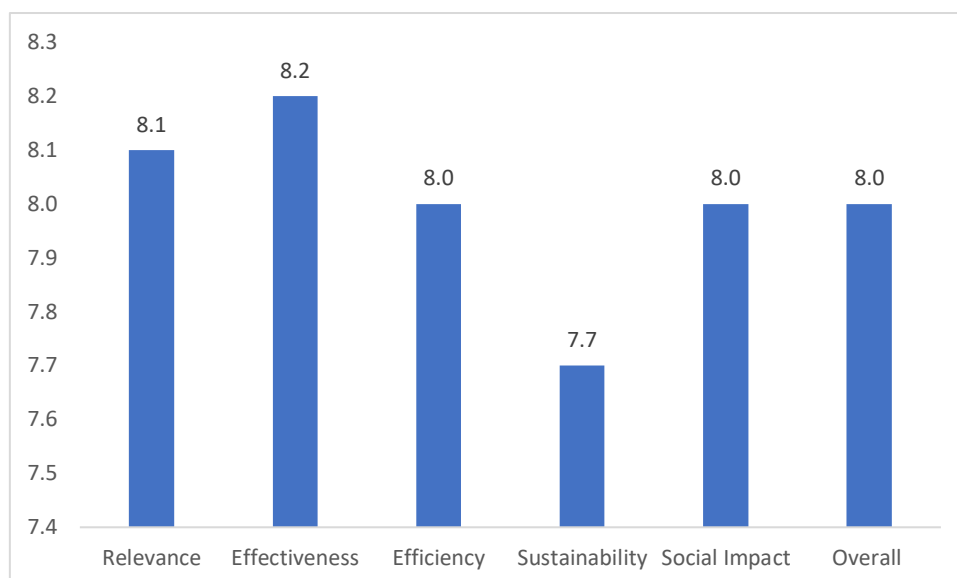
### 13. REESCI Ratings

Table 20 REESCI Ratings

Criteria	Indicators	Chamoli & Rudrapur	Average
<b>Relevance</b>	Lack of awareness amongst communities on the employment opportunities available in local area	8	8.1
	Training courses designed based on local market demand and employability potential of beneficiaries	8	
	Demographic reach – inclusion of SC/ST, minorities, PwDs, women	7	
	Skill domains aligned with Titan’s CSR focus on employability and livelihood enhancement.	9	
	Curriculum designed based on potential of local communities	8	
	Alignment with government skill ecosystems (NSDC/PMKVY etc.)	9	
	Alignment of youth aspirations with industry demand	8	
<b>Effectiveness</b>	Effective curriculum integrating growing market demands	9	8.2
	Trainer quality and pedagogy	9	
	Retention of trainees by employer post OJT	9	
	Certification rate and assessment systems	9	
	OJT preparing for job readiness	9	
	Placement of trainees	8	
	Increase in Household income	7	
	Inclusive mobilisation strategies in place	8	
	Increase in self-confidence among youth	8	
	Motivation to start micro-enterprises/ enterprises	6	
	Increase in employability skills	8	
	Trainee satisfaction	9	
	Trainees pursuing higher education/further skilling	8	
	Appointment of Local trainers	8	
Participants continuing in employment or self-employment post-training.	8		

Criteria	Indicators	Chamoli/ Rudrapur	Average
<b>Efficiency</b>	Efficient mobilisation and inclusion	8	8.0
	Completion of course by participants including OJT	8	
	Optimum use of existing infrastructure	8	
	Programme completion as per plan	9	
	Increase in number of placement partners	8	
	Ratio of trainer: trainee	7	
<b>Sustainability</b>	Monitoring mechanisms in place	8	7.7
	Alumni networks promoting role models	7	
	Linkages with local markets and supplier networks established.	8	
	Institutional sustainability of Titan LEAP as a livelihood hub	8	
	Programme continuity without Titan support	7	
	Scalability and replication potential	8	
	Collaboration with government bodies/NSDC	8	
<b>Social Impact</b>	Sustainable income diversification and income stability for youth	9	8.0
	Better aspiration levels among youth	9	
	Self-confidence and resilience among youth	8	
	Empowered women/ Youth	9	
	Enhanced employability skills for youth trained	8	
	Interest among youth to pursue higher education	7	
	Long-term job continuity and career progression	8	
	Reduced unemployment	7	
	Social equity	8	
	Inclusive communities	8	
	Boost in local economy	7	

Figure 6 REESCI Ratings



The assessment reflects a strong overall performance, with most dimensions scoring around 8+, indicating a highly satisfactory programme. Effectiveness received the highest score, suggesting that the programme is largely successful in achieving its intended objectives and delivering expected results. Relevance also scored well, indicating that the interventions are well aligned with stakeholder needs and contextual priorities. Efficiency and Social Impact show solid performance, reflecting a good balance between resources used and outcomes achieved, as well as meaningful positive changes for beneficiaries and communities. These scores suggest that the programme is delivering value without significant inefficiencies.

Sustainability, while still satisfactory, scored comparatively lower, indicates an opportunity to strengthen systems, alumni networking, and long-term funding or partnerships.

The overall score reinforces that the programme is performing well across dimensions, with targeted improvements—particularly in sustainability—likely to further enhance its impact and durability.

## 14. SDG Alignment

The Tata STRIVE programme contributes to 7 UN Sustainable Development Goals (SDGs) through its employment-linked skilling and inclusion-focused approach:

### SDG 1 – No Poverty

By enabling access to stable wage employment and livelihood opportunities, Tata STRIVE helps reduce income vulnerability among underprivileged youth and their families. Regular earnings contribute to household financial security and resilience.

### SDG 4 – Quality Education

The programme provides structured, industry-relevant vocational training combined with life skills education. It improves access to quality, practical learning for youth who may otherwise lack formal education opportunities.

### SDG 5 – Gender Equality

Targeted mobilisation, women-friendly courses, stipends, and safe training environments support increased participation of women especially in Rudrapur. Employment opportunities enhance women's economic independence and decision-making power.

### SDG 8 – Decent Work and Economic Growth

Tata STRIVE links training directly to on-the-job training and placement, promoting decent work opportunities. It supports workforce readiness aligned with industry demand, contributing to local economic growth.

### SDG 9 – Industry, Innovation and Infrastructure

By strengthening skill pipelines for the automotive and hospitality sectors, the programme supports industrial productivity and service quality. Industry-aligned training ensures a steady supply of job-ready manpower. Well-equipped training infrastructure enables hands-on learning, improves skill proficiency, and contributes to long-term human capital development across local labour markets.

### SDG 10 – Reduced Inequalities

Tata STRIVE prioritises outreach to women, SC/ST communities, minorities, first-generation learners, and youth from low-income households who face barriers to formal employment. Through free training, life skills support, and placement facilitation, the programme improves access to livelihood opportunities. Inclusive mobilisation strategies and local training centres help ensure participation regardless of gender, geography, or socio-economic background, supporting social mobility and equitable workforce participation.

### SDG 11 – Sustainable Communities

Automotive and hospitality courses at Tata STRIVE emphasise efficient use of materials, waste reduction, safety practices, hygiene standards, and preventive maintenance. By strengthening skills related to operational efficiency and quality service delivery, the programme supports improved productivity in local enterprises and encourages more responsible production practices at the workplace level.

## **SDG 17 – Partnerships for the Goals**

The programme works through partnerships with industry, government skill ecosystems, NGOs, and community institutions. These collaborations enhance scale, sustainability, and collective impact. Industry partnerships strengthen alignment with labour market demand and placement outcomes, while engagement with government and community actors supports outreach, resource convergence, and long-term continuity of skilling efforts.

### **15. Summary & Conclusion**

The Social Impact Assessment of the Titan LeAP – Tata STRIVE centres at Chamoli and Rudrapur (April 2024–March 2025) shows that the programme has effectively improved employability and livelihoods among underprivileged youth. During the period, 301 learners were trained and certified across 20 batches. The courses were aligned with local economic opportunities—hospitality in Chamoli and automotive and sales roles in Rudrapur—ensuring strong relevance to labour market demand.

Employment outcomes were positive, with 92% of Chamoli alumni and 76% of Rudrapur alumni employed, and most earning between ₹10,000 and ₹15,000 per month, contributing to household income. The programme also strengthened learners’ confidence, communication, and workplace readiness through the Youth Development Module and practical exposure. The skilling initiative demonstrates a relevant, effective, and sustainable skilling model that connects training with employment while promoting social inclusion and economic mobility for youth.

## 16. Recommendations

### Promote continuous upskilling among alumni

- Introduce modular advanced courses that allow working alumni to upskill without leaving employment.
- Establish alumni refresher programmes to update skills in response to changing industry standards and technologies.
- Encourage peer learning and mentoring, where experienced alumni support newer batches in skill advancement.

#### Employer Expectation..

*To strengthen course delivery at Tata Strive, integrate blended learning combining digital modules with hands-on practice for better engagement. Use industry-aligned content updated regularly to reflect current trends and employer needs. Incorporate micro-learning for complex topics and gamification to boost motivation. Enhance trainer capability through continuous upskilling and feedback loops. Include real-world projects and case studies to build practical skills. Implement adaptive learning platforms for personalized progress tracking. Foster soft skills development alongside technical training. Finally, gather learner and employer feedback systematically to refine content and ensure relevance, improving employability outcomes. –*

**Mr. Ankit Kumar, Jim Corbett Marriott Resort & Spa**

### Enhance data-driven monitoring

Strengthen monitoring systems by adopting standardised indicators to track key outcomes such as income stability, job continuity, job transitions, and social outcomes over time. Introduce periodic post-placement follow-ups at 3, 6, and 12 months to capture retention, wage progression, and career mobility. Integrating digital tracking tools and dashboards can improve data accuracy, enable real-time analysis, and support timely course correction. Robust data systems will strengthen accountability, inform programme design improvements, and support evidence-based scaling and replication across geographies.

### Formalise alumni engagement mechanisms

Institutionalise alumni engagement by forming structured alumni chapters at the district or centre level with clearly defined roles. Alumni can support mobilisation, mentoring of current trainees, peer learning, and local employer linkages. Formal mechanisms such as periodic alumni meets, recognition programmes, and communication platforms can sustain engagement.

### Enhance local market mapping

Undertake regular district-level labour market assessments to align course offerings with evolving demand. Mapping should include emerging sectors such as electric vehicle services, wellness, green jobs, logistics, and tourism-related services. Engaging employers, industry associations, and local government bodies will ensure relevance and responsiveness. Updated market intelligence will help refine curricula, introduce new courses, and strengthen placement outcomes while ensuring long-term relevance of training interventions.

### Expand entrepreneurship pathways

Enhance exposure to micro-enterprise models, local market linkages, and access to finance, especially for women and youth interested in self-employment, using locally available resources.