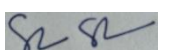




Evaluation of Association of People with Disability

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Evaluation of Association of People with Disability

Section 1: Introduction to the Titan Supported Programs of the Association of People with Disability (APD)

1. Introduction

The Planning Commission recognizes that 5 per cent of the population in India is disabled. A report by the World Bank states that while estimates are varied, there is growing evidence that there are 40-80 million persons with disability, which constitutes between 4-8% of India's population. As per the Census 2011, the prevalence of disability in India was 2.21%, translating into 26.8 million individuals. There has been a marginal increase in the differently-abled population in India, with the figure rising from 21.9 million in 2001 to 26.8 million over ten years. As per the Census 2011, there are 14.9 million men with disabilities (2.41 per cent of the total men population) compared to the 11.9 million women (2.01 per cent of the total women population) in the country. The total number of differently-abled people is just over 18 million in the rural areas and just 8.1 million enumerated in the urban settings. Social group-wise analysis shows 2.45 per cent of the total disabled population belongs to the Scheduled Castes (SC), 2.05 per cent to the Scheduled Tribes (ST) and 2.18 per cent to other than SC/ST.

Among the five types of disabilities on which data had been collected in the 2011 Census, visual impairment constituted 19%; mobility impairment 20%; mental retardation and illness 9%; speech impairment 7% and hearing impairment 19%. The share of males is more than females for all types of disability. Males constitute 62% of the total population with movement disability, 58% in mental retardation and illness, 56% in speech, 53% in hearing and 52% in visual impairment. The percentage of disabled is highest in the age group 10-19 years (18% in male disabled persons and 17% in female disabled persons), followed by the age group 20-29 years (16% in males and 15% in females). Among the disabled males, 18% are elderly (above 60 years of age), whereas 23% are female disabled persons. Literacy levels were very low among the disabled population; with the Census of India estimating that 55% of persons with disability were literate; 13% reached up to the secondary level, and only 5% were graduates and above. Out of the male disabled population, 62% are literates, and among the female disabled, 45% are literates.

Even though disabled people constitute a significant 4 to 5 per cent of the population of India, their needs for meaningful employment largely remain unmet, in spite of the implementation

of the 'Rights of Persons with Disabilities (RPWD) Act, 2016'¹. This Act reserves 4% reservation in Government jobs for certain persons or class of persons with benchmark disability. It provides employment incentives for private sector companies that have at least 5% of their workforce comprising of disabled persons. The bleak scenario is of the approximately 26.8 million persons with disability in India, only 36% of the total disabled persons were workers as per Census 2011 but it is estimated that the percentage has fallen further overall unemployment rate has increased from 2019 to 2020². A Business Standard study in 2019 highlighted that persons with disabilities occupied 0.5% positions in India's top companies.

Employment rates of persons with disability vary with geographical location (urban or rural), gender, education, and type of disability. According to 2011 Census of India, Among the male disabled persons, 47% of male disabled persons and 23% of the female disabled persons were working. Twenty-five per cent of the female disabled are working in rural India, while the corresponding figure is 16% in urban India. The rural disabled are significantly disconnected from skills and markets.

The Association of People with Disability (APD) has been working since 1959 to create an inclusive society where people with disabilities are accepted into mainstream society - culture and ecosystem where they can earn, live and sustain themselves with dignity and respect. This evaluation study is conducted to understand the programs supported by Titan CSR in FY 2020-21.

2. Association of People with Disability:

2.1. Introduction to the Association of People with Disability (APD)

The Association of People with Disability (APD) is a non-governmental organization focused on empowering persons with disability (PwDs) to become active contributing members of society. Other than Hemophilia and Sickle Cell disease, APD programs cover 19 out of 21 disabilities stated in the Rights of People with Disability Act 2016.

APD's life cycle approach to PwD's is pretty unique. APD provides multiple services to PwDs based on the type, degree of disability and programme specific

- 1009188+ people sensitised
- 569280+ people served
- 68937+ assistive devices & mobility aids distributed (since 2004)
- 46693+ Children education

¹ The Act replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. The Act enacted on 28.12.2016 and came into force from 19.04.2017

² India unemployment rate for 2020 was 7.11%, a 1.84% increase from 2019. India unemployment rate for 2019 was 5.27%, a 0.06% decline from 2018. (<https://www.macrotrends.net/countries/IND/india/unemployment-rate#:~:text=India%20unemployment%20rate%20for%202020,a%200.1%25%20decline%20from%202016>. Accessed on 20/04/2022)

outcomes through the Institution based Rehabilitation Model (IBR) and Community Based Rehabilitation Model (CBR) approaches. All beneficiaries and caregivers receive training, rehabilitation and therapy from a multi-disciplinary team and prosthetic aids and mobility aids, custom made in an in-house workshop. APD's teams work directly and through an array of service providers and the government, to provide appropriate services for urban, semi-urban and rural beneficiaries. In 2018-19, APD served 65,000 beneficiaries in the disability ecosystem in 14 districts of Karnataka.

Since 1959, across Karnataka, through various interventions such as Early Intervention & Early Education, Inclusive Education, Skills Development & Employment, Spinal Cord Injury Rehabilitation, Therapeutic Services & Mobility Aids, Policy & Advocacy, Mental health, APD has been serving people with various forms of disability. Following are the programs under APD:

- **Early intervention:** Promote a child's age-appropriate growth and development and support families during the early critical years. Ensure early detection, intervention, equal opportunities and social inclusion for the children.
- **Inclusive Education for Children with Special Needs:** Work at the district and state levels to build an ecosystem of inclusion for Children with Disability (CwD). Ensure comprehensive education for the overall development of a child.
- **Skilling and Livelihoods:** Urban & Rural Employment led training to the youth (17-35 yrs) with disabilities. Provide support to the severely disabled for Self-employment. Support for rehabilitation, work-based assistive & adaptive devices.
- **Spinal Cord Injury Rehabilitation Program:** Create greater awareness of SCI and its prevention. Enable comprehensive SCI rehabilitation for underprivileged people.
- **Physical & Social Rehabilitation for PwDs:** Create inclusion for PwDs by restoring their physical, social, vocational and mental capabilities. That is the true meaning of rehabilitation.
- **Policy & Advocacy Program for Disability:** Develop leadership and self-advocacy skills among PwDs. Enable social change by empowering critical players in the sector. Influence policy and legislation that promotes inclusion.

In 2015 and 2016, Titan supported the Employment Led Program (ELT) of APD in collaboration with Tech Mahindra. From 2017 onwards, it went solo to support the APDs Livelihood support programme for youth with disability (YwDs). The programme supports youths with gainful employment or entrepreneurship/self-employment after equipping them with foundation and domain-based skills. The programme promotes inclusiveness by enrolling non-disabled (20%) and YwD at 80%, with a minimum qualification of class 10th to a degree, depending upon the domain.

2.2. Titan CSRs' Support to Programs in FY 2020-21

For the FY of 2020-21, APD submitted a proposal titled “Skills Training for Youth with Disability” for the training of 344 youths (80% YwDs and 20% non-disabled) through four programs: **Employer Led Training (ELT)** – training courses on BPO, Hospitality, Office Management, Retail, Banking, Financial and Insurance Services held in Bangalore; **Employment Led Training(ELT) in Tier 2 and Tier 3 cities in Karnataka** – courses on Retail, Hospitality and Self Employment for the YwDs in tier2 and tier3 cities and towns in Karnataka; **ELT Collaboration** – focuses on establishing contacts within and outside the state to identify NGO and technical partners, build their capacity on the ELT concept and implementation. These partners are provided hands-on support to implement the ELT model, and **ELT Horticulture (HT)** is implemented in collaboration with APD’s Horticulture unit in Bangalore; and in the (1) **Garden Specialist Training** – a four-month course on plants, seeds, watering, potting, compost, manure and other specialised skills; (2) **Garden Supervisor Training** – A 4-month course on money management, customer interaction, computers, gardening and organic products. Horticulture Training creates job opportunities for PwDs in sustainable agriculture and horticulture in nurseries, community, landscaping, floriculture, tissue culture and the horticulture industry.

All the programs had ensured that the trainees receive a salary equal to or above the minimum wages notified under the Minimum Wages Act 1948, applicable to the sector and geography. The total proposed budget for the four programs was INR 1,05,96,373/-, of which 61 per cent was for the ELT Bangalore program, 16 per cent was to support Horticulture trainings, 12 per cent to support the livelihood training of RELT Belgavi, and the remaining 11 per cent was for RELT-Collaborative. As per the data shared by APD, the salary for the people trained in horticulture is low, but they are provided with a place to stay within the working area. The table below has given program wise achievements for the FY of 2020-21.

Table 1: Achievements of Livelihood Programs Supported by Titan in 2020-21

Program	Programmes						Salary Received		
	Mobilization		Trained		Job Placement		Minimum Salary (per month)	Maximum Salary (per Month)	
	Plan	Achieved	Plan	Achieved	Plan	Achieved			
ELT Bangalore	1000	1086	200	197	160	102	7000	16300	
ELT Horticulture, Bangalore	225	141	44	40	35	28	8000	18000	
ELT Belagavi	150	60	50	53	40	49	5000	12000	
ELT Collaboration	150	80	50	60	40	60	4000	8000	
	Carry forward job placement follow-ups from Bangalore ELT for the year 2019-20 due to COVID					44			
Total	1525	1367	344	350	276	283			

Source: Annual report of APD for the FY of 2020-21

Section 2: Objectives and Methodology of the Study

1. Objectives of the Study:

TITAN has been supporting the programs of the Association of People with Disability India since 2015, but the evaluation is restricted to the financial support provided in the FY of 2020-21 with the following objectives:

1. Achievements of the Project
 - Inform about the expected outputs of the grant mutually agreed upon by the partner and TITAN, the reason for variance, and observations
 - Help in understanding the work done by the partner and the challenges faced in the implementation of the project.
2. Effectiveness of an Intervention
 - Help understand the effectiveness of a particular intervention in a given theme/area.
3. Way Forward
 - The evaluation output will give critical insights into the program and recommendations that will assist in making decisions about Titan's support to the organisation.

Along with the objectives mentioned above, the study will also explore the impact of the COVID on the program's overall achievements and discuss the program's future course.

2. Methodology:

The mixed method is used to collect the required data/information for the evaluation. Even though the survey was planned to sample 114 students from the total number of students supported through the Titan grant in FY 2020-21, due to time restrictions and denial to answer by 70 per cent of the sampled students, we had limited the sample to 73 only. Using the PPS method of sampling, we calculated the total number of students to be selected from each domain and, using the systematic sampling, selected the sampled students, but in the end, we were able to survey only 40 (59%) trainees of Employment Led Training (ELT) program, 18 (25%) trainees of Horticulture domain and 15 (20%) trainees of Rural Employment Led Training (RELT) program. Due to time constraints, we dropped the idea of surveying the RELT students of collaborative partners.

Table 2: Sample and Surveyed students for the study

Domain	Total Number of Students Enrolled in the Domain in FY 2020-21	Sample @ 80% confidence level and 5% margin of error	Survey Students	Deficit
ELT	210	57	40	-17

Horticulture	44	14	18 ³	+ 4
RELT-Belgavi	53	16	15	+ 1
RELT-Collaboration	60	19	0	-19
	367	114	73	-41

We also used the qualitative data collection method, like FGDs, and IDIs. Group Discussion for understanding the programs, their processes, and their challenges. We visited the APDs' NS Hema Horticulture Training Centre at Kyalasanahalli, Bengaluru and listed the program and the team. After an introductory meeting, we had a separate team wise discussion with the members. Our discussions were focused on understanding the program and discussing the challenges and recommendations. The table below has listed the program-wise stakeholders and the process of collecting information from them.

Table 3: List of Stakeholders and Process of Data Collection

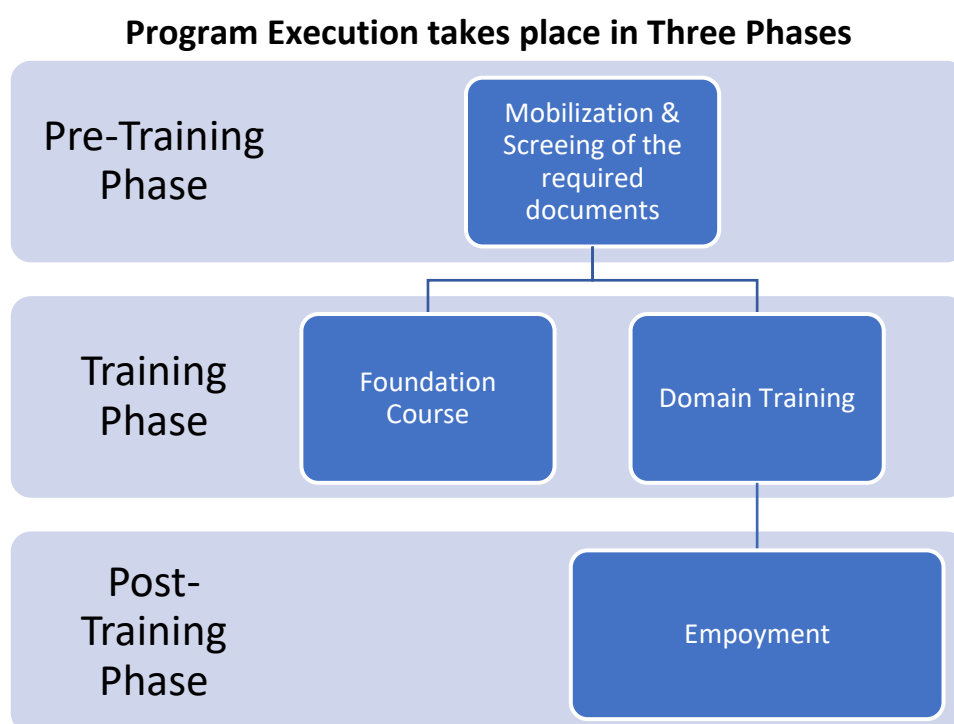
S.No	Stakeholder/s		
1	Direct Implementation, Senior Project Manager	- Ms Lekha	- IDI - Part of team level group discussion also
2	Horticulture Domain	- CB Suresh, Practical Trainer (also an alumnus of APD) - Reghu, Coordinator and Trainer Horticulture	- Group Discussion
3	Rural Employment Led Training	- Harish Shetty, Coordinator - Kirti Prasad, Training Coordinator, - Akash Shetty, Trainer (also an alumnus of APD) - Mahesh, Senior Manager	- Group Discussion
4	Employment Led Training Program	- Rajith, Coordinator and Senior Trainer - Vivek, Trainer	- Group Discussion

³ Unable to reach the students for survey, we took the help of APD and received a list of students who were willing to be part of the survey. Based on this, enumerators called the willing students irrespective of their domain.

		<ul style="list-style-type: none"> - Vinayak, Trainer - BPO - Ramya, Retail Trainer - Ramnanji Aiyya, Hospitality Trainer 	
5	Placement Cell	<ul style="list-style-type: none"> - Samvana, 5.4 years, Placement Specialist, - Harish Kumar, Placement Specialist 	- Group Discussion
6	Mobilization & Foundation Course	<ul style="list-style-type: none"> - Basavarahju Uballi, Foundation Course Trainer (also a trainer in ELT) - Niranjana, Program Manager 	- Group Discussion
8	Admin & Finance	<ul style="list-style-type: none"> - Revathi, Admin Assistant - Chandramma, Finance 	- Group Discussion
9	Beneficiaries		
9.1.	Beneficiaries of ELT Program, Bangalore	40	- Survey
9.2.	Beneficiaries of RELT, Belgavi	15	- Survey
9.3.	Beneficiaries of Horticulture Program	18	- Survey

Section 3: Findings, Challenges and Recommendations

In this section, we will be presenting the findings of the study based on our discussion with the APDs team members and the survey covering 73 students from three domains, i.e., ELT Bangalore & Belgavi and ELT – Horticulture. As discussed with the APD team, the livelihood program could be divided into three phases: (i). Pre-Training Phase comprises mobilization and Foundation course training in the taluk or district headquarters, (ii). Training Phase is where the domain training is provided to the students at APDs’ Training Centre in Bangalore or Belgavi Training Centre. Or, if the program is in collaboration with a partner, then the training is conducted in the Centre of partner organization; (iii). Post-training Phase where the students were supported for placements.



The execution team for implementing the livelihood programs consists of the CEO, program director, senior leadership team program managers, program coordinators, trainers, mobilisers, associates, vertical programme teams, and support function staff.

In the following paragraphs, we have discussed the activities in the program's three phases, along with the survey findings, challenges, and recommendations. Before that, the socio-economic status of the people surveyed is given as it will help understand the category of people covered through the APDs livelihood programs.

1. Socio-Economic Status of the Beneficiaries

Out of 73 students trained in FY 2020-21, 23 per cent were female, and the remaining 77 per cent were male. Only male candidates are eligible in the horticulture domain, therefore, we had 0 female candidates. The number of females is low in other domains also.

Table 4: Gender of Candidates

Domain	Female	Male	Total
Employment Led Training (ELT)	13 (33%)	27 (67%)	40 (100%)
Horticulture (HT)	0 (0)	18 (100%)	18 (100%)
Rural Employment Led Training (RELT)	4 (27%)	11 (73%)	15 (100%)
Total	17 (23%)	56 (77%)	73 (100%)

**The numbers in parenthesis are percentages.*

Survey results show that nearly half of the candidates were from other backward castes (OBC) (47%), 24 per cent from scheduled caste, 12 per cent from the scheduled tribe, 1 per cent from the minority communities and only 15 per cent from the General category. Also, 93 per cent of the candidates were from the BPL families. These factors confirm that the program can reach the most underprivileged community of the society as desired by APD. APDs' Livelihood courses are meant for 18-35 years only. Therefore, 89 per cent of the candidates are in the 18-35 age group, and only 4 per cent said that they are above 35 years⁴.

Table 5: Age Group of Candidates

Domain	AGE GROUP						Don't Know	Total
	18-21	22-25	26-30	31-35	35-40			
ELT	14 (35%)	15 (38%)	6 (15%)	4 (10%)	1 (3%)	0	40 (100%)	
HT	5(28%)	2(11%)	2 (11%)	4(22%)	0	5 (28%)	18 (100%)	
RELT	8 (53%)	2 (13%)	1 (7%)	2 (13%)	2 (13%)	0	15 (100%)	
Total	27 (37%)	19 (26%)	9 (12%)	10 (14%)	3 (4%)	5 (7%)	73 (100%)	

**The numbers in parenthesis are per centages.*

Children with disabilities are more likely to drop out and leave school early without transitioning to secondary school and beyond ([GCE, Equal right, equal opportunity report, 2014](#)⁵). In India, only 55 per cent of disabled persons are literate vis-à-vis 74.04 per cent of the total population. Education level amongst the disabled population deteriorates further in higher grades as only 13% reach the secondary level, and only 5% are graduates and above. Therefore, it is challenging to get literate people into the programs even though all the

⁴ Candidates were within the age range two years back when the course was conducted

⁵ As accessed from <https://www.right-to-education.org/issue-page/marginalised-groups/persons-disabilities> on 24 April 2022

livelihood programs, especially the retail and BPO courses in the ELT domain require a certain level of literacy. As per our survey, about 19 per cent of the candidates surveyed are illiterate. Most of the candidates in the RELT domain (47%) are illiterate, followed by the Horticulture domain (28%) and the ELT domain (5%). Only the ELT domain had candidates who were graduates (25%), post-graduates (12%) or diploma holders (2.5%). This is because only graduates and above are considered for BPO courses; also, in the Retail course, the minimum requirement of literacy is Class 8th to 12th pass/fail. None of the candidates had studied above Higher Secondary in the Horticulture and RELT domain. Out of 73, only five students had shown interest in pursuing higher studies, and only two among them are currently pursuing it.

Table 6: Education Qualification of Candidates

Domain	EDUCATION QUALIFICATION						
	Illiterate	Primary	Secondary school	Higher Secondary	Diploma	Graduation	Post Graduation
ELT	2 (5%)	1 (3%)	12(30%)	9 (22%)	1 (3%)	10 (25%)	5 (5%)
HT	5 (28%)	0	12 (67%)	1 (6%)	0	0	0
RELT	7 (47%)	3 (20%)	3 (20%)	2 (13%)	0	0	0
Total	14 (19%)	4 (5%)	27 (37%)	12 (16%)	1 (1%)	10 (14%)	5 (7%)

**The numbers in parenthesis are per centages.*

Parents' education indicates that these candidates could well be among the first-generation learners from their respective families. While 74 per cent of fathers and 69 per cent of mothers were illiterates, only 4 per cent of fathers had a degree. Three per cent of the candidates reported that their fathers had studied up to primary level (under class V), and 15 per cent of the candidates said that their mothers had studied up to primary level; and 18 per cent of fathers and 14 per cent of mothers had studied up to secondary level (under class X).

Eighteen per cent of the candidates reported that their fathers had studied up to secondary level (under class X) and 14 per cent of the candidates reported that their mothers had studied up to secondary level; and 3 per cent fathers and 15 per cent mothers had learned up to primary level.

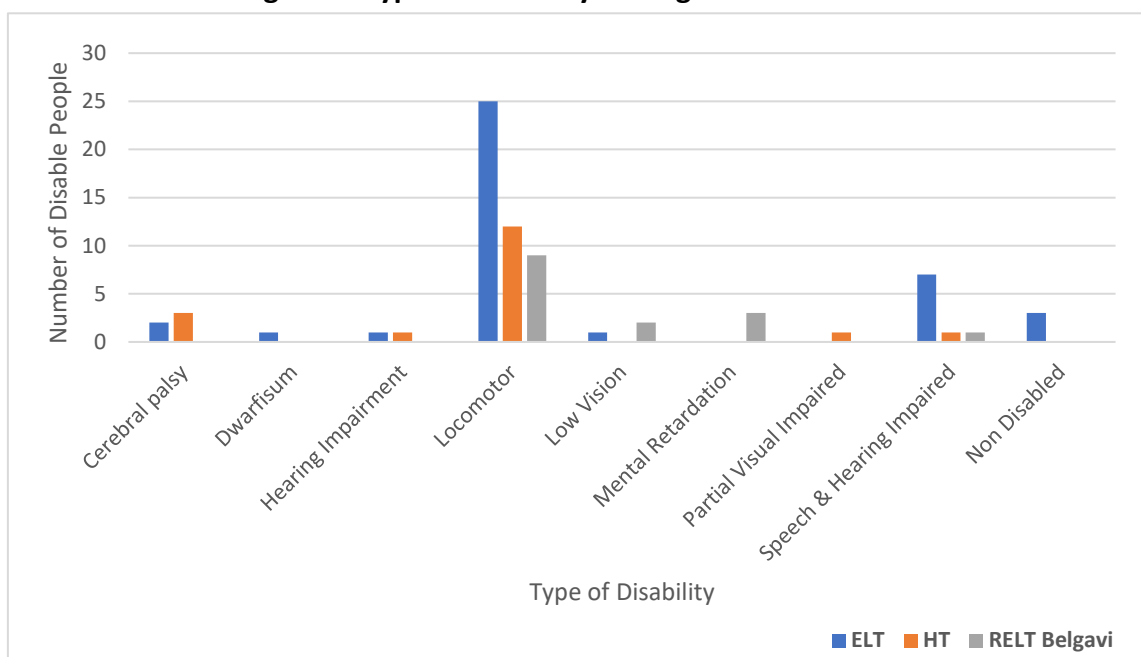
Fifty-three per cent of candidates revealed that there were either one or two earning members in their families, 19 per cent had three, and 14 per cent had four earning members in the family. The remaining eight per cent had more than four working members in the family. However, the number of working members does not suggest a better economic condition for the family; it could also mean that most family members are working to make ends meet. With parents' occupation again, it was evident that these candidates are qualified as beneficiaries for the APDs' Livelihood program. As 48 per cent of fathers and 25 per cent of mothers were either engaged in farming or working as agricultural labourers, while 7 per cent of fathers and 8 per cent of mothers ran their small businesses. Thirty-seven per cent of fathers and 63 per

cent of the candidate's mothers were not engaged in any economic activity.

Due to the pandemic, many classes were run online, and the students had to attend classes using either their or their family members' mobile phones. The survey revealed that all the candidates had at least one mobile phone at home; and 82 per cent of the students had either two or three mobile phones at home. Only 10 per cent of the students said that they had one mobile phone at home, and eight per cent said that they had more than three mobile phones at home. About 10 per cent of the candidates said that they don't have their mobile phones and had used the family members' device to attend online classes. It seems that ninety 97 per cent of students who attended training in Bangalore had their mobile phone whereas the respective figure for students from Belgavi is 67 per cent.

Above 63 per cent of the candidates have a locomotor disability, followed by speech & hearing impairment (12%) and cerebral palsy (7%). The remaining 13 per cent have dwarfism, hearing or visual impairment. APD also includes 20 per cent of the non-disabled people in training to build an inclusive course, and the survey included only 4 per cent of non-disabled.

Figure 1: Type of Disability amongst Candidates



Seventy-seven per cent of the students are not dependent on anyone for their day-to-day activities. However, 30 per cent of the students were taking medicines regularly because of their physical issues. Unexpectedly, 33 per cent of the students had said that another member in their family also had either a mental or physical disability.

2. Pre-Training Phase

As per our discussion with the team and available documents from APD, the following are the major activities under the Pre-training Phase:

- Capacity Building of Program Staff: Pandemic and related restrictions presented a new challenge to the APD team. They had to change their mode of training from classroom-based (offline) to online. Therefore, before conducting the online training, APD built the capacity of their Program to get themselves adjusted to the requirements of new working conditions. The program staff was trained to conduct effective training sessions virtually. However, it was also obvious to the team that the virtual classes could not be as effective as classroom training sessions. Therefore, the team identified the green zone panchayats⁶ (panchayats with no cases of COVID) to conduct a classroom-based Foundation course and two ELT programs in Tier-II cities. As per our study, about 10 per cent of students had attended online classes, 48 per cent attended offline classes, and 38 per cent attended classes in both modes.
- Identification / Mobilization, Assessment, and Screening for PwDs / Non-Disabled:
Large scale mobilization was not possible in FY 2020-21 because of the restrictions imposed by the government due to the COVID-19 pandemic. Therefore, the online/virtual training program information was disseminated through various stakeholders and social media such as the local television channels, newspaper, radio, hand-bills/banners etc. As per our study, APDs' house-to-house visits (34%), family/friends (31%) and mobilization camps (22%) are the primary sources of information for the upcoming training programs. Panchayat members (4%) and VRWs (4%) also contribute to disseminating information about the APDs training program. Details of the identified new candidates were filled in the google form with the help of the Multiple Rehabilitation Workers (MRWs)

Documents collected and corrected during the camps

- Vaccination certificate
- Transfer Certificate from school/college
- Aadhar Card
- UDID
- Ration / BPL card
- Voter ID
- Passbook
- PAN card
- Photos – 5
- Income certificate
- Caste certificate

⁶ During the pandemic, areas/panchayats/taluks/districts with lower case load of virus were declared as green zone by the state government. As per the policy, 'Green zones'—can progressively return to normal economic and social activity levels, and mobility between them is permitted.

/Village Rehabilitation Workers (VRW)⁷/ASHA workers⁸. Also, the previous years' identified/mobilized candidates, who had not joined the APDs' training, were re-contacted. As per the APDs annual report, 1367 candidates were mobilized through various processes in the FY of 2020-21. The achieved number is 10 per cent less than the target number but considering the pandemic, the achievement should be considered more than expected in the given time.

After listing the candidates, their forms (here google forms) were screened and assessed through home visits or one-to-one telephonic conversations⁹. Required documents (listed in the box) of the candidates were scrutinized. Three hundred seventy-two candidates (206 newly registered candidates and 166 from previous years' list) were selected for the APDs' training. More than 25 per cent of the candidates were directly absorbed in the domain courses and, the rest 75 per cent were referred for Foundation course conducted at taluk/district level. A hundred families of YwDs were also telephonically sensitized on the issues of disability and their entitlements and available pathways for their economic and social independence.

As per our survey findings, about 62 per cent of the students had joined the course to earn, 26 per cent joined to learn from the course, and another 12 per cent joined to support their families financially. All the students had completed their foundation and domain course from APD, except one who had discontinued the course in-between for health reasons. Only two students said they had paid to enrol in the program. However, the average amount paid for the enrolment was INR 101 per student.

Key Challenges

- VRWs and ASHA workers are overburdened with the numerous government work and are unable to give the required time or attention to the mobilization of the YwD for the APDs' livelihood training.

⁷ Village Rehabilitation Workers (VRWs) at panchayat level, and Multipurpose Rehabilitation Workers (MRWs) at taluk level are volunteers selected (should be graduate PwD) to act as a bridge between the Department for Empowerment of Disabled and Senior Citizens and physically challenged persons. Their role is to sensitize the PwD and their family members about the available government schemes. The VRWs are given honorarium of INR 6000/month while MRWs are paid INR 12000/month (as per the given Rs 4,000 per month (as per state government order released in 18-01-2020)

APD had sensitized 23 MRWs on disability issues and available schemes (7 MRWs in Hassan District, 5 in Mandya District, 3 in Chickmagalur District, 6 in Tumkuru District, and 2 MRWs in Chamarajanagar District),

⁸ APD takes the help of District Disabled Welfare Officer (DDWO) or the District Disabled Rehabilitation Officer (DDRC) to connect with MRWs/VRWs/ASHA workers

⁹ In normal times, the documents were screened in camps organized with the support of MRWs/VRWs but during lockdown the team turned to home visits and telephonic conversations.

- Competition from the local NGOs working on livelihood issues among rural youths.¹⁰
- Rejection of candidates due to lack of required documents.

Recommendations

- Localised centres at the district level should be initiated for better reach.
- Some of the documents required for the enrolment should be relaxed.

3. Training Phase: Foundation Course & Domain Training

3.1. Foundation Course/Life Skill Training

Two-week Foundation/Life Skill training residential course is organised to impart life skills and develop a clear career perspective for selected candidates. The course is expected to boost candidates' confidence and enhance their self-esteem. The course is conducted either at Taluk or the District Headquarter of the district (depending upon the number of candidates registered for the course) in partnership with local NGOs. Major activities under the two-weeks foundation course are:

- First three days of the Foundation course, basic counselling is provided, and required documents are collected from the candidates. The candidates case history are prepared, and candidates who require rehabilitation are listed.
- Two-week course covers daily living skills, community skills, sign language, occupational skills like spoken English, basic mathematics, etc. Aalumni, NGO leaders and experts are invited to motivate candidates to join the domain course.
- During the course, the PwD candidates are also supported with regular therapy and aids & appliances, if required.
- Parents are counselled on the last day of the course.
- Domain course is decided in consultation with the candidate.
- Certificate for the completion of the course is distributed.

However, due to the COVID-19 related restrictions, some of the Foundation courses were conducted virtually in FY 2020-21, where the students attended the course for 3 hours daily through conference calls. If the student doesn't have access to android mobiles, the trainers used to call the candidate daily for an hour to cover the course. Face to face training was conducted in Yadgir and Devadurga (Raichur district) in Karnataka, and Anantapuram district in Andhra Pradesh. After the Foundation course, virtual meetings were conducted with the parents to sensitize them about the domain course, and encourage them to enrol their children to the course. As per our survey, 38 per cent of the students said that their parents were worried about sending them to the training program at Bangalore/Belgavi, but counselling by APD staff helped them overcome their fear.

¹⁰ DEPwD and Ministry of Skill Development & Entrepreneurship (MSDE) provides outcome based financial support to the NGOs/Private Training Institutions having an established track record of providing skill training with high employability ratio. [https://disabilityaffairs.gov.in/upload/uploadfiles/files/NAP\(2\).pdf](https://disabilityaffairs.gov.in/upload/uploadfiles/files/NAP(2).pdf) on 25/04/2022)

As explained before, not all the candidates selected for the domain course have to go through the Foundation course. Candidates requires life skills training are suggested to attend the Foundation course. As per our survey, about 53 per cent of the respondents had attended the Foundation course. We guess, APDs Belgavi Centre was not able to conduct the Foundation course in the FY of 2020-21 because of COVID-19 restrictions.

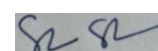
Table 7: Number of Students Attended the Foundation Course

Students Attended the Foundation Course				
	Yes	No	Don't Remember	NA (student dropped out)
ELT, Bangalore	32 (80%)	4 (10%)	4 (10%)	0
Horticulture	7 (38.9%)	8 (44.4%)	2 (11.1%)	1 (5.6%)
RELT, Belgavi	0	15 (100%)	0	0
Total	39 (53.4%)	27 (37.2%)	6 (8%)	1 (1.4%)

Of the 39 students who had attended the Foundation course, only three students had said that they were not happy with the domain course suggested to them but only two of them had discussed about it with the foundation course trainer/counsellor.

Key Challenges:

- Lack of adequate number of staff for the Foundation course is the major concern of the team. Only one person is allotted to conduct the whole Foundation course, which is not sufficient to manage such a diverse and difficult crowd. Also, the team conducting Foundation course doesn't have a female staff.
- Many candidates do not reveal their health issues in fear of losing an opportunity of getting a job.
- Regular elections in the state disrupts the Foundation Course frequently. As per our discussion with the team, only 4.5 months were available in the FY of 2021-22 for mobilizing and conducting Foundation course, remaining months were lost to the panchayat/assembly elections.
- Usually, rent of training centers for conducting full time residential Foundation course are very high.
- Food provided in the training centers are quite different from the traditional food of the students, especially from the North Karnataka. And it is the major reason for quitting the Foundation course. Trainer tries to counsel the students but success is not guaranteed in all the cases.
- Some of the challenges of conducting online Foundation courses:
 - Lack of interest resulting to increased dropout rates.
 - Difficult to gauge the level of understanding of the candidates in online classes.



Recommendations:

- More experienced trainers to handle the participants
- Hire female staff to support the female candidates participating in the foundation course.
- Digitize Foundation course module to increase the reach to taluk and panchayats.

3.2. Domain Training

As per the information shared by the APD team, Titan had supported 4 types of skill trainings in FY 2020-21: 2 in ELT/RELT and 2 in Horticulture. Many APD trained PwDs had lost their job in pandemic, especially from hospitality sector. Therefore, upskilling program (a short course) was introduced to reinstate them in the job market.

Courses Period

- Retail - 2 months
- Office Management - 4 months
- Garden Specialist /Supervisor-4 months

Table 8: Number of Students under various Skill Training in FY 2020-21

	Number of Batches	Type of Skill Training	Number of Students		
			Male	Female	Total
ELT Bangalore	2	Office Management	33	30	63
	5	Retail	98	37	135
	1	Upskilled	12	0	12
			143	67	210
Horticulture	2 + Upskilling	Garden Specialist	34	0	34
	1	Garden Supervisor	10	0	10
					44
RELT Belgavi	5	Retail	42	11	53
RELT Collaborative	3	Retail	41	19	60
Total	19		270	97	367

Source: APD data sheets for FY 2020-21

As per our survey, about 42 per cent of the students were trained in retail, 31 per cent in Office Management and 22 per cent in Horticulture. About 89 per cent of the students had said that they had attended all the classes. Family issues (4 students) and COVID (1 student) were the reasons given by 5 students for absenteeism. All the students had said that the teachers were regular to the classes.

Table 9: Number of Students Attended the Foundation Course

	Domain Training Attended				Total
	Retail	Office Management	Horticulture	NA (student dropped out)	
ELT, Bangalore	16 (40%)	23 (58%)	0	1 (2%)	40

Horticulture	0	0	16 (89%)	2 (11%)	18
RELT, Belgavi	15 (100%)	0	0	0	15
Total	31 (42%)	23 (31%)	16 (22%)	3 (4%)	73

Of the 70 students¹¹, only 10 per cent had attended the classes in online mode, 50 per cent in offline mode and 40 per cent of students said that they attended some part of the course in offline mode and some in online mode. Ninety-four per cent of the students who had either attended the course in online mode or in mix mode¹² had used their own mobile phone to attend the course, remaining 6 per cent of the students used the mobile phone of their family members. Only 14 per cent of the students, who had attended the course in the online mode, faced poor network issue while attending the online classes.

Domain course also prepare students for the interview and to be self-sufficient in a city. As per the survey findings, 87 per cent of the students agreed that the domain training had helped in interview process; and 74 per cent said that the domain training had helped them to stay alone in a city for work. APD also helps the students to correct the documents to access government entitlements, and 53 per cent of the students had confirmed that.

Key Challenges:

- Increased competition with the local NGOs/Skill Training Institutes.
- Lack of job opportunities in Tier-II or III cities
- Low retention rate in rural areas.
- Health issues like kidney problem, UTI and epilepsy needs immediate medical support which is very difficult to access in the current training location at Bangalore.
- It is difficult to enroll women candidates as they are held back at home for household chores.
- Single child parents are very reluctant to leave their child alone in the city.
- Horticulture is not a preferred job for most of the candidates. It is mostly opted by the candidates who are illiterate and/or lack skills to join other domains.
- Candidates hired for horticulture work are provided a room to stay but unable to manage themselves alone, thus they resign from the job.
- Scientific names of the trees are very hard to remember for most of the candidates in horticulture domain.
- Very few opportunities are available in the horticulture domain.
- Only from FY 2021-22, APD started accepting female candidates in the horticulture domain, However, their placement is still a very difficult task for the placement team.
- Salary of gardeners is not lucrative, even in Bangalore.

¹¹ Excluded the 3 dropout students from the list.

¹² Number of students attended the course in online mode is 7, offline mode is 35, and mix mode is 28.

- Horticulture is a field-based training and needs space and equipment's - both are in scarce quantity in the Bangalore Training Centre. Also, the Centre needs a store house to keep all the equipment's.
- Horticulture team suggested, gardening kit should be given to every candidate. This will help them to explore opportunities outside their work also, like providing gardening services to apartments on weekends.
- Because of COVID-19 restrictions, horticulture training was also conducted in online mode but the outcome was very poor as students failed to clear the practical tests of the job interviews.

Recommendations of ELT domain

- Courses to upskill the existing beneficiary should be introduced for improving the available opportunities for the candidates.
- APD is a well know organization in Bangalore but it still needs to improve its branding in other districts of the state, especially in north Karnataka.

Recommendation for Horticulture domain

- Life skill training should include trainings on basic cooking and general upkeep, like washing clothes, utensils and upkeep of the house.
- To improve the demand of the course, courses on pottery, mushroom growing, garden designing etc., could also be introduced in the program.
- APD should initiate a cooperative of horticulture for selling plants and herbs, taking gardening contracts, host natural gardening workshops/trainings etc. This will encourage the candidates to even start a horticulture/nursery business in their areas.

4. Post Training Phase: Placement Support

APD fine tune their trainings as per employer's requirements and create internship opportunities during the course, there by achieving an 85% success rate in placement, at or above government stipulated minimum wages. During placement, APD's team engages with employers to ensure workplace barriers are addressed. Some of the major employers hiring from APDs courses are: Lemon Tree Hotels, Vasudev Adigas Fast Food Pvt. Ltd., Hatti Food Beverages Pvt. Ltd., Vindhya e-Infomedia Pvt. Ltd., Aegis Ltd, Reliance Retail Ltd., Trent Hypermarket Ltd., Aditya Birla Retail Ltd., Olde Bangalore Earthline Services Pvt. Ltd., Green My Life Associated Hydro Pressings Pvt. Ltd., SASMOS HET Technologies Ltd. MicroLOGIX Embedded Controls Pvt. Ltd., and Pointec Pens & Energy Pvt. Ltd.

As per our discussion with the team, we have listed the major activities in the post-training phase:

- Listing the available opportunities: The team identify employers through employment portals, follow-up with existing employers, or companies approached APD to employ disabled individuals.

- Verifying the suitability of the job: The team engages with the first-time employers of PwDs. They visit the company to ensure workplace barriers are addressed. The APD team conducts an employer sensitization drive and familiarize the staff about the PwD Acts and policies.
- Preparing a job matrix: As per the requirements of the employer, the placement team prepares a job matrix specifying the expected skills, roles and responsibilities. Selected students who would be appropriate for the job would be prepared for the interview.
- Regular follow-up: After the placement of the candidate, the placement team follow-up with them for next six months to address any job-related stress/issues. The placement team also periodically orient the candidates about the changing needs of the domain, and update them of any new opportunity.

4.1 Working Candidates

Even though APD aspire for 85 per cent placement of the candidates but as per our survey, only 36 per cent of the candidates are working. Per centage differs across the domains, like only 32.5 per cent of the candidates from ELT Bangalore are working, whereas the respective figures from Horticulture domain and ELT Belgavi are 39 per cent and 33 per cent, respectively. It is also found that not all the candidates are working in their trained domain. Like, one of the working candidates from horticulture is working in the petrol bunk, similarly two of the working candidates from RELT Belgavi are either working in his own agricultural land or in his friend's garage. Also, some of the working candidates have joined family business. Of the total working candidates (25 candidates), 68 per cent were working from 6 to 12 months, 28 were working for more than 1 year, and 4 per cent were working from last 2 to 6 months. This means most of the candidates started working straightaway, after completing their domain course¹³. Only 32 per cent of the working candidates relocated to work in the current company. However, 56 per cent of the working candidates are willing to relocate for better job opportunity.

Table 10: Employment Status of the Candidates

Employment Status (in Numbers)						
	Domain Specific Work	Working in another Domain	Joined Family Business	Total Working Candidates	Not Working	Total Surveyed Candidates
ELT Bangalore	13	0	0	13	27	40
Horticulture	3	1	3	7	11	18
RELT Belgavi	1	2	2	5	10	15
	17	3	5	25	48	73

About 60 per cent of the working candidates gave one job interview to get a job. Remaining working candidates gave two to three job interviews to get a job. APD ensures that the

¹³ Data was collected on the month of April 2022, whereas the course ended about a year ago, i.e., March 2021.

candidates are receiving at or above government stipulated minimum wages. As per our survey, the average earning of working candidates is INR 12152 per month (ranging between INR 5000/month to INR 17500/month). Earning of the candidates differ across the domains. The average salary of candidates from ELT domain is INR 13615/month (ranging between INR 8500/month to INR 15000/month), whereas the average salary of the candidates from Horticulture domain is INR 11250/month (ranging between INR 7000/month to INR 17500/month), and the average salary of the candidates from RELT Belgavi domain is INR 8750/month (ranging between INR 5000/month to INR 15000/month). Eighty-four per cent of the working candidates are satisfied with their current job. Low salary, working extra hours and night shifts are the reasons for dissatisfaction with the current job for 16 per cent of the working candidates.

Peer group in the office is supportive for 68 per cent of the working candidates only. However, 84 per cent of the working candidates said that they will refer their friends in their company. All the working candidates agreed that the domain course had helped them to cope up with the work culture in their working area. About 52 per cent of the working candidates said that without the domain training they would not had got a job, and another 36 per cent said that domain training along with their skills/qualification had helped them to get a job.

With the assumption that domain training and working experience had improved confidence of the working candidates, we tested their level of confidence in key social skills. It seems that most of the working candidates are confident in speaking with their seniors and discussing their issues with reporting officer but most of the working candidates still lacks confidence to speak with their colleagues or speaking in a public forum. However, the working candidates had improved their confidence while negotiating with their employers.

Table 11: Level of Confidence of Working Candidates

Level of Confidence of Working Candidates					
		Always	Mostly	Sometimes	Never
1	Confident about communicating with your seniors	64	16	20	-
2	Confident while speaking to colleagues in office	40	32	16	12
3	Comfortable giving a talk in the office	48	20	28	
4	Discussing issues with reporting officer	68	20	12	
5	Open and without fear interaction with persons/social groups	84% are confident to interact with persons/social groups			
6	Better position to negotiate with employer	92% are confident to negotiate with employer			

4.2. Non-Working Candidates

About 64 per cent of the total surveyed candidates were not working. Of the total non-working candidates, 36 per cent are not getting any job opportunities with their educational background, and another 13 per cent is weak in spoken English. COVID, health issues and low salary offered in distant places are some of the other reasons for not working. Also, 29 per cent of the non-working candidates had said that they had not given an interview after completing their course as their family is not willing to relocate them for job. Fifty-three per cent of the non-working candidates had given an interview in last one year. Of them, 29 per cent of the non-working candidates had attempted two interviews in last one year to get a job. As confirmed by 89 percent of the non-working candidates, placement team of APD is still in contact with them, and regularly update them about the upcoming opportunities. Out of 45 non-working candidates, 27 candidates requested a support form APD team to find a job.

The survey tried to measure the confidence of the candidates in few of the key social skills, like communications, spoken English, interaction with interviewers and neighbours. It seems that good percentage of candidates agreed to feel confident during interviews and in spoken English. However, confidence of non-working candidates is way lower than working candidates as 84 per cent of the working candidates are confident while interacting with people/social groups vis-à-vis 38 per cent of the non-working candidates. We presume that confidence in social skills of non-working candidates will improve after they start working.

Table 12: Confidence in Non-Working Candidates in Key Skills

		Percentage of Non-Working Candidates
1	Confident during interview	87%
2	Can speak in English	69%
3	Open and without fear interaction with persons/social groups	38%
4	Better position to negotiate with employer	38%

Key Challenges

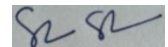
- Entitlements from government agencies discourages PwD to take up work or relocate for work. Most of the PwDs are demanding jobs near to their residence.
- Most of the companies offer contractual jobs which many PwDs lose at the end of the tenure.
- Number of PwDs joining the course decreased by 20-30 per cent during the COVID-19 pandemic.
- It is not feasible to conduct an online course for the horticulture and retail courses as they require practical training.

- Call drops, poor network, lack of picture quality was some of the major issues that had disrupted the online classes regularly.
- Many PwDs, especially working with hospitality sector, lost jobs during COVID-19.
- Usual retention after a year of placement is 65 to 68 per cent. Jobs with accommodation are most preferred, like in hospitality sector, but BPO sector don't provide accommodation to the employees. This is a major reason for attrition rate in BPO domain. It is difficult for the people to sustain with 10,000 to 15000 in Bangalore city.

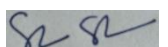
Recommendations

- Digitisation of the course material will help to conduct a greater number of trainings without the (much) assistance of domain expert.
- Simplifying the process of selection will help many deserving candidates to enroll in the course.
- Self-employment and entrepreneurship module should be introduced for the persons with spinal cord disability.
- APD suggested to start a referral model for PwDs who wants to opt for skill trainings not available with them.
- Financial literacy to the candidates in terms of savings and other insurance schemes have to be imparted for their sustainable lifestyle.
- Organisational development and team building for APD staff might help in destressing the team. Also, more people should be hired to decrease the overburdened team members.

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(Surashree Shome)



Appendix 1

APDs Activities for Titan Supported Programmes for the FY 2020-2021

Key Activities	Expected Outputs	Key Achievements / Outcomes			
		Q1	Q2	Q3	Q4
Capacity building of program employees for new way working approaches	<ul style="list-style-type: none"> ✓ The team has adopted a new way of to run an effective program without disturbing the current process. 	<ul style="list-style-type: none"> ✓ The program team has gained knowledge and adapted the virtual way to run effective training sessions and imparting the skills to trainees related to the skills domain. ✓ Team was able to identify the green zone panchayath to implement tier two ELT and Foundation course through classroom training sessions with proper COVID19 precautions. 	<ul style="list-style-type: none"> ✓ The program team has gained knowledge and adapted the virtual way to run effective training sessions and imparting the skills to trainees related to the skills domain. ✓ Team was able to identify the green zone panchayath to implement tier two ELT and Foundation course through classroom training sessions with proper COVID19 precautions. 	<ul style="list-style-type: none"> ✓ Continuous capacity building programs for program employees for upgrading their skills through virtual webinars and by adapting technologies. 	<ul style="list-style-type: none"> ✓ Project staffs have undergone Training for Trainers, Self-evaluation to understand the different approaches, methods of training, developing curriculum, networking and team-building skills were also taught as part of the training.
Identification / Mobilization, Assessment, and Screening for PwDs / Non-Disabled	<ul style="list-style-type: none"> ✓ Have Developed Google form for identifying new candidates virtually. ✓ Disseminated the information about the online/virtual training to different stakeholders through Social Medias. 	<ul style="list-style-type: none"> ✓ 107 candidates have been registered in the Google form and conducted one-to-one vocational assessment through telephonic, out of which 18 of them were shortlisted for the Retail & OM domains. ✓ 23 MRWs sensitized about APD's 	<ul style="list-style-type: none"> ✓ We worked with 372 candidates (New-206 identified and Follow up-166) who were screened and assessed by home visits and secondary data from 19 districts of Karnataka ✓ 100 families of youth with disability were sensitized on disability issues, entitlements, economic and 	<ul style="list-style-type: none"> ✓ 13 candidates have been registered in the Google form and we did one-to-one vocational assessment through telephonic calls, out of which 2 of them were shortlisted for Retail & HT domains. 	<ul style="list-style-type: none"> ✓ 16 candidates have been registered in the Google form and we did one-to-one vocational assessment through telephonic, out of which 8 of them was shortlisted for Retail & HT domain. ✓ 7 candidates Identified and vocational assessment camps were organized in

	<p>✓ Collected Secondary data and previous year identified/mobilized candidates for further assessment of skill training.</p>	<p>Livelihood programs and referred to new candidates to LH domain courses (7 MRWs in Hassan Dist. 5 MRWs in Mandya Dist. 3 MRWs in Chickmagalur Dist, 6 MRWs in Tumkur Dist and 2 MRWs in Chamarajanagar Dist)</p> <p>✓ We worked with 352 candidates (New-186 identified and Follow up-166) were screened and assessed from home visits secondary data and 19 districts of Karnataka</p> <p>✓ Sensitization done for 100 families of youth with disability on disability issues, entitlements, economic and social independence in the community through calls.</p>	<p>social independence in the community through calls.</p>	<p>✓ 6 candidates Identified and vocational assessment camps were organized in districts/block level at Anantapur, Tumkur, Kalburgi, Bagalkot, Hungunda, Yadgir & Khanapura. We identified and assessed 141 YwDs, out of which 78 YwDs were shortlisted for the Foundation course and skills domain training.</p> <p>✓ Organized 4 orientation and sensitization workshops in Yadgir, Manavi, Devadurga & Arakalaguda, 121 VRWs, URWs & MRWs participated.</p> <p>✓ Build network</p>	<p>districts/block level at Yadgir, Kolar, Devadurga, Hassan, Shahapur, Belur where 344 YwDs were assessed, out of which 82 YwDs were shortlisted for Foundation course and skills domain training.</p> <p>✓ Continuously build the network and collaboration with various stakeholders at district and block levels for mobilizing the suitable candidates.</p> <p>✓ Organized 6 orientation and sensitization workshops for VRWs, MRWs & URWs at Hassan, Yadgir, Shahapur, Belur, where 204 participated and disseminated the livelihood opportunities</p>
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				and collaboration with DDWOs at Kolar, Mysore, and Hassan for mobilization of youth with disabilities	
Foundation Course / Life skills training	<p>✓ Scrutinized newly identified and previous years data for preparing further vocational skills domain training</p>	<p>✓ Enrolled 57 trainees for Foundation course at district level by virtual forum and conference call at Kalburgi, Koppal & Anantapuram, those candidates regularly attended 3 hours classes virtually and one hour through conference mode of call for those who don't have android mobiles.</p> <p>✓ Hosted parents meet on 29th June virtually to sensitize on online skills domain training and how to lead the new way of life, 45 parents participated and they were interested to enroll their children for further vocational training.</p>	<p>✓ Enrolled 120 trainees for Foundation course at district level using virtual forum and conference call in Kalburgi, Koppal & Anantapuram, those candidates regularly attended 3 hours classes virtually.</p> <p>✓ Hosted parents meet on 29th August virtually to sensitize on online skills domain training and how to lead the new way of life. 45 parents participated and they are interested to enroll their children for further vocational training.</p>	<p>✓ Enrolled 65 trainees for Foundation course at the district level and resumed face to face delivering sessions at Yadgir, Devadurga & Anantapuram. 59 trainees completed the Foundation course and 48 were joined various skills domain training.</p> <p>✓ Hosted parents meet on 14th November virtually to sensitize on skills domain training and on how to lead the new way of life, 25 parents participated and they are interested to enroll their children for further</p>	<p>✓ Enrolled 94 trainees for Foundation course at the district level in Kalburgi division and Anantapuram in RDT. 92-trainees completed the Foundation course and 65 trainees joined various skills domain training.</p> <p>✓ During the Foundation course, we hosted parents meet virtually to sensitize on skills training and employment opportunities and on how to lead the new way of life. 48 parents participated and they showed interest to enroll their children for further vocational training.</p>

				vocational training.	
Enrollment for Specific skills domain training	<p>✓ Hosted four batches in ELT & Horticulture Trainings in Bangalore through virtual training</p> <p>✓ Organized co-curriculum sessions through the virtual platform for regular trainees</p>	<p>✓ 53 candidates got enrolled into Bangalore ELT programme, out of which 29 candidates were for Office Management and 24 candidates for retail skills domain training, as per the curriculum and time table we imparted the sessions virtually, conference / WhatsApp video calls. All of them regularly attended online sessions.</p> <p>✓ 19 candidates got enrolled in Bangalore Horticulture Training, out of which 10 candidates were for garden supervisors and 9 candidates for garden specialist skills domain as per the curriculum and time table have imparted the sessions virtually and conference / WhatsApp video call. They all regularly attended online sessions</p>	<p>✓ 110 candidates got enrolled in Bangalore ELT programme, out of which 63 candidates for Office Management and 47 candidates for retail skills domain training, as per the curriculum and timetable have to impart the sessions virtually and conference / WhatsApp video calls. All of them attended online sessions regularly.</p> <p>✓ 19 candidates got enrolled in Bangalore Horticulture Training, out of which 10 candidates for garden supervisors & 9 candidates for garden specialist skills domain, as per the curriculum and timetable have imparted the sessions through virtual and conference / WhatsApp video calls, All of them attend online sessions regularly. Out of 19, 3 of them dropped out from the training and 16 of them completed the course and follow up on for the placement, 7 trainees started attending the</p>	<p>✓ Enrolled 60 trainees under Retail domain and 14 trainees for garden specialist training.</p> <p>✓ General health checkup and COVID Test were conducted monthly to the trainees as well as staffs, who have present physically from Retail, Office management & HT Batches, every month 70 trainees are undergoing medical intervention.</p> <p>✓ Graduation day was organized for 205 trainees who completed Employment Led training and Horticulture training. Ms. Shanthi was part of the event.</p> <p>✓ Disability awareness session and rehabilitation</p>	<p>✓ Enrolled 28 trainees under retail domain training in collaboration with RDT campus at Bathalappalli and Bengaluru campus, 24 trainees underwent Garden Specialist training and 100 trainees undergone retail training.</p> <p>✓ General health checkup and COVID Test were conducted on monthly basis to the trainees as well as staffs, who were present physically attending Retail, Office management & HT Batches. On monthly average 75 trainees are undergoing medical intervention and tests.</p> <p>✓ Introduced 12 days of craft</p>

		<ul style="list-style-type: none"> ✓ Initiated and introduced English Speaking Practice – Talk English Software to Office Management skills domain Training trainees to develop in communicative English. ✓ Recorded short videos of practical sessions for horticulture in weeding, Divisoning, and watering shared with trainees in WhatsApp group for better learning on horticulture skills domain. ✓ Celebrated International Yoga Day Virtually on 27th June 2020. On occasion of the yoga day, we organized one hour "Yoga for people with disabled trainees to overcome disabilities to gain immunity. Mr. Srini Alluri, Founder & 	<ul style="list-style-type: none"> sessions from 14th September 2020 ✓ Initiated and introduced English Speaking Practice – Talk English Software to Office Management skills domain Training trainees to develop themselves in communicative English, Along with Domain inputs we initiated sessions on language, computer, and calculation involving volunteers to facilitate language and Computer sessions for sharing day-wise content in WhatsApp group for the trainees to recapping sessions ✓ Hosted webinar "Koushalya Samavad" on 21st July 2020 through ZOOM, 100 participants joined through ZOOM and 238 participants watched through YouTube live stream and till date 724 people have viewed our webinar. ✓ Organized World Youth Skill Day Event on 15th July through virtual platform ZOOM for existing skills domain trainees and they are 	<ul style="list-style-type: none"> importance training was conducted for trainees on 24th November 2020 ✓ Conducted POSH training for all the trainees of Retail, HT, and OM batch trainees ✓ Celebrated International Day of Persons with disability by trainees in collaboration with Lions club 317E and 317F on 4th December, 83 trainees participated and are aware about the rights of PwDs. ✓ Attended two days webinar hosted by Information & Recourse Center (IRC) on 28th and 29th December, we were Oriented about Domain skill training to 47 RCI professional 	<ul style="list-style-type: none"> training for Lantana Furniture to Garden specialist trainees in collaboration with ATREE & SVP. The trainees learned how to make furnitures and did make 15 types of furnitures. ✓ Graduation day was organized for 124 trainees who completed Employment Led training and Horticulture training programme. Ms. Prathibha was part of the event ✓ 34 trainees were undergoing Disability awareness session and rehabilitation importance session during the period ✓ IDPD day was celebrated in collaboratio
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	<p>✓ Hosted five batches in two-tier ELT in Belagavi & Udupi districts at Panchayath level</p>	<p>President of the Manavata organization has facilitated the sessions virtually. During this interactive session, the resource person spoke about the below aspect and 61 trainees have participated on the virtual platform from ELT & Horticulture training</p> <ol style="list-style-type: none"> 1. Introduction of Yoga 2. Asana, Pranayama & Meditation 3. Therapeutic Techniques 4. Detox mind and body 	<p>exhibiting their skills and talents such as singing, domain wise talents, communication, and conversation.</p> <p>✓ Organized a half-day sensitization workshop and "Parents Meet" on 7th July 2020 virtually through Google Meet. During the meeting various skill domains and job opportunities, how parents to support and motivate them to skilling, reskilling, and upskilling during this pandemic situation. All parents actively participated in the interactive session be it expressing their concerns and their gratitude for the work carried out by APD. A few alumni students, trained and placed by APD also participated in the session and shared their fond memories and experiences at APD. 70 parents took part in the meeting.</p> <p>✓ 5 trainers from HT & ELT have attended Cocopeat production process training conducted by IIHR scientists on 11th August, as this learning will help</p>	<p>s in the CRE workshop.</p> <p>✓ 24 trainees are undergoing rehabilitation services to improve their functional independent skills and 14 of them have received appliance to improve their independent mobility</p>	<p>n with Don Bosco church and Rotary club on 9th January 2021. APD alumnus Prashanth, Javid, Muniraju, Henry Joseph, Shalini, and APD staff Ms. Yashoda got honored from Rotary Dist 3190 and Don Bosco Lingarajapuram honored for their work in the Disability sector.</p> <p>✓ National Youth day is been celebrated in collaboration with Sports with the mission, 72 trainees have taken part in these events.</p> <p>✓ Women's day celebrations at APD main campus in collaboration with Shruti, Enable India, and Margadarshi by involving</p>
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		<ul style="list-style-type: none"> ✓ 53 candidates have enrolled in the retail skills domain based on local opportunities in Belagavi and Udupi districts, developed curriculum according to local skills requirements, and running the sessions through classroom session with the support of Grama panchayath officials in their premises 	<p>the trainer to make it to train the enrolled beneficiaries/trainees.</p> <ul style="list-style-type: none"> ✓ Organized half-day Retail, OM, and HT trainees' parents' sensitization workshop on 5th, 10th & 24th August virtually through Google Meet and have prepared them on to encourage their children to attend regular training sessions and motivated them during pandemic outbreak, 51 parents participated. ✓ 16th September 2020 Dr. Girish from FRLHT from I Aim institute trained 7 youths and 6 staffs from ELT and HT underwent training on Medicinal plants and Self-employment opportunities. ✓ Rehabilitation of the facilities was limited due to the pandemic and used the local resources. ✓ Pre-Employment Training & Placement- 40 of 53 candidates are currently placed. ✓ 258 employers were connected by 	<ul style="list-style-type: none"> ✓ Post-placement support Includes activities such as Monitoring student's satisfaction with jobs attained through stipulated format ✓ Post-placement counseling and guidance towards acclimatizing to new locations ✓ Performance tracking and life-cycle 	<p>the women role models on 8th March 2021 and organized competition for trainees.</p> <ul style="list-style-type: none"> ✓ Celebrated Republic day at Kyalasanaha Ili campus. ✓ Post-placement support Includes activities such as Monitoring student's satisfaction
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			<p>team till September.</p> <ul style="list-style-type: none"> ✓ 130 Jobs were identified by the team. ✓ Post-placement support Includes activities such as Monitoring student's satisfaction with jobs attained through stipulated format. ✓ Post-placement counseling and guidance towards acclimatizing to new locations. ✓ Performance tracking and life-cycle skilling Post Batch completion with the team activities continues as per the below mentioned. 	<p>skilling Post Batch completion with the team activities continued</p>	<p>with jobs attained through stipulated format.</p> <ul style="list-style-type: none"> ✓ Post-placement counseling and guidance towards acclimatizing to new locations continued. ✓ Performance tracking and life-cycle skilling Post Batch completion with the team activities continued
Placement & follow up	<ul style="list-style-type: none"> ✓ Follow up of previous year placed candidates and employers ✓ Have shared previous year course completed trainees resume to employers for the online interview process 	<ul style="list-style-type: none"> ✓ 5 trainees availed the job placement services. ✓ Out of 130 retail trainees followed up with 100 retail alumni trainees and even interacted to know their working status during the pandemic situation, all of them have received their salaries and had job security at their respective employer workplace. 	<ul style="list-style-type: none"> ✓ 21 trainees availed placement at Amazon, Brothers Allied Services - Big Basket, Reliance fresh, Security services, Star Mobile, Vindhya, Vishal, White gold farm, lyengar bakery ✓ Follow up for 25 Trainees of the office management batch's resumes were shared with Accenture and Dueutch bank, amazon, HGS, Concentrix, Rotaract club for the interview 	<ul style="list-style-type: none"> ✓ Placement supported for 58 candidates of ELT & HT programmes. ✓ The interview was organized by Vishal Mega mart at Kalburgi and Bijapur Districts for retail trainees. ✓ HGS Global, Brother Allied 	<ul style="list-style-type: none"> ✓ Placement support for 90 candidates of ELT & HT programmes. ✓ Worked with Big travels, Croma, Amazon, Flipkart, Reliance fresh & Trends, Vishal Mega mart, Shell Retail, Indian institute of science, Sterling villas, Shangri-La, MM Floretech, seven hills nursery, On crop agro, Indo American seeds, Namadharris, Big basket - Brother allied services,

	<p>✓ Identified new employers and build relationship for further placement connectivity to the workforce.</p>	<p>✓ We have done 15 old employers follow up for future employment purpose and for current batch trainees and previous year batch completed trainees.</p> <p>✓ Follow up for 20 trainees of office management batch resumes were shared with Accenture and Dueutch bank,</p> <p>✓ 40 Retail trainee's details shared with Reliance value mart.</p> <p>✓ 40 opportunities identified at Domestic Market at Minimum Salary of 5000 Avg + Perks (Transportation & Mid-day Meals are Offered) for tier two ELT trainees in Udupi and Belagavi districts VS Dammnagi textiles, Rashmi Bazaar, Grand Bazaar, Renuka Durga industries, Godavari</p>	<p>process and through personal networks.</p> <p>✓ 4 existing employers of Krishna farm nursery, on crop agro, Earth line services, Green tag Jia flowers in the Horticulture sector.</p> <p>✓ Employer Mr. Gopal from mushroom cultivation visited campus to meet the trainees of horticulture on 30th September 2020.</p> <p>✓ Joined the Facebook and insta job opportunity group</p> <p>✓ Organized Sign Language sensitization session for "Paypal employees and their families" on 16th July 2020 through virtual platform ZOOM, 80 people participated and gained basic sign language inputs and practiced the same.</p> <p>✓ Hiring was initiated by companies like Big bazaar, Kallesh Provision Store, HP world, Pai International Electronics Ltd, Intex Smart World Ltd, House of Prakriti, Hinduja</p>	<p>Services, Indian Institute of Science, Adithya Soigne Apartment, Reliance Fresh, Malabar Gold, Fresh and M tech nursery-interviews were conducted for Office management, Retail, and Horticulture trainees</p> <p>✓ The interview was organized by Vishal Mega mart, Big basket, HGS, Lumira Integrated Facility Services, for Office management, Retail and Horticulture trainees</p> <p>✓ Sensitized 70 reliance value mart managers and trained them on basic sign language to communicate with speech and hearing-</p>	<p>Cheshire Home and Karthick farms.</p> <p>✓ The interview was organized by Croma for Office management Trainees Reliance Trendz, Vishal mega mart interview for Retail and Indian institute of science interview for Horticulture trainees at the campus</p>
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		<p>Industries Kamath Industries Pvt Ltd, Pai Herbal Production, BSL India</p> <p>✓ Proposal sent to Shell retail for sensitization and human resource hiring and initiated the work with Amazon, Team Lease, Nature's Basket, Source Tree Consulting Pvt Ltd.</p> <p>✓ Horticulture - Worked with 5 new employers Apartment Ittina Abha apartment, Haneesh farmhouse at Ittige factory, and Sandeep Menon Sarjapur, Leonard Cheshire center for mapping the horticulture opportunities</p>	<p>Global Solutions Ltd, Big Basket, Reliable First Adcon Pvt. Ltd retail new employers and Reliance Value mart, Tata hypermart, Pantaloons and Vishal mega mart and other personal networks.</p>	<p>impaired employees.</p> <p>✓ Signed MOU with Bangalore Chambers of Industry and Commerce for placing trained candidates</p>	
<p>ELT Collaborati on with NGOs / Training center partnership</p>	<p>✓ Started to identify the potential collaboration partners to run the ELT model in tier two / three cities</p>	<p>✓ Started interaction with existing partners such as Janamukhi, Deenabandhu, Spoorthy, Vikalachetanara trust for establishing the ELT models.</p> <p>✓ Assess current operations and outline initial recommendatio ns, documents are designed to</p>	<p>✓ Enabled staff to work remotely through digital collaboration tools. Building the necessary skills around these new ways of working-Status Completed.</p> <p>✓ Training Materials (30 Modules), Videos, Soft Skills (11 Modules) and Videos-Status-Completed</p>	<p>✓ The post-training process continued.</p> <p>✓ Pre-placement support helps trainees prepare for placement by providing:</p> <p>Guidance on attending</p>	<p>✓ Post-placement support Includes activities such as Monitoring student's satisfaction with jobs attained through stipulated format.</p> <p>✓ Post-placement</p>

		<p>select partnership.</p> <p>✓ Developed operational guidelines and SoPs of the program to establish the model.</p>	<p>✓ Mobilization-Assessment Camps in all the Rural districts of Karnataka were done-Status-Completed.</p> <p>✓ Employment Led Training-80 candidates went through assessments, 6 camps identified 60 suitable candidates for the program-Training in process for 60 candidates</p> <p>✓ Identified 3 Training partners (all working for disability causes) for collaboration training in all the Rural districts of Karnataka-</p> <p>1) Spoorthi Vikalachethanara Trust-Chitradurga 2) Janamukhi Swayam Seva Sansthe-Dharwad 3) Deenabandhu Organization-Gadag</p> <p>✓ Rehabilitation -The first level of the Initial screening process has started to asses all the 60 candidates.</p> <p>✓ The post-training process to continue, Pre-placement support helps trainees prepare for placement by providing:</p>	<p>placement interviews</p> <p>Ideas for industry contacts-For candidates during OJT</p> <p>✓ The placement process Includes activities such as Organizing the placement process for trainees, enabling logistical and hand-holding support through the placement process, Assessing the performance of the placement process.</p> <p>✓ Post-placement support Includes activities such as Monitoring student's satisfaction with jobs attained, Post-placement counseling, and guidance towards acclimatizin</p>	<p>counseling and guidance towards acclimatizing to new locations continued.</p> <p>✓ Performance tracking and life-cycle skilling Post Batch completion with the team activities continued</p>
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			<p>Guidance on attending placement interviews Ideas for industry contacts- For candidates during OJT</p> <ul style="list-style-type: none"> ✓ The placement process includes activities such as organizing the placement process for trainees, enabling logistical and hand-holding support through the placement process, Assessing the performance of the placement process ✓ Post-placement support Includes activities such as Monitoring student's satisfaction with jobs attained, Post-placement counseling, and guidance towards acclimatizing to new locations. ✓ Performance tracking and life-cycle skilling post batch completion with the Training partners the affiliation continues as per the below mentioned. ✓ Play the role of a "market-maker" by bringing financing in sectors where market mechanisms are weak or missing. 	<p>g to new locations.</p> <ul style="list-style-type: none"> ✓ Performance tracking and life-cycle skilling Post Batch completion with the Training partners the Affiliation continues. 	
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			<ul style="list-style-type: none"> ✓ Prioritize initiatives that can have a multiplier or catalytic effect on capacity and quality of skilling. ✓ Delivering Training of Trainers Program for the sector of interest. ✓ The progressive approach to skill eco-system through disruptive ideas, joint ventures, collaborations, etc. 		
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Appendix 2: Questionnaire for the Beneficiaries

A	STUDENT DETAILS	
1	Name of the student	
2	Currently residing at?	<ol style="list-style-type: none"> 1. Bangalore City 2. Bangalore district (outside Bangalore city) 3. Belagavi City 4. Belagavi District (outside Belagavi city) 5. Karnataka (excluding Bangalore and Belagavi district) 6. Outside Karnataka
3	Type of location?	<ol style="list-style-type: none"> 1. Metropolitan City, i.e. Bangalore 2. Urban areas, i.e. Belagavi 3. Towns 4. Rural areas 5. Semi-rural areas
4	Gender	<ol style="list-style-type: none"> 1. Male 2. Female 3. Other
5	Caste	<ol style="list-style-type: none"> 1. General 2. SC 3. ST 4. OBC 5. Don't know
6	Total number of family members (including the beneficiary)?	
7	Does your family holds a BPL card?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Don't know
8	Education qualification (highest level passed) of the beneficiary	<ol style="list-style-type: none"> 1. Primary (Class V and below) 2. Secondary (Class X and Below) 3. Higher Secondary (Class XII and below) 4. Degree (BA/BSc/BCom/Pharm) 5. Diploma 6. PG (MA/MsC/MCom/MPharm and Equivalent) 7. Professional courses (BE/MBBS/any other) 8. Any other, please specify

9	Education of your parents (consider only if it is completed) (tick mark)		9.1.Father	9.2.Mother
		1. Illiterate		
		2. Primary (Class V and below)		
		3. Secondary (Class X and Below)		
		4. Higher Secondary (Class XII and below)		
		5. Degree (BA/BSc/BCom/Pharm)		
		6. PG (MA/MsC/MCom/MPharm and Equivalent)		
		7. Professional courses (BE/MBBS/any other)		
		8. Any other, please specify		
10	How many people in your family is earning (including you)?			
11	Occupation of the parents (tick all that is applicable)		11.1 Father	11.2. Mother
		1. Salaried (government employee)		
		2. Salaried (non-government employee)		
		3. Farmer (working in own field)		
		4. Agricultural worker (working in others field)		
		5. Wage labourer (other than agriculture) (not regular monthly/daily wage worker)		
		6. Own business		
		7. Temporarily migrates to other places for work		
		8. Any other, please specify		
		9. Not Applicable (not working)		

		10. Don't Know		
12	Are you living in your own house? (owned by your family members and rent is not paid)	1. Yes 2. No		
13	Type of house	1. Kutcha (roof and walls are not concrete) 2. Pucca (roof and walls are concrete) 3. Semi- Pucca (roof is not concrete) 4. Combine (one house is pucca and other is sem-pucca or kutcha)		
14	How many members in your family owns a mobile phone (including yours)?			
15	Do you have your own mobile phone?	1. Yes 2. No		
16	Are you currently pursuing your higher studies?	1. Yes 2. No		
17	If yes, then how?	1. Part time 2. Correspondence 3. Full time		
18	Do you want to pursue higher studies in future?	1. Yes 2. No		
19	Do you have someone to assist you with your day to day activities at home or outside?	1. Yes 2. No		
20	Do you take medicines on a regular basis?	3. Yes 4. No		
21	Does anyone else in your family has a physical/mental disability other than you?	1. Yes 2. No		

B	ABOUT THE COURSE	
22	Have you attended a course offered by APD?	1. Yes 2. No
23	Have you paid any admission fee?	1. Yes 2. No (Skip question 24, 25 & 26)
24	If yes, how much?	INR
25	Have you taken a loan from someone to pay the admission fee?	1. Yes 2. No
26	If yes, then how much and what was the interest rate?	Amount taken as a loan INR _____ Interest rate: _____/Year
27	In which year you had completed the course from APD?	1. Before April 2019 2. Between April ,1 2019 to March 31, 2020 3. Between April ,1 2020 to March 31, 2021 4. Currently pursuing
B.1.	FOUNDATION COURSE	
28	Have you gone through the Foundation Course offered by APD before starting the vocational course?	1. Yes 2. No 3. Don't remember
29	In which location you had received the training on Foundation course?	1. Taluk _____ 2. District _____
30	Did the Foundation course provided enough information to help you choose the vocational course?	1. Yes 2. No
31	Were you happy to attend the vocational course suggested to you during the Foundation course?	1. Yes (Go to question 35) 2. No

32	If no, had you mentioned it to the APD teachers?	1. Yes (Skip question 34) 2. No (skip question 33)
33	If yes, did they change the vocational course as per your wish?	1. Yes 2. No
34	If no, why?	1. Because I didn't have the required educational qualification 2. Because I didn't have the right attitude for the course 3. Because my disability has not allowed me to take the course 4. Don't know, they didn't explain it to me 5. Don't remember
B.2.	DOMIAN COURSE	
35	Were your parents worried to send you alone to Bangalore for the domain course?	1. Yes 2. No (skip question 36)
36	If yes, how you made them understand?	1. APD staff talked to them 2. I made them understand 3. They talked to other parents 4. Other, please specify
37	Which Domain training you had attended?	1. Retail 2. BPO 3. Horticulture 4. Office Management 5. Community Based Vocational Training 6. Any other, please specify _____
38	In which centre, you had attended the domain training?	1. APD Horticulture Campus, Bangalore 2. RDT Campus, Bangalore 3. Chitradurga 4. Gadag 5. Dharwad 6. CBVT Location wise training
39	From where you came to know about the course?	1. From the camp 2. From friends/family 3. From my college/school 4. APD/NGO team approached us

		<p>5. Social Media</p> <p>6. A company where I went for an interview, suggested me</p> <p>7. Any other, please specify _____</p>
40	How long was the domain training?	<p>_____ days</p> <p>99. Don't remember</p>
41	Have you attended all the days?	<p>1. Yes (Skip Question 42)</p> <p>2. No</p>
42	If no, what were the reasons for absenteeism?	<p>1. Was not well</p> <p>2. Network was not available</p> <p>3. I had to travel a long distance to reach the training centre</p> <p>4. Network was poor</p> <p>5. Need to go to native to receive the pension</p> <p>6. Any other, please specify _____</p>
43	Were the teachers regular to the class?	<p>1. Yes</p> <p>2. No</p>
44	Had you attended the online or offline class?	<p>1. Online mode</p> <p>2. Offline mode (Skip Question 45, 46 & 47)</p> <p>3. On both mode</p>
45	If it was online, what device you had used to attend the program?	<p>1. Mobile owned by me</p> <p>2. Mobile owned by my family members</p> <p>3. Laptop owned by me</p> <p>4. Laptop owned by my family members</p> <p>5. Both (based on the availability)</p> <p>6. Any other, please specify</p>
46	Had you faced any issues while attending the online course?	<p>1. Yes</p> <p>2. No (skip question 47)</p>
47	If yes, what were they? (mark all the correct answers)	<p>1. Network was poor</p> <p>2. The phone I had used had broken screen therefore it was difficult to read</p> <p>3. The phone I had used had poor voice quality</p> <p>4. Phone was not always available to me to attend the course</p> <p>5. It was difficult to do the group course</p> <p>6. It was difficult to attend a course from house due to noises/disturbances</p> <p>7. Data shortage</p> <p>8. Any other, please specify _____</p>

48	Had the domain training helped you in interview process?	1. Yes 2. No
49	Had the domain training helped you to stay alone in a city while working?	3. Yes 4. No
50	Why had you joined the course?	1. To earn 2. To support my family 3. To build my contacts outside my home 4. To gain self-esteem 5. To live alone 6. To learn 7. Any other, please specify _____

C	FACILITIES PROVIDED DURING THE COURSE IN THE CENTRE	
51	Had you opted to access the accommodation facility provided by APD during the training?	1. Yes 2. No (leave this section if it is No)
52	If yes, where?	1. Bangalore 2. Gadag 3. Chitradurga 4. Dharwad 5. Belgavi 6. Anathpur, Andhra Pradesh
53	Was food provided to all the students living in the hostel?	1. Yes 2. No
54	Were you happy with the food provided to you in the hostel?	1. Yes 2. No
55	If no, why?	1. Quality is not good 2. It is different from our traditional, thus not habituated of this food 3. Doesn't taste good 4. It is same most of the days

		<p>5. It is too plain, without any spice</p> <p>6. No vegetables</p> <p>7. Other</p>
56	What are the suggestions to improve the food quality in the residential hostels?	<p>1. Add variety of dishes</p> <p>2. Improve quality</p> <p>3. Include vegetables</p> <p>4. Improve taste</p> <p>5. Others, please specify</p>
57	Is the food quantity served was enough?	<p>1. Yes</p> <p>2. No</p>
58	Are the hostel rooms were friendlier to use, such as ramps, grab bars, or any other accessibility features?	<p>1. Yes</p> <p>2. No</p>
59	Do you have someone to assist you with your day to day activities at the hostel?	<p>1. Yes</p> <p>2. No</p>
60	How many people are staying together in the room provided to you?	
61	Have you accessed mobility devices, like wheelchair, calliper, gaters, crutches, correction glasses, high raised foot wear, hearing aids etc from APD?	<p>1. Yes</p> <p>2. No</p>
62	Had you been taken to hospital for regular check-up during your domain training at APD?	<p>1. Yes</p> <p>2. No (skip question 63)</p>

63	If yes, had you paid for the treatment?	1. Yes 2. No
64	Had you been supported for exposure visits travelling cost?	1. Yes 2. No
65	Did the APD supported you in accessing/ correcting some of your documents, such as aadhar, birth certificate, BPL etc?	1. Yes 2. No
66	Does the vocational course helping you to cope up with the work culture in your current office?	1. Yes 2. No

D	IF WORKING (skip this section if the candidate is not working)	
67	Are you working currently?	1. Yes 2. No (leave this section if it is No)
68	If yes, where?	
69	Is the job/work ..	1. Full time 2. Part time 3. Per day basis 4. Self employed
70	From when you are working in the current company?	1. From last one month 2. From last 2-6 months 3. From 6 to 1 year 4. Above 1 year 5. It is not regular
71	What is your current salary?	INR _____/Month
72	Are you able to earn outside your salary also, like taking work in extra times?	1. Yes 2. No
73	Are you satisfied with the current job?	1. Yes (Skip Question 74) 2. No

74	If no, why?	<ol style="list-style-type: none"> 1. Salary is very low 2. Have to work in night shift 3. Have to work extra hours 4. I am unable to cope up with the work 5. It is far from my home 6. Office space is not convenient for people with disability 7. Work culture is not liked by me 8. My team is not cooperative/my reporting officer is unable to understand my issues 9. Any other, please specify
75	If you are satisfied with the current job, then what you like the most (Skip if the answer of Q 42 is NO)	<ol style="list-style-type: none"> 1. I am learning a skill that will be useful for my future endeavours 2. Team is cooperative and willing to understand my issues 3. Work environment is good 4. Any others, please specify _____
76	What is the physical difficulty that you are facing in office?	
77	Are there any aids or modifications that make it easier for you to work, such as a computer with large print or voice recognition, adjustable height desks or modified working hours?	<ol style="list-style-type: none"> 1. Yes 2. No
78	How supportive is your peer group in the office? (rank it in a scale of 3)	<ol style="list-style-type: none"> 1. Very Supportive 2. If asked they help 3. Not at all supportive
79	Will you suggest your friend in this company?	<ol style="list-style-type: none"> 1. Yes 2. No
80	Have you changed job in last one year?	<ol style="list-style-type: none"> 1. Yes 2. No (Skip Q 81)
81	If yes, then why?	<ol style="list-style-type: none"> 1. Salary is higher in my current company than the previous one

		<p>2. In previous company, I had to work in night shifts</p> <p>3. My current company is near to my home</p> <p>4. My growth opportunities are better here</p> <p>5. My friend works here</p> <p>6. Currently, I am working in a renowned company</p> <p>7. I didn't like the work culture in the previous company</p> <p>8. I had to work for long hours in the previous company</p> <p>9. Any other, please suggest</p>
82	Have you shifted from your hometown to work in the current company?	<p>1. Yes</p> <p>2. No</p>
83	Are you willing to shift to other areas (other than your hometown) for work?	<p>1. Yes (Skip Q 84)</p> <p>2. No</p>
84	If no, why?	<p>3. I am not confident to stay alone in a new city</p> <p>4. I am not interested to move to any other place</p> <p>5. I have a responsibility towards my family members and for the purpose I have to stay here</p> <p>6. My parents will not agree</p> <p>7. My husband/other family members will not agree</p> <p>8. Any other, please specify</p>
85	Does the training with domain training is helping you to cope up with the work culture in your current office?	<p>1. Yes</p> <p>2. No</p>
86	Which of the following classes are more helpful to you? (please give 3 answers in order)	<p>1. Domain training</p> <p>2. Life skills</p> <p>3. English</p> <p>4. Aptitude</p> <p>5. Extra-curricular activity</p> <p>6. Rehabilitation training</p> <p>7. All of them</p> <p>8. Other classes, please specify _____</p>

87	Do you think any other training would have helped you more with your current work?	1. Yes 2. No
88	Do you think the domain training has helped you to get a job?	1. Yes 2. No (Skip Q 89)
89	If yes, give in a scale of 5(very high) to 1 (very low)	1. Not at all (Very Low) 2. Not much (Low) 3. Ok (I would have anyway got the job later) 4. Yes, but my other skills/qualifications helped me also 5. Yes, without the course I would not had got the job
90	You gave how many job interviews after completing your domain training?	1. 1 2. 2 3. 3 4. 4 5. 5 6. More than 5
91	As per you, "Are good companies coming to hire at campus interview? "	1. Yes 2. No
E	SELF-CONFIDENCE (if working)	
91	Are you confident about communicating to your seniors?	1. Always 2. Mostly 3. Sometimes 4. Never
92	How confident are you in office while speaking to others?	1. Always 2. Mostly 3. Sometimes 4. Never
93	Do you join your team in discussions?	1. Always 2. Mostly 3. Sometimes 4. Never
94	Please rank your performance level in the office.	1. 5 (Performing very well as I am able to do all the work given to me) 2. 4 (I am good but need to learn many more things to

		<p>give my best)</p> <p>3. 3 (OK, as my skill is not enough to perform well)</p> <p>4. 2. (Performing poor, as I am unable to perform at all)</p> <p>5. 1 (Performing very poor, as my organization has asked me to leave)</p>
95	Do you feel comfortable giving a 'talk' in an office?	<p>1. Always</p> <p>2. Mostly</p> <p>3. Sometimes</p> <p>4. Never</p>
96	Are you confident to discuss your issues with your reporting officer?	<p>1. Yes</p> <p>2. No, not all issues</p> <p>3. Not at all</p>
97	Do you feel 'happy' while in office?	<p>1. Yes, Always True</p> <p>2. Yes, but sometimes I am not happy</p> <p>3. No, most of the time I am not happy</p> <p>4. No, I never feel happy</p>
98	Do you "like yourself"?	<p>1. I'm happy the way I am</p> <p>2. I like most things about myself</p> <p>3. Sometimes I don't like myself that much</p> <p>4. I wish I were somebody else</p>
99	Do you think that your level of interaction with persons/social groups in your neighbourhood is now much more open and without any complex or fear?	<p>1. Yes</p> <p>2. No</p> <p>3. Don't know</p>
100	Do you think that now you are in a better position to negotiate with the interviewers, especially after having a job experience?	<p>1. Yes</p> <p>2. No</p> <p>3. Don't know</p>

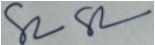
F	IF NOT WORKING (skip this section if the candidate is working)
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101	Why you are not currently working? (move to other section, if the answer is anything other than 2)	<ol style="list-style-type: none"> 1. I am pursuing my higher studies 2. I have not got any job (go to Q 58) 3. My family members are not willing to let me work 4. I have responsibility at home, like looking after ailing family members, siblings, own child etc 5. Any other, please specify
102	If you have not got any job, then why?	<ol style="list-style-type: none"> 1. My spoken English is not strong 2. Not many opportunities are available with my educational background 3. I am unable to clear the interview 4. Because of workplace accessibility, I am unable to join for work 5. Any other, please specify _____
103	Have you given any interview/s?	<ol style="list-style-type: none"> 1. Yes 2. No (skip Q 104)
104	If yes, then how many?	
105	Had you attended the campus interview organized by APD?	<ol style="list-style-type: none"> 1. Yes 2. No
106	Is the placement officer of APD is still in touch with you and inform you about the available vacancies?	<ol style="list-style-type: none"> 1. Yes 2. Yes, but s/he don't inform me about the available job opportunities 3. No
107	Do you need any support to get a job?	<ol style="list-style-type: none"> 1. Yes 2. No
108	If yes, then what type of support?	<ol style="list-style-type: none"> 1. To learn English 2. To clear the aptitude test 3. To learn basics of computer 4. Others
G	SELF CONFIDENCE (if not working)	
109	Are you confident in interviews?	<ol style="list-style-type: none"> 1. Always 2. Mostly 3. Sometimes 4. Never
110	Has the domain training has helped you to be confident	<ol style="list-style-type: none"> 1. Yes 2. No 3. Don't know

	in interviews?	
111	Has the Titan Leap Program has helped you to speak in English?	1. Yes 2. No
112	Has the Titan Leap program helped you to pursue your higher studies?	1. Yes 2. No 3. Don't know
113	Do you think that your level of interaction with persons/social groups in your neighbourhood is now much more open and without any complex or fear?	1. Yes 2. No 3. Don't know
114	Do you think that now you are in a better position to negotiate with the interviewers?	1. Yes 2. No 3. Don't know

H	RECOMMENDATION	
115	Had you recommended APD courses to anyone?	1. Yes 2. No
116	Will you recommend APD courses to anyone?	1. Yes 2. NO

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(Surashree Shome)