

**Vocational Training of youth from Sultanpur village in Peri-Urban  
Gurgaon**

**Training period – January, 16<sup>th</sup> to April, 16<sup>th</sup> 2012**

**Vocational Training Report**

*Submitted by*

**SaciWATERS**

**April 24, 2012**

*Organised by*

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**GMR Varalakshmi Centre of Empowerment and Livelihood**

The Gurgaon project team collaborated with GMR Varalakshmi Centre of Empowerment and Livelihood for providing capacity building training for selected youth from Sultanpur village in pPeri-urban Gurgaon. The duration of this collaboration was three months, starting from January 16<sup>th</sup> till April 16<sup>th</sup>, 2012. The objective of this collaboration was to provide a platform for village youths to learn newer livelihood skills, which in turn would provide an alternative e source of livelihood for families ~~solely~~ dependent on agriculture (we are not sure if all these families solely depended on agriculture: hard to imagine periurban families solely dependent on agriculture – but no, you do mention this later – so perhaps it is ok). This is ~~also~~ part of the Gurgaon team's effort to empower youth, in order to deal with likely loss of their source of livelihoods, once lands are either acquired or sold – a common process of periurban contexts. I think somewhere we need to stress on the fact that since these households were predominantly dependent on agriculture, there is a sense of insecurity (of loosing agricultural land/lack of water to pursue agriculture which is economically viable) due to the process of urbanisation in the near future. Therefore an urge to secure themselves, economically.

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The selection of the village youth was initially done by SaciWATERs with the help of village Panchayat members. The professional as well as economic background of the families was taken into consideration before selecting the m-youths. Eight village youths were finally selected and were sent for the formal selection process at GMR Varalakshmi Centre of Empowerment and Livelihood, held on 9<sup>th</sup> April 2012. They were put through a written examination, followed by counselling session, which mainly involved assessing their social and economic background, their willingness to be part of the training and to eventually put their knowledge into practice. Thus, the emphasis was on encouraging youths, to not just learn but also to go for jobs, once the training hads been completed. In order to encourage this, based on the participants' students-overall performance, Varalakshmi Centre sends them to various companies for on-the-job training (OJT). This is followed by a final placement in Voltas Company, one of the world's premier engineering solutions providers and project specialists.

Out of the eight youth from Sultanpur, six were finally selected for the training. Amongst the non-selected youths, one of them had already completed skill trainings in computer software, hardware and mobile repairing, but was still not working. The other village youth belonged to a middle class family and his father was in government service so – what is the point we are trying to make. The course commenced from 16<sup>th</sup> January, 2012 and the final assessments exams were held on 6<sup>th</sup> April, 2012. Apart from the final assessment exams, periodical assessments were also done, in order to assess the progress of students. Among the final six youths-youth? selected for the training, one youth dropped out of the training in the middle, as he needed to was not able to take care of a-the mobile phone shop he had opened in the village (?? ). Out of the remaining five students, four students were provided training in Refrigeration and Air-Conditioning (RAC). One student was enrolled in the Electrical course. In addition to the main course students were enrolled for, they were also given additional training in English, Computers? and Personality Development. At the time of writing this report, all five students had successfully completed their training. The four students enrolled

in RAC course have been offered OJT for 45 days. On completion of the OJT period, followed by another round of evaluation, they will become eligible for jobs in Voltas Company. One issue that has come up with respect to the OJT is that, out of the four students, three have been asked to go to a company in Delhi, which is very far from the village. Thus, the students had requested if they could be sent to a company which is in Gurgaon itself. A team member from Gurgaon has spoken to the programme coordinator at Varalakshmi Centre and the possibility of shifting students to the company in Gurgaon is currently being explored.

As a follow-up to the training, four students from the village were spoken to, in order to know their experiences and learning from the training programme. Following is a short report documenting their views about the training, in their own words, in order to assess its effectiveness.

Just write "name" or make it 'name of participant'

**Name of Student-Candidate – Mr. Madan Singh**

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#### **Student Background –**

He is a 12<sup>th</sup> class pass-out. He was enrolled for the RAC course at the training centre. He comes from a household predominantly dependent on agriculture for their livelihood. Prior to going for the training, he was helping his father in farming. Decision to go for training programme was his own, but his family also supported him.

#### **Training Experience**

Is this in quotes: if you use "us", this needs to be in quotes. Otherwise phrase this section differently to show that he said that....The courses as well as teachers were good. RAC was the main course taught to us, however, we were given additional classes in Personality Development, English and Computer (s)?. All the courses were very good. The classes used to begin at 9:30 AM and end at 4:45 PM. Four classes were held daily. I did not have any prior knowledge of RAC, however, after four to five classes, I started finding it very interesting. A lot of emphasis was given to practical learning and we were also taken for plant/company visits near the Delhi airport. I believe that this training has provided me an alternative working option. I look forward to go for the OJT and also take up the opportunity to work.

**Name of Student – Mr. Rahul Chauhan**

#### **Student Background –**

He is a 12<sup>th</sup> class pass-out. He was enrolled for the RAC course at the training centre. He also belongs to an agriculture dependent household. His father is a farmer by profession. He has been helping his father in farming. His parents had asked him to go for the training programme, but once he got to know more about it, he himself wanted to go for it.

### **Training Experience**

As the training progressed, my interest in the RAC course increased. After completion of the course, I believe I have an additional ability/skill and I can think of pursuing this further as a livelihood option. Now, I can say that I can do something in addition to farming. It was a very good experience and teachers were also good. There was a sense of fr motivation from the teacher's side to make us learn the RAC course. I cannot think of any negative point associated with the training. The total batch size was about 16-17 students. About 10-11 students were from Delhi, 4 students from Sultanpur village and 2 students from Manesar. We could also interact with students from other courses and in the process, made many friends. Given an opportunity, I would definitely want to work.

### **Name of Student – Mr. Happy Sharma**

#### **Student Background –**

He is currently pursuing his 1<sup>st</sup> years' Bachelor's education. He was enrolled for the RAC course at the training centre. He also belongs to an agriculture dependent household. Due to poor health of his father, from for the last two years, he has been taking care of his agriculturalle land. He was interested in going for the training and his parents supported him.

#### **Training Experience**

The overall training experience was very good. It was my 1<sup>st</sup> such exposure to a training programme. In addition to academic knowledge, the training provided a platform for interaction with new people and make new friends. Another additional advantage was by exposure to courses such as Personality Development, Computer and English. There were no negatives associated with the training. I will definitely go for the OJT.

### **Name of Student – Mr. Pawan Kumar**

#### **Student Background –**

He is a 10<sup>th</sup> class pass-out. He was enrolled for the Electrical course at the training centre. His e father is a retired government officer from Delhi Electric Supply Undertaking (DESU). Currently, agriculture is the main occupation of his household. However, he does not contribute to agriculture. He takes care of his taxi business. As of now, he wants to concentrate on his business. However, he also believes that, if need arises, he can also get into electronic business and put into practice, his knowledge from the training programme.

#### **Training Experience**

Prior to joining the training programme, I did not know anything about personality development, but now, I know many things about it. After the three months training in electrical course, I can make all electrical fittings of my house. I can also open my own electronic shop and ensure that it runs successfully. Thus, now I can stand on my own ~~legsfeet.~~ The environment at the training centre was very good. We also used to get different food daily. There was not even a single reason for any complaint. I have made many friends; some of them even belong to *Jhansi*. What I learnt over three months at the training centre is equal to whatever I was taught till my 10<sup>th</sup> standard school education! The English teacher was very good and I used to tell her that if I had earlier taken lessons from her, I would have been in a very good position by now. Teachers used to teach from the ground level. It is after ~~8 years of a~~ gap of 8 years that I got into a formal training/education set-up. This could be one reason why I could not perform well in the course. Also, I have spoken about this course to other village youths and in future, they could be interested in going for such training programmes.

**Annexure 1:** Final assessment details of youths from Sultanpur village.

**DETAILS, 15TH JANUARY, 2012 TO 15TH MARCH, 2012**

Sl. No	Roll No	Name	Father's Name	Address	Education Details	Contact No.	Cast	Course
1	GMRCEL/09/357	Rahul Chauhan	Sh. Sube Singh	Vpo- Sultanpur, Distt- Gurgaon	12th Pass	8059295153, 9992331663	General	RAC
2	GMRCEL/09/358	Narender Singh	Sh. Rajender Singh	Vpo- Sultanpur, Distt- Gurgaon	Pursuing 1st Year	9813357206	General	RAC
3	GMRCEL/09/359	Madan Singh	Sh. Suresh Singh	Vpo- Sultanpur, Distt- Gurgaon	12th Pass	9813355918	General	RAC
4	GMRCEL/09/360	Happy Sharma	Sh. Naresh Kumar	Vpo- Sultanpur, Distt- Gurgaon	Pursuing 1st Year	8930465785, 8053330551	General	RAC
5	GMRCEL/09/361	Yogesh	Sh. Bijender	Vpo- Sultanpur, Distt- Gurgaon	12th Pass	9812412944, 8053685948	General	RAC
6	GMRCEL/09/339	Pawan Kumar	Sh. Bhumi Chand	WZ-229, Street No-6, Sadh Nagar, Palam Colony, ND-45	10th Pass	9868310282, 9968110414	General	Electrical

**FIRST WEEK ASSESSMENT EXAMINATION JANUARY, 2012**

Sl.No.	Name of students	Theory 15	Practical 15	English 10	PD 10	Total 50	Grade	Attendance	Course
1	Rahul Chauhan	13	11	6.5	7.5	38	A	9	RAC
2	Narender Singh	13	11	5	7.5	36.5	A	10	RAC
3	Madan Singh	14	13	6.5	7	40.5	A+	10	RAC
4	Happy Sharma	9	9	6	7	31	B	9	RAC
5	Yogesh	11	13	8	8	40	A	9	RAC
6	Pawan Kumar	5.5	16	6.5	5	33	B	10	Electrical

### SECOND ASSESSMENT EXAMINATION FEBRUARY, 2012

Sl.No.	Name of students	Theory 15	Practical 15	English 10	PD 10	Total 50	Grade	Attendance	Course	
1	Rahul Chauhan	5	9	5.5	7.5	27	C	13	RAC	
2	Narender Singh	Absent							5	RAC
3	Madan Singh	11	12	7	9.5	39.5	A	12	RAC	
4	Happy Sharma	9	9	5	4	27	C	13	RAC	
5	Yogesh	9	12	5	7.5	33.5	B	12	RAC	
6	Pawan Kumar	0	10	3	0	13	C	11	Electrical	

### THIRD ASSESSMENT EXAMINATION FEBRUARY, 2012

Sl.No.	Name of students	Theory 15	Practical 15	English 10	PD 10	Total 50	Grade	Course
1	Rahul Chauhan	9	9	9	7	34	B	RAC
2	Madan Singh	11	12	8.5	7.5	39	A	RAC
3	Happy Sharma	11	12	Ab	Ab	23	C	RAC
4	Yogesh	11	12	7.5	6.5	37	A	RAC
5	Pawan Kumar	5	10	7	5	27	C	Elect

FORTH ASSESSMENT EXAMINATION MARCH, 2012								
Sl.No.	Name of students	Theory 15	Practical 15	English 10	PD 10	Total 50	Grade	Course
1	Rahul Chauhan	8	10	6	8	32	B	RAC
2	Madan Singh	13	12	9.5	8	42.5	A+	RAC
3	Happy Sharma	10	9	5.5	5.5	30	C	RAC
4	Yogesh	10	9	7	7.5	33.5	B	RAC
5	Pawan Kumar	11	9	6	6	32	B	Elect

FINAL ASSESSMENT EXAMINATION APRIL, 2012									
RAC COURSE		RESULT						(BATCH CODE:006)	
15th January, 2012 to 7th April, 2012									
Sl.No.	Name of students	Theory & Practical 60	English 10	PD 10	Internal Assessment 10	Attendance 10	Total 100	Grade	Course
1	Rahul Chauhan	50	7	7.5	6.6	9.6875	81	A+	RAC
2	Madan Singh	57	9.5	8.5	8.1	9.921875	93	A+	RAC
3	Happy Sharma	50	6.5	9	5.6	9.140625	80	A+	RAC
4	Yogesh	38	6.5	6	7.2	9.453125	67	B	RAC
5	Pawan Kumar	43	5.5	6.5	5.3	8.4	69	B	Electrical