



**Council for Social Development**

# **Capacity Building and Livelihood Generation for Rural Women**

*An Assessment of e-Swavlambika in Seven States*

By

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## FOREWORD

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We are delighted to share the Impact Assessment Report on “*Capacity Building and Livelihood Generation for Rural Women: An Assessment of e-Swavlambika in Seven States*” undertaken by the Council for Social Development (CSD) on behalf of CSC e-governance Services India Ltd and the Telecom Regulatory Authority of India (TRAI). The e-Swavlambika project focused on training rural women in both ICT and other skills to help them improve and enhance their means of livelihood in seven selected states.

Through this programme, attempt has been made to enable rural women beneficiaries to utilise ICT for social empowerment and enhance their opportunities for sustainable livelihood. In the course of implementing this project, the programme has reached out to more than 5000 women across the seven states and benefitted them in enhancing their skills.

The next step was to make an objective evaluation of the programme and the work was assigned to CSD. I congratulate CSD for the detailed and resourceful work undertaken. The assessment report is crucial in both methodically assessing the key components of this programme and also in successfully documenting the gaps in design and implementation of the programme, which is essential for scaling up.

I also express my gratitude to all stakeholders who had participated in this assessment, including the trainees who responded to the survey, the village level entrepreneurs and the contributors from the CSD. I hope the report is found helpful for effective policy making and implementation and for achieving further improvement in future interventions of similar nature.



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## ACRONYMS

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B2C	Business-to-Citizens
CSC	CSC e- Governance Services India Limited
CSD	Council for Social Development
DISHA	Digital Saksharta Abhiyan
HRD	Human Resource Development
G2C	Government-to-Citizens
IAP	Investor Awareness Programme
ICT	Information and Communication Technology
IT	Information Technology
J&K	Jammu & Kashmir
LED	Light Emitting Diode
LLP	Legal Literacy Programme
MeiTY	Ministry of Electronics and Information Technology
MHRD	Ministry of Human Resource Development
NDLM	National Digital Literacy Mission
NGOs	Non-Governmental Organisations
Nos.	Numbers
NR	No Response
OBC	Other Backward Caste
Rs.	Rupees
SC	Scheduled Caste
SHGs	Self-help Groups
S. No	Serial Number
SPV	Special Purpose Vehicle
SPSS	Statistical Package for the Social Sciences
ST	Scheduled Tribe
Tablets	Tablets
TRAI	Telecom Regulatory Authority of India
TV	Television
VLEs	Village Level Entrepreneurs

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## EXECUTIVE SUMMARY

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### BACKGROUND

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The Digital India Programme is rapidly emerging as a movement for social and economic empowerment while delivering its core mandate of digital access and connectivity for every single Indian citizen. In this context, Information and Communication Technologies (ICT) has been regarded as an effective tool, not only for empowering citizens, but also for bringing about a transformation in their lives. In particular, in the rural scenario, the knowledge of ICT and its application is crucial for building the capacities of citizens and enhancing their livelihood opportunities.

Although ICT interventions are aimed at bringing about positive changes in the lives of people, their impact is not uniform, and clear patterns of gender divisions are visible in ICT usage and applications. This problem has been sought to be addressed through the implementation of various initiatives in the country for bridging the gender divide by promoting ICT access among women and building their capacities. One such initiative is the e-Swavlambika programme implemented in 2016-17 by CSC e-Governance Services India Limited, with support from the Telecom Regulatory Authority of India (TRAI) in the seven states of Assam, Bihar, Gujarat, Jammu & Kashmir, Meghalaya, Rajasthan and Telengana. The main objective of this programme is to train rural women in both ICT and other skills to help them improve and enhance their means of livelihood. The target of the programme for fulfilling this objective was to impart training to 5000 women across 500 villages in 50 blocks of the selected seven states in the field of digital literacy, basic finance, legal literacy, e-commerce, healthcare and other similar spheres to enable rural women beneficiaries

to utilise ICT for social empowerment and enhancing opportunities for sustainable livelihood.

Since it was imperative to assess if the Swavlambika programme had succeeded in achieving its stated objectives, and had the desired impact on the beneficiaries, the Council for Social Development (CSD) was entrusted with the task of evaluating the implementation of the programme and suggesting measures for further such interventions.

This study examines the extent to which the beneficiaries were able to acquire the requisite skills and knowledge as a consequence of the training and the extent to which the training helped them in enhancing their means of livelihood and improving their standard of living. The study covered a sample of 500 respondents across the seven targeted states.

This report contains the key findings of the study, the components of beneficiaries covered under e-Swavlambika, and status of delivery of e-Swavlambika and analysis of various aspects such as duration and components of the training and the training methods employed, the extent of benefits derived by the trainees from the programme and its impact in terms of enhancing livelihood opportunities for them.

## **KEY FINDINGS OF THE STUDY**

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### **PROFILE OF THE SAMPLE BENEFICIARIES**

- The primary beneficiaries of the e-Swavlambika programme were women in the age group of 21-30 years, including a large number of students.
- As many as 60 per cent of the participants in the training programme in all the seven states were unmarried women. However, in the states of Telangana, Meghalaya and Bihar, the participation of married women in the training programme was higher than that of their unmarried counterparts. The training programme has not covered much of the destitute women such as widows and divorcees.

- The largest proportion of beneficiaries of the training programme included students and housewives, with salaried and self-employed women accounting for a small proportion of the trainees. More than 80 per cent of the beneficiaries fell in the 'no income' category while about 10 per cent were seen to be earning incomes of less than Rs. 5,000 per month.

#### PROGRAMME DELIVERY OF E-SWAVLAMBIKA

- Across the seven selected states, close to 65 per cent of the trainees underwent training in basic computer applications while 24 per cent learnt tailoring as a new skill. Around 7 per cent of the beneficiaries from all seven states enrolled in the course for beauticians and learning bulb-making.
- The programme also included training in various other skills such as puppet making, paper plate making, jewellery making, and idol making. While training in artificial jewellery making was popular in Assam, Rajasthan and Telangana, a significantly large number of beneficiaries in the states of Assam, Gujarat and Rajasthan were keen to learn skills such as making of toys, puppets and idols.
- The Village Level Entrepreneurs (VLEs) involved in imparting the training adopted different teaching methods in different states. While lectures and verbal training were among the more prominent teaching methods adopted, in the states of Jammu & Kashmir and Rajasthan, physical demonstrations were also widely used as teaching methods, especially in skill development programmes such as jam making and tailoring. Courses for beauticians and bulb-making also entailed practical lessons or the use of learning by doing methods.
- While in most states, the duration of the training was deemed as sufficient, it was perceived to be too short in Jammu & Kashmir, where most the trainees had enrolled in multiple skill development courses and required more time to acquire the requisite skills.

- The training programme included diverse components and the trainees seemed largely satisfied with the content of almost all kinds of training. However, trainees enrolled in the legal literacy and financial literacy programmes found the contents of these programmes to be too technical. In Jammu and Kashmir, the trainees undergoing the tailoring programme reported that they were taught only basic stitching procedures instead of more comprehensive training such as making complete outfits like shirts, suits or blouses.

### IMPACT OF THE TRAINING/TRAINING OUTCOME

- Across the seven states, 64 per cent of the trainees felt that their knowledge of digital literacy had improved after attending the training. Most of the respondents who had participated in the digital literacy training reported that they had learnt several aspects of digitisation like sending/receiving e-mails, web browsing, accessing government services online, and using popular social media sites like Facebook and WhatsApp. The respondents in Rajasthan had also learnt to open and operate bank accounts, and to make savings under different schemes, though the proportion of such respondents was smaller than the others.
- All trainees in the states of Meghalaya, Rajasthan and Assam were satisfied with the new skills they had learnt as part of different training programmes. However, only 55 per cent of the trainees in Jammu & Kashmir were satisfied with the skills they had acquired through different training programmes.
- Across the seven states, while 88 per cent of the trainees felt that their awareness levels had improved after attending the training, close to 80 per cent of the trainees felt that they had acquired new knowledge and become more confident after attending the training.
- Some of the women, who wanted to take up new jobs or start their own businesses, reported facing certain limitations, though the proportion of such respondents was quite small. Less than 20 per cent of the respondents in Rajasthan and Gujarat averred that they faced family-related constraints, while 33 per cent of the respondents in Telangana reported lack of access to

opportunities for taking up new assignments. In Jammu & Kashmir, the main hurdle cited by the women respondents was societal pressure, which curtailed their autonomy and prevented them from taking independent decisions.

- Among the total respondents, 19 per cent reported livelihood enhancement, 17 per cent said that they had got new jobs, 9 per cent claimed to have had enhanced income, while a significant proportion (52 per cent) reported gaining respect in the family and community after acquiring the training. Further, 44 per cent of the respondents in Jammu & Kashmir reported enhanced livelihood post-training, 39 per cent in Gujarat reported getting new jobs, 35 per cent in Meghalaya gained more income while 100 per cent of the respondents in Assam and Meghalaya claimed that they had gained more respect in the family and community after the training.
- It was found that apart from providing the training, wherever the CSCs were proactive in arranging additional support for the beneficiaries to get some work or start a microenterprise, the women were able to work in tailoring shops, beauty parlours, handicraft units, artificial jewellery units, and toy and puppet units, among other enterprises for their livelihood.
- It was reported by the CSC centres that the list of trainees were submitted to the employment exchanges for job prospects.
- The study implies that there is a perfect positive relationship between the level of satisfaction with regard to the training and the benefits accruing from it, as manifested in the fact that some of the participants have started their own small business units offering services like beautician, ornament-making, tailoring, and toy and puppet making.

## RECOMMENDATIONS AND SUGGESTIONS

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The following recommendations have been made on the basis of the findings of the impact assessment survey:

### BENEFICIARY COVERAGE:

- The field results clearly indicate that the chief beneficiaries of the training programme were students. Thus, efforts should be made to customise and res-structure the training programmes to meet their requirements and ensure optimal outputs and utilisation by involving them.
- It has been observed that such training modules would also be beneficial for destitute women, viz., divorcees and widows, who face the financial necessity to enhance their livelihood, and consequently, these categories of women should not only be included in such future projects but efforts should also be made to reserve seats for them in the training sessions.

### IMPROVING PROGRAMME DELIVERY:

- The provision of innovative training to the community members by the VLEs, in accordance with the local needs is appreciable. At the same time, there is need for systematically planning the content and duration of the training in order to ensure that the trainees derive optimal benefits from the training within the available time and resources.
- Some of the training programmes like those pertaining to financial literacy and legal literacy were found to be too technical for the trainees. Hence, in order to ensure greater participation by trainees in future and to make the programmes simpler and more comprehensible for them, practitioners in the respective fields can be involved to plan and deliver the concerned training modules.
- As regards the teaching methods adopted, greater stress should be laid on demonstrations and practical exhibitions of the training in order to make learning interactive while at the same time guaranteeing precision in implementation.

### TRAINING OUTCOME:

- It was observed that most of the beneficiaries were able to learn from the training and acquire the skills being imparted. However, retention of the learnings became a problem due to the lack of practice. Hence, in future training programmes, greater time needs to be allotted for practical applications, and for follow-up sessions to encourage better learning and ensure optimisation of the benefits of the training.
- Some of the trainees expressed an interest in taking up new jobs based on the training acquired during the programme, but they lacked direction and information on whom to approach and how to initiate the process of seeking employment. It is, therefore, advisable to organise career guidance workshops for such trainees to offer them support in identifying and securing jobs while also locating markets for their produce and helping them obtain financial support for their micro enterprises.



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## CHAPTER 1

### INTRODUCTION

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#### THE CONTEXT

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Information and Communication Technology (ICT) is a medium via which a nation can maximise its development potential and enable its citizens to realise their optimum potential. In recent years, the increasing spread of Information technology (IT) tools in some relatively more developed countries has brought about unprecedented changes in the way people communicate, conduct business, develop skills, generate awareness, avail of employment opportunities, and enhance livelihoods (VAPS, n.d.).

However, in developed countries, the potential of IT has not yet been optimally explored. This is due to various factors such as lack of access to technology, and the inability to use it effectively, and the economic, socio-political, institutional and cultural contexts prevailing in these countries (CSD, 2016). In 2015, 81 per cent of the households in developed countries had access to the Internet, while only 34 per cent of the households in the developed countries and 7 per cent of the households in the least developed countries had similar access (UNDP, 2015). Gendered access to internet use was also visible. At the global level, in 2013, while 41 per cent of the men used the internet, the corresponding figure for women was only 37 per cent (UNDP, 2015).

The scenario is more dismal if one takes into consideration the access to information and technology by women in India. According to the 2011 Census, only 11 per cent of the working women, 6 per cent of the unemployed women, and 2 per cent of the housewives used the Internet (Huyer and Halfkin, 2013). An overwhelming majority

of women, particularly in rural India remain digitally illiterate and have negligible knowledge of Information and Communication Technology.

This gender-based divide and impeded access of ICT to women in India is the outcome of multiple inter-related factors, with the primary factor being the low educational status of women, followed by their economic vulnerability, stemming from poverty and unemployment. In India, either most women stay confined to the private realm and work within the confines of the household or a vast majority of them work in the informal sector, particularly in rural India. Social constructs such as cultural norms, values and language further affect and undermine the ability of women to access information and technology tools.

There is thus a need for implementing effective measures for advancing the economic and social development of women. This is possible through the creation of new types of employment opportunities, improvements in welfare delivery, and augmented participation of women and advocacy within society (Dalal, n.d.). These outcomes are possible only if equal access to such technology is guaranteed for the entire population of the nation, particularly the marginalised and under-privileged social groups including women, SCs, STs and Other Backward Classes (OBCs). In particular, attempts towards skill building and promotion of ICT knowledge can help uplift women out of their traditionally low economic, social and political status in society and contribute to their empowerment. Such attempts are also expected to help women achieve the broader goal of gender equality by building their capacities and ensuring autonomy and agency for them.

In this context, among the various measures being taken in India to promote access to ICT and capacity building, the Digital India Programme is emerging as a major initiative with the core mandate of providing digital access and connectivity to each citizen of the country.

The objective of bridging the gender divide is also being fructified through programmes like e-Swavlambika, which was implemented by CSC e-Governance India Limited, with the support of Telecom Regulatory Authority of India (TRAI).

The programme was implemented in the seven states of Assam, Bihar, Gujarat, Jammu & Kashmir, Meghalaya, Rajasthan and Telengana. The main objective of e-Swavlambika was to enable rural women to acquire skills and knowledge in ICT that could lead to their empowerment and transformation into self-employed homemakers by creating sustainable livelihood opportunities for them. Launched with this objective, the programme was targeted to provide ICT training to 5000 women across 500 villages in 50 blocks of the selected seven states in the fields of digital literacy, basic finance, legal literacy, e-commerce, and healthcare, among other spheres.

An impact assessment of e-Swavlambika was felt necessary to evaluate the implementation of the programme and assess its impact on the beneficiaries. The Council for Social Development (CSD) was thus entrusted with the task of evaluating the e-Swavlambika training programme. The impact-assessment study, assigned in July 2017, was undertaken over a period two months.

### STUDY OBJECTIVES

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The main objective of this study was to evaluate the overall outcome of the training implemented across the seven states, based on the perceptions of the beneficiaries of the programme. The specific objectives of the project were to:

- Map the socio-economic profile of the beneficiaries;
- Assess the status of programme delivery, that is, the processes and components of e-Swavlambika including the duration and content of the training programme, among other things;
- Examine the overall impact of the e-Swavlambika programme on the targeted beneficiaries, in terms of the skills acquired, benefits obtained, and the effects on livelihood enhancement for the women beneficiaries;
- Highlight some successful case studies of women who have succeeded in reaping the benefits of the training; and

- Recognise the shortfalls in the programme and suggest recommendations for addressing these gaps.

## STUDY METHODOLOGY

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The evaluation study entailed the use of both qualitative and quantitative methods to elicit information from the respondents. The study was conducted in four stages including review of the existing documents on e-Swavlambika and scrutiny of the data supplied on the beneficiaries, designing and pilot testing of the survey instruments, data collection from the beneficiaries, and finally data analysis and tabulation of results.

During the first stage, the data on beneficiaries supplied by CSC-SPV was scrutinised and the existing documents pertaining to the implementation of the 'ICT for Capacity Building and Livelihood Generation for Women' (e-Swavlambika) were reviewed. Based on this, the relevant components and indicators of analysis were framed on the basis of this review.

**Figure 1.1: Stages of the Study**



*Source:* Prepared by the authors.

In juxtaposition to the indicators established through the review process, the survey tools were designed to elicit information from the key stakeholders of e-Swavlambika such as the beneficiaries and village level entrepreneurs or VLEs, who were the primary trainers in the e-Swavlambika project. The questionnaire was designed in such a way as to effectively capture information on the socio-economic

background of the beneficiaries; the types of skills learnt; and the perceptions of the trainees on the duration of the training, the training modules, and the overall impact of the programme, among other things. The questionnaires designed for the trainers were structured to primarily capture case studies from the selected states. Additionally, a pilot test was also carried out to verify the validity of the survey instruments, which included 20 random calls to beneficiaries in all the seven states.

During the third stage of the study, primary interviews were conducted with 500 women over the telephone. In view of time constraints and resource limitations, telephonic interviews were deemed most suitable for the survey. The task of conducting these telephonic interviews was assigned to a third party that had prior experience in handling such surveys. The process of data collection was carried out from mid-August to mid-September 2017. Telephonic interviews with all the 44 VLEs were held in September 2017 to collect and collate information on the case studies of the selected beneficiaries. The data supplied by the survey agency was also verified and scrutinised for inconsistencies.

### **SAMPLING AND SAMPLE SIZE**

In a field survey, the selected sample should be sufficiently large to ensure reasonable precision of the impact estimates but not too large to make data collection a cumbersome and costly enterprise. Many studies conducted have taken 10 per cent of the total population as an adequate sample size for the proposed research. It is believed that such a sample size would permit an authentic and credible assessment of the programme impacts on the key sub-groups of the target. Taking these facts into account, a sample size of 500 or 10 per cent of the total population targeted for training under the e-Swavlambika programme was considered (Table 1.1). The stratified random sampling technique was adopted for carrying out the survey in all the states to assess whether the slated share of the population was adequately targeted or not.

<b>Table 1.1: Sample Size of the Study</b>			
<b>S. No.</b>	<b>States</b>	<b>Beneficiaries Targeted for Training</b>	<b>Sample Selected for the Survey</b>
1.	Assam	500	50
2.	Bihar	1000	100
3.	Gujarat	1000	100
4.	Jammu & Kashmir	1000	100
5.	Meghalaya	200	20
6.	Rajasthan	1000	100
7.	Telangana	300	30
	<b>Total</b>	<b>5000</b>	<b>500</b>

*Source:* Calculated by the authors.

Finally, during the last stage of the study, the data was scrutinised, tabulated, and analysed with precision to assess the overall impact of the training programme. Tools such as excel and SPSS were used to tabulate the results of the study.

## **CHAPTER DESIGN OF THE REPORT**

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The report has been structured into seven chapters, with their respective contents distributed as follows:

- Chapter I provide the context of the study and highlight its objectives and methodology.
- Chapter II gives a brief overview of the e-Swavlambika programme that was implemented in the seven states.
- Chapter III delineates the demographic profile of the sample beneficiaries. It also examines various critical aspects such as the location of the trainees, and their age, caste, educational status, occupations, and income.
- Chapter IV details the training process and the status of programme delivery of e-Swavlambika. The discussion covers various indicators such as the duration of the training, the training methods employed, the nature of the skills imparted to the trainees, and the content of the programme.
- Chapter V analyses the impact of the training programme on the beneficiaries by covering different aspects such as the skills acquired by the trainee, benefits of the training, limitations faced in the practical application of the skills learnt, and the status of livelihood enhancement.

- Chapter VI lists some case studies demonstrating how the training helped enhance livelihood opportunities for the beneficiaries.
- Chapter VII summarises the key findings of the study and provides suggestions and recommendations for future implementation of similar programmes.



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## CHAPTER 2

### E-SWAVLAMBIKA: AN OVERVIEW

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#### INTRODUCTION

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The fact that women in India are subjected to a deprived and subordinate social, economic, political and legal status can hardly be contested. For centuries, women in Indian society have been relegated to a vulnerable existence with sharp gendered norms defining both their space and identity. A series of factors have contributed to women's inferior social positioning in Indian society. These include but are not limited to; minimal levels of awareness; illiteracy; economic vulnerability; and negligible skill development among the women.

In this context, capacity building initiatives can play a critical role in empowering women in India across all social groups. Training women in ICT can help them achieve socio-economic mobility as such training encourages skill development while enhancing the capacity of women to earn a livelihood. Further, capacity building initiatives can encourage women to overcome the socio-economic and cultural barriers that restrict their participation in the public sphere and help them achieve an overall improvement in their quality of life.

From time to time, various capacity building measures have been implemented to improve the status of women in India. One such initiative is e-Swavlambika. As noted earlier in Chapter 1, this programme encompasses both ICT and other skill development training that focuses on women's capacity building and livelihood enhancement. The following sections present an overview of the e-Swavlambika programme that was implemented in the seven selected states.

## BRIEF DESCRIPTION OF E-SWAVLAMBIKA<sup>1</sup>

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e-Swavlambika is a capacity building programme launched with the main objective of training rural women in the country in both ICT and other skills to help them enhance their means of livelihood. By encouraging rural women to acquire the relevant knowledge and skills, the programme aims to empower these women and transform them into self-employed home-makers.

## IMPLEMENTING AGENCY OF E-SWAVLAMBIKA

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e-Swavlambika has been implemented by CSC e-Governance Services India Limited, the special purpose vehicle of the Ministry of Electronics and Information Technology (MeiTY) through a network of about 50 common service centres (CSCs) in the identified states. The CSCs serve as access points for the delivery of various electronic services to villages in India. Further, the CSCs act as front-end ICT-enabled centres for the delivery of various government-to-citizens (G2C) and other business-to-citizens (B2C) services to the citizens. In addition CSCs are also used as the following:

- Permanent Enrolment Centres for Aadhaar;
- Insurance Service Centres;
- Business Correspondence Centres for Banking Services;
- Educational and Skill Development Centres; and
- Information Centres (for various schemes).

As skill development centres, the CSCs were involved in the implementation of the e-Swavlambika capacity building programme. The Village Level Entrepreneurs (VLEs) of the CSCs played a key role in the implementation of the project. A total of 5000 women were trained in skill development and were provided basic training in ICT, legal and financial literacy training. Some of the areas in which the women were imparted training and skills included tailoring, beautician courses, jam-making, and LED (light-emitting diode) bulb-making. The CSCs also had the flexibility to

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<sup>1</sup> The sections on e-Swavlambika described in this chapter are based on the information available in [www.e-swavlambika.in](http://www.e-swavlambika.in), accessed on September 18, 2017.

implement different kinds of skill-based training modules in accordance with the local needs and settings.

### E-SWAVLAMBIKA INITIATIVES

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The various initiatives undertaken as part of the e-Swavlambika project included:

- **Digital Inclusion:** This programme was made a mandatory course for all candidates. This entailed training women in the use of digital devices such as computers, smartphones, and tabs, and making them aware of the various purposes served by these gadgets.
- **Access to Legal Information:** Efforts were made to generate awareness among the women of various legal provisions and equipping them with basic knowledge on matters such as child protection, women's rights, filing of FIR's, and approaching Lok Adalats and courts for litigation.
- **Health Services:** The trainees were encouraged to use the ICT platform to avail of tele-medicine and diagnostic services for meeting their healthcare requirements.
- **Livelihood Opportunities:** As part of the programme, different kinds of livelihood generation opportunities were also created to suit the needs of the beneficiaries. Some of these included: assisting women in opening a common service centre (CSC), providing training on tailoring, parlour/beautician services, creation of handicraft, jam-making, and LED bulb-making, among other skills.
- **Linkages with Local NGOs/SHGs:** Plans were also implemented to develop links between the beneficiaries and NGOs/SHGs, etc. for helping them acquire new skills while also honing their existing skill sets.

From the initiatives framed, three categories of courses were provided and candidates were allowed to opt for 3 courses at the same time. Under Category A,

course on digital literacy was made a compulsory programme and every candidate was required to take this course. From category B, the candidates were allowed to take one course, which included legal literacy, financial literacy and Bachatnama. Under Category C, the courses provided include spoken English, Accounting and other Skill development programmes and the candidates were allowed to enroll for multiple skill training programmes (Table 2.1):

Table 2.1: Categories of Courses under e-Swavlambika			
Category	Course Name	Minimum Candidates to be enrolled	Payment in Rs. to Master Trainers
A	Digital Literacy (Compulsory)	No limit	300/candidate
B	Legal Literacy/ Financial Literacy/ Bachtnama (Any one)	25	2000/per batch in case of Legal Literacy, Bachtnama and Financial Literacy
C	Spoken English/ Accounting (Any one)	10	200/Candidate
	Skill Development* (Multiple)	No limit	--

Source: CSC e-Swavlambika, Process and Payment Document for Master Trainers ( <http://e-swavlambika.in/process-and-payment-document-for-master-trainers-english.html> )

Note: \* mandatory for VLEs to provide one skill development course

From the above discussion, it is obvious that a broad training structure was framed by CSC-SPV for the e-Swavlambika project, covering both the ICT and non-ICT components of the skill development training. At the same time, under the programme, the CSCs had the flexibility to implement different kinds of skill-based training modules in keeping with the local settings. Accordingly, the CSCs in the seven selected states customised the training programmes according to their respective needs by combining various components (Refer Table 4.1, Chapter 4).

## TARGET GROUP

The target of e-Swavlambika was to train around 5000 women across 500 villages in 50 blocks of the 7 states.

## TRAINING DURATION

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The time period or duration during which the training was conducted varied with the type of training being provided. The maximum duration of the training sessions was about three months. For instance, the duration of the digital literacy training was 10–30 days. As regards the legal literacy and other skill development programmes such as bag-making, jewel-making, creation of wealth out of waste, and *pooja* plate decoration, the duration of the training workshops ranged from half a day to full day. The duration of the training programmes for more intensive skills such as tailoring and beautician services varied from one to three months.

## TRAINING CONTENT

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The Information-Education and Communication (IEC) material for the training was provided and designed by the CSC-SPV. Various tools such as short films, handbooks, and audio–video modules were introduced to provide training in financial education, digital literacy, legal literacy, and investor awareness programmes (IAPs), among other things. Practical demonstrations were also organised for the trainees to promote skill development during training in tailoring and beautician services, among others.

Table 2.2 describes the content of different training programmes designed by CSC-SPV:

S. No.	Training	Content
1.	Digital Literacy	NDLM/DISHA Modules on: <ul style="list-style-type: none"><li>▪ Introduction to Digital Devices</li><li>▪ Operating Digital Devices</li><li>▪ Introduction to Internet</li><li>▪ Communications using Internet</li><li>▪ Applications of Internet</li></ul>

<p><b>2.</b> Legal Literacy</p>	<p>Modules on:</p> <ul style="list-style-type: none"> <li>▪ Fundamental Rights</li> <li>▪ Criminal Proceedings (Filing of FIRs, Bail, Arrest, special provision for women and children),</li> <li>▪ Legal Services/Lok Adalats</li> <li>▪ Child Protection Laws (child labour, Right to Education, etc.)</li> <li>▪ Women’s Rights (Divorce, domestic violence, etc.)</li> <li>▪ Right to Information (RTI filing)</li> </ul>
<p><b>3.</b> Financial Literacy and Investor Awareness Programme (IAP)</p>	<p>Modules on</p> <ul style="list-style-type: none"> <li>▪ Financial Planning and Management (Where to invest)</li> <li>▪ Insurance and Pension Products</li> <li>▪ Operating a Bank Account</li> <li>▪ Credit/Loan from Banks</li> <li>▪ Savings</li> <li>▪ Financial Products</li> </ul>
<p><b>4.</b> Skill Development and Livelihood Enhancement Programmes</p>	<p>The nature of the content was decided by the VLEs of the CSCs based on local requirements.</p>

*Source:* Prepared by authors based on information from [www.e-swavlambika.in](http://www.e-swavlambika.in) and survey with the VLEs.

## TRAINING OF MASTER TRAINERS

Master training on various project initiatives was provided by the CSC-SPV to the VLEs from each of the seven states, which, in turn, had imparted the training to women beneficiaries in their respective CSCs.

## BENEFICIARIES OF THE TRAINING

In total, 5024 women have been trained under the programme across the states of Assam, Bihar, Gujarat, Jammu & Kashmir, Meghalaya, Rajasthan, and Telangana. Table 2.3 presents the details of the number of people trained in the selected states.

S. No.	States	No. of CSCs Involved	Districts Covered	Villages Covered	Target	Beneficiaries Trained
1.	Assam	5	5	148	500	959
2.	Bihar	11	2	159	1000	993
3.	Gujarat	5	4	151	1000	1106
4.	Jammu & Kashmir	7	5	224	1000	899
5.	Meghalaya	3	3	41	200	126
6.	Rajasthan	10	4	132	1000	1001
7.	Telangana	3	3	37	300	343
<b>Total</b>		<b>44</b>	<b>26</b>	<b>892</b>	<b>5000</b>	<b>5427</b>

*Source:* Provided by CSC-SPV.



While this chapter provides a brief overview of the e-Swavlambika training designed and implemented in the seven states, the next chapter presents the demographic profile of the sample beneficiaries interviewed in these states.



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## CHAPTER 3

# SOCIO-ECONOMIC PROFILE OF THE SAMPLE BENEFICIARIES

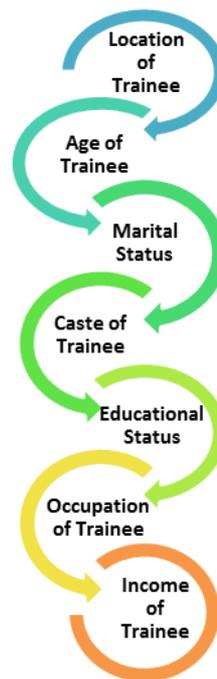
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## INTRODUCTION

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This chapter presents a brief overview of the social and economic profile of the sample beneficiaries selected for the impact assessment. While aspects such as the occupation and income levels pertain to information regarding the trainee's economic status, the location, age, marital status, caste and education constitute their social positioning (see Figure 3.1).

Figure 3.1: Profile of Sample Beneficiaries



Source: Prepared by the authors.

## SOCIO-ECONOMIC PROFILE OF THE SAMPLE BENEFICIARIES

The survey covered a total of 500 beneficiaries all of whom were women trainees from various selected districts in the states of Assam, Bihar, Gujarat, Jammu & Kashmir, Meghalaya, Rajasthan and Telangana.

### 1. LOCATION OF THE TRAINEES

The primary aim of the programme was to conduct training in the rural areas of the selected states. The sample beneficiaries for the assessment study who attended the training belonged to the villages and districts enlisted in Table 3.1 and Annex 1. All the beneficiaries were drawn from 25 districts and 190 villages.

Table 3.1: Location of the Trainees (Numbers)				
S. No.	State	District	Villages	No. of Beneficiaries
1	Assam	Kamrup	6	50
2	Bihar	Patna	20	36
		Vaishali	13	64
3	Gujarat	Amreli	3	11
		Banaskantha	1	1
		Bhavnagar	1	3
		Mehsana	2	2
		Panchmahal	7	18
		Rajkot	5	26
		Surat	14	35
		Tapi	4	4
4	Jammu & Kashmir	Jammu	35	86
		Rajouri	1	1
		Srinagar	10	13
5	Meghalaya	East Jaintia Hills	1	1
		East Khasi Hills	14	16
		Ri-Bhoi	1	1
		West Kasi Hills	2	2
6	Rajasthan	Ajmer	3	5
		Alwar	33	82
		Dungarpur	1	6
		Nagaur	1	7
7	Telangana	Adilabad	3	3
		Karim Nagar	2	2
		Khammam	9	25
Total		<b>25 districts</b>	<b>190 villages</b>	<b>500</b>

Source: Survey.

While in Gujarat, a total of 100 beneficiaries from about nine districts were surveyed, in Bihar, the sample beneficiaries were chosen from the districts of Patna and Vaishali. In Assam, the beneficiaries were selected only from the Kamrup district

whereas in Jammu & Kashmir, the sample beneficiaries covered belonged to 46 villages. Trainees from more than 30 villages were covered in the states of Rajasthan, Gujarat, and Bihar.

In the Kamrup district in Assam, 39 beneficiaries were chosen from the village of Chandrapur while the others were chosen from neighbouring villages. In Patna, 36 beneficiaries were chosen from about 20 villages with the greatest participation coming from the villages of Mekra and Chondi. In Gujarat, the sample beneficiaries overwhelmingly belonged to Surat district but there were also participants from the districts of Rajkot, Panchmahal, Amreli, Banaskantha, Bhavnagar, Mehsana and Tapi.

## 2. AGE GROUP OF THE TRAINEES

The ages of the beneficiaries who enrolled for the training varied from 10 to 50 years. For the purpose of our analysis, the data on age has been divided into four distinct age groups—those between the ages of: 10-20 years; 21-30 years; 31-40 years; and 41-50 years; for evaluating the age group that expressed the maximum interest in the training on capacity building.

Table 3.2: Age of the Sample Beneficiaries (%)						
S. No.	States	10-20 Years	21-30 Years	31-40 Years	41-50 Years	Total (Nos.)
1.	Assam	22.00	76.00	2.00	0.00	50
2.	Bihar	14.00	58.00	28.00	0.00	100
3.	Gujarat	33.00	58.00	9.00	0.00	100
4.	Jammu & Kashmir	12.00	59.00	10.00	19.00	100
5.	Meghalaya	20.00	80.00	0.00	0.00	20
6.	Rajasthan	38.00	62.00	0.00	0.00	100
7.	Telangana	0.00	93.33	6.67	0.00	30
	<b>Total</b>	<b>22.40</b>	<b>63.80</b>	<b>10.00</b>	<b>3.80</b>	<b>500</b>

Source: Survey.

According to the findings of the field survey, the maximum interest in the e-Swavlambika training programme was evinced by women in the age group of 21-30 years, followed by women in the age group of 10-20 years. While in Meghalaya and

Rajasthan, an overwhelming majority of the women who enrolled for the programme were below 30 years of age, in Telangana, 90 per cent of the trainees were aged 21–30 years. In Jammu & Kashmir, on the other hand, 19 per cent of the trainees were between the ages of 41 and 50 years. They were particularly interested in skill development training and expressed interest in skills like jam-making and tailoring. In the states of Rajasthan and Gujarat, a majority of the girls in the age group of 10-20 years enrolled for the programme, and they were particularly interested in digital literacy. Additionally, women in the age group of 30-40 years showed interest in capacity building programmes in the states of Bihar, Jammu & Kashmir, and Gujarat.

As an overall analysis, it can be inferred that the e-Swavlambika training invited overwhelming participation from younger women, particularly those between the ages of 10 and 30 years, though a large number of women of other age groups also enrolled for the training.

### 3. MARITAL STATUS

In most states, unmarried women were the chief beneficiaries of the e-Swavlambika training. The proportion of such women was particularly high in the states of Rajasthan, Gujarat, and Assam. However, in the states of Telangana, Meghalaya and Bihar, the participation of married women in the training programme was higher than that of their unmarried counterparts.

Table 3.3: Marital Status of the Beneficiaries (%)						
S. No.	States	Married	Unmarried	Widow	Divorcee	Total (Nos.)
1.	Assam	28.00	68.00	4.00	0.00	50
2.	Bihar	55.00	45.00	0.00	0.00	100
3.	Gujarat	27.00	73.00	0.00	0.00	100
4.	Jammu & Kashmir	45.00	55.00	0.00	0.00	100
5.	Meghalaya	65.00	35.00	0.00	0.00	20
6.	Rajasthan	14.00	86.00	0.00	0.00	100
7.	Telangana	100.00	0.00	0.00	0.00	30
	<b>Total</b>	<b>39.60</b>	<b>60.00</b>	<b>0.40</b>	<b>0.00</b>	<b>500</b>

Source: Survey.

The field-based results also indicate that while divorced women did not participate in the training programme, 4 per cent of the women participants in Assam were widows, who had especially expressed their interest in the capacity building training.

#### 4. CASTE GROUP OF THE TRAINEES

Women belonging to general category were the chief beneficiaries of the programme in the seven states, followed by ST, OBC and SC women. In the states of Bihar, Jammu & Kashmir, and Gujarat, the percentage of women belonging to the general category was significantly higher than that of the other caste minorities. In Meghalaya (95 per cent) and Rajasthan (80 per cent), an overwhelming majority of women belonging to the STs enrolled for the training programme.

S. No.	States	SCs	STs	OBCs	General	Don't know	Total (Nos.)
1.	Assam	4.00	24.00	36.00	36.00	0.00	50
2.	Bihar	1.00	2.00	32.00	64.00	1.00	100
3.	Gujarat	14.00	5.00	25.00	56.00	0.00	100
4.	Jammu & Kashmir	19.00	6.00	16.00	58.00	1.00	100
5.	Meghalaya	0.00	95.00	0.00	5.00	0.00	20
6.	Rajasthan	19.00	80.00	1.00	0.00	0.00	100
7.	Telangana	13.33	16.67	60.00	10.00	0.00	30
	<b>Total</b>	<b>11.80</b>	<b>25.80</b>	<b>22.00</b>	<b>40.00</b>	<b>0.40</b>	<b>500</b>

Source: Survey.

In comparison to other states, in Telangana, about 60 per cent of women belonging to the OBC category reportedly benefited from the training while one per cent of the beneficiaries in Bihar and Jammu & Kashmir also reported that they are not aware of the castes to which they belonged.

## 5. EDUCATIONAL STATUS

As regards the educational status of the beneficiaries, Table 3.5 shows that a majority of the beneficiaries had completed high to higher secondary schooling, and this proportion was 92 per cent in Assam, followed by 86 per cent in Rajasthan. The number of beneficiaries with elementary level of education was high in Telangana at 43.3 per cent. In Meghalaya, 30 per cent of the trainees were graduates, while the corresponding figure was 16 per cent each in Gujarat and Telangana.

Table 3.5: Educational Status of the Beneficiaries (%)							
S. No.	States	Illiterate	I-VIII	IX-XII	Graduation	Others	Total (Nos.)
1.	Assam	0.00	8.00	92.00	0.00	0.00	50
2.	Bihar	0.00	7.00	78.00	14.00	1.00	100
3.	Gujarat	0.00	5.00	79.00	16.00	0.00	100
4.	Jammu & Kashmir	9.00	2.00	84.00	5.00	0.00	100
5.	Meghalaya	0.00	0.00	70.00	30.00	0.00	20
6.	Rajasthan	0.00	6.00	86.00	8.00	0.00	100
7.	Telangana	0.00	43.33	40.00	16.67	0.00	30
	<b>Total</b>	<b>1.80</b>	<b>7.40</b>	<b>79.80</b>	<b>10.80</b>	<b>0.20</b>	<b>500</b>

Source: Survey.

Barring the state of Jammu and Kashmir, where 9 per cent of the beneficiaries were illiterate, there are no illiterates in the rest of the states. Cross-tabulation of these results with the age of the beneficiaries indicates that a majority of the beneficiaries who undertook the training are still students in the school-going age.

## 6. OCCUPATIONS OF THE TRAINEES

The survey findings on the occupational data of beneficiaries reveal that the e-Swavlambika programme, on the whole, mostly targeted the non-working group such as students and housewives, followed by a small proportion of salaried and self-employed women. The proportion of students who participated in the training was higher in Rajasthan, followed by Assam and Gujarat, and these beneficiaries were mostly enrolled in the course on digital literacy.

S. No.	States	House wife	Salaried	Self-employed	Student	Total (Nos.)
1.	Assam	38.00	0.00	0.00	62.00	50
2.	Bihar	55.00	13.00	0.00	32.00	100
3.	Gujarat	29.00	17.00	0.00	54.00	100
4.	Jammu & Kashmir	32.00	33.00	10.00	25.00	100
5.	Meghalaya	50.00	10.00	0.00	40.00	20
6.	Rajasthan	21.00	15.00	0.00	64.00	100
7.	Telangana	83.33	0.00	0.00	16.67	30
	<b>Total</b>	<b>38.20</b>	<b>16.00</b>	<b>2.00</b>	<b>43.80</b>	<b>500</b>

*Source:* Survey.

It may be observed that in Telangana, about 85 per cent of the target beneficiaries were housewives, who showed interest in the digital literacy training as well as livelihood enhancement programmes like ornament-making, tailoring, and LED bulb-making. In states like Bihar, Meghalaya, and Assam too, a substantial number of housewives enrolled for this programme. The self-employed women, who showed interest in the skill development training, belonged only to Jammu & Kashmir. Further, in Jammu & Kashmir, 33 per cent of the trainees were salaried employees, with a substantial proportion of the trainees in Gujarat and Rajasthan also belonging to this category of workers.

## **7. INCOMES OF THE TRAINEES**

Table 3.7 presents information on the income levels of the trainees. As can be observed, all the trainees in the states of Assam and Telangana fell in the no-income bracket while the proportion of such women was significantly high in Bihar, Gujarat, and Rajasthan, wherein most of the trainees were either students or housewives.

About 14 per cent of the trainees in Jammu & Kashmir, 10 per cent in Meghalaya, and 7 per cent in Gujarat were earning incomes ranging between Rs. 5,000 and Rs. 10,000 per month. In Jammu & Kashmir, the beneficiary women were engaged in the production of handicrafts along with other crafts.

Table 3.7: Monthly Incomes of the Beneficiaries (%)						
S. No.	States	No Income	< Rs. 5000	Rs. 5,000 – 10,000	> Rs. 10,000	Total (Nos.)
1.	Assam	100.00	0.00	0.00	0.00	50
2.	Bihar	89.00	11.00	0.00	0.00	100
3.	Gujarat	84.00	9.00	7.00	0.00	100
4.	Jammu & Kashmir	57.00	29.00	14.00	0.00	100
5.	Meghalaya	90.00	0.00	10.00	0.00	20
6.	Rajasthan	85.00	2.00	13.00	0.00	100
7.	Telangana	100.00	0.00	0.00	0.00	30
	<b>Total</b>	<b>82.60</b>	<b>10.20</b>	<b>7.20</b>	<b>0.00</b>	<b>500</b>

Source: Survey.

Some of the trainees were also earning incomes in the range of Rs.5000-Rs.10,000 and though the number of such women was small, on the whole, the states of Jammu & Kashmir and Rajasthan had a significant number of women in this category. In both these states, the women were found to be engaged in the creation of handicrafts or similar art forms.

On summarising the key findings on the status of beneficiaries of the e-Swavlambika training, it may be stated that the training programme more or less covered diverse groups of women with significant representation being accorded to every category of women in terms of their age groups, caste affiliations, work status, and earning levels. In addition, the reach of the programme also spread to different villages and districts of the selected states. However, it may also be noted that though the outreach of the programme significantly covered the easy-to-reach category of beneficiaries like students, it still needs to extend greater coverage to the difficult-to-reach groups. The next chapter discusses the findings from the field on the course of the training and its outcome.

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## CHAPTER 4

### PROGRAMME DELIVERY STATUS: e-SWAVLAMBIKA

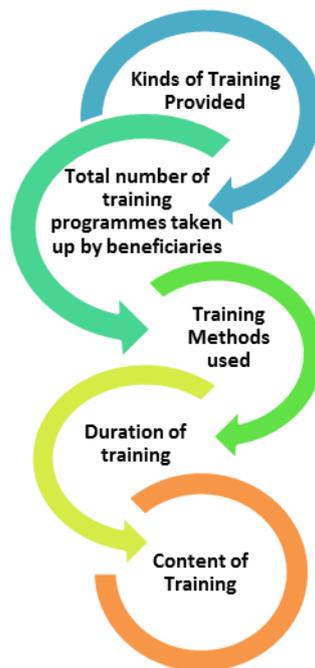
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#### INTRODUCTION

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This chapter presents a discussion on the training process and the status of programme delivery of e-Swavlambika by the CSCs in the seven selected states. It covers components such as the kinds of training provided, the total number of training programmes undertaken by the beneficiaries in different states, duration of the training, content of the training taught, and the methods adopted to conduct the training. The key components covered in this chapter are outlined in Figure 4.1.

Figure 4.1: Components under Status of Programme Delivery



Source: Survey.

## KINDS OF TRAINING CONDUCTED

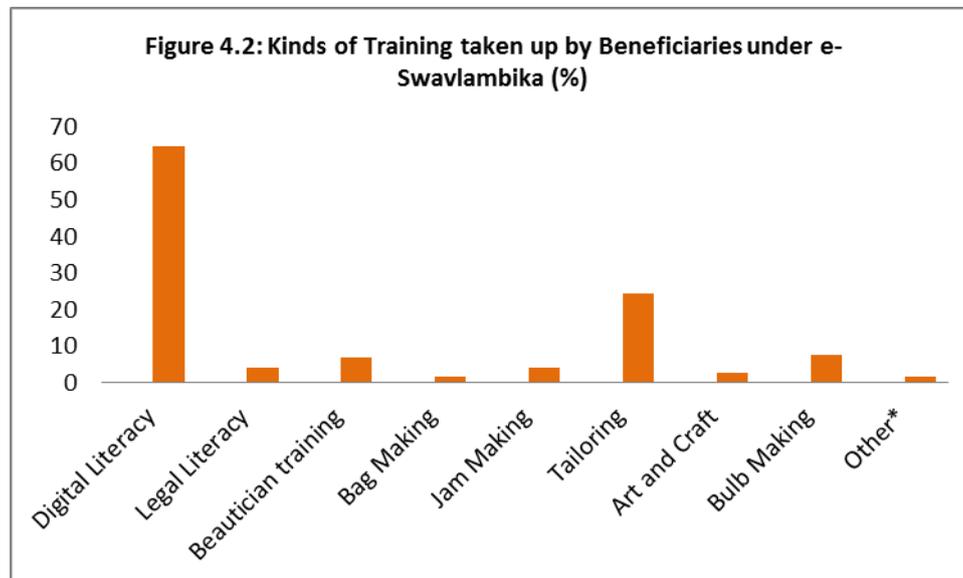
The training provided under the e-Swavlambika programme can be classified into the categories of literacy training and skill development training. The literacy training entailed training the respondents in basic computer skills and applications, equipping them with basic legal knowledge and awareness, and providing them with the relevant information that would make them financially literate. The skill development training also included a range of activities. The trainees were encouraged to hone their skills by enrolling in beautician courses, and learning new skills such as tailoring, bag-making, jam-making, and LED (light-emitting diode) bulb-making. Table 4.1 highlights the different kinds of training offered by the CSCs in the different states.

<b>S. No.</b>	<b>States</b>	<b>Training Offered</b>
1.	Assam	Digital literacy; Legal literacy; Financial literacy; Investor Awareness Programme; Spoken English; Making of ornaments; Making of doll with socks; Making things out of waste; Tailoring
2.	Bihar	Digital literacy; Tally; Legal literacy; Beautician training; Tailoring; LED bulb-making
3.	Gujarat	Digital literacy; Legal literacy; Financial literacy; Beautician training; Tailoring; LED bulb-making; Making things out of waste; Making idols for festivals; Spoken English
4.	Jammu & Kashmir	Digital literacy – how to use the phone, make online payment, send mails and create a Google account; Legal literacy; Financial literacy; Tailoring; Beautician training; Spoken English; Bulb-making; Jam-making
5.	Meghalaya	Digital literacy; Hardware and software; Legal literacy; Food processing; Jam-making
6.	Rajasthan	Digital literacy – using the smartphone, tab, Internet, etc.; using e-commerce websites; Legal literacy; Financial literacy; Tailoring; Beautician training; LED bulb-making; Handicraft; Paper craft; TV cover designing; <i>Pooja</i> plate decoration; Painting; Tailoring; Bag-making; Embroidery
7.	Telangana	Digital literacy; Legal literacy; Financial literacy; Making silk thread ornaments; Spoken English; Tailoring; LED bulb-making; Paper plate making

*Source:* Interviews with VLEs, 2017.

Figure 4.2 presents the kind of training undertaken by the beneficiaries in all the seven states, and it may be observed that the training on digital literacy was the most popular among all types of training, as about 65 per cent of the trainees had enrolled for that programme. The next popular course across the seven states was that of tailoring, in which 24 per cent of the respondents had enrolled. In contrast,

the proportion of trainees enrolling in beautician courses (7 per cent) and bulb-making (8 per cent) was smaller. Approximately 4 per cent of the trainees learnt jam-making and received training in legal literacy while less than 2 per cent of the trainees were interested in learning bag-making, and in art and craft activities.



Source: Survey.

The state-wise analysis indicates that 95 per cent of the trainees in Bihar had enrolled for the digital literacy training whereas nearly 10 per cent of the trainees in the state participated in the training for LED bulb making, and arts and craft training, and 11 per cent underwent training for the beauticians' course. While 7 per cent of the respondents in Bihar enrolled for legal literacy, there was little enthusiasm among the trainees in the state for enrolling in activities such as jam-making, bulb-making and tailoring. In contrast, in Jammu & Kashmir, only 3 per cent of the trainees in the state learnt basic computer application skills whereas a large proportion of the respondents (60 per cent) received training for tailoring. While 24 per cent of the trainees learnt skills related to bulb-making and 13 per cent learnt bag-making skills, there was negligible participation of the women in Jammu & Kashmir for the beautifications', bag-making, and arts and crafts courses.

**Table 4.2: Kinds of Training Taken up by Beneficiaries (%) Multiple Response**

S. No.	State	Basic Computer	Legal Literacy	Beautician	Bag-making	Jam-making	Tailoring	Art and Craft	Bulb-making	Other *
1.	Assam	92.00	0.00	8.00	0.00	0.00	0.00	0.00	0.00	0.00
2.	Bihar	95.00	7.00	11.00	0.00	0.00	0.00	10.00	10.00	0.00
3.	Gujarat	81.00	5.00	9.00	4.00	1.00	14.00	3.00	3.00	1.00
4.	Jammu & Kashmir	3.00	0.00	0.00	0.00	13.00	60.00	0.00	24.00	4.00
5.	Meghalaya	85.00	0.00	0.00	0.00	15.00	0.00	0.00	0.00	0.00
6.	Rajasthan	67.00	8.00	10.00	4.00	4.00	32.00	1.00	1.00	4.00
7.	Telangana	46.67	0.00	0.00	0.00	0.00	53.33	0.00	0.00	0.00
	<b>Total</b>	<b>64.60</b>	<b>4.00</b>	<b>6.80</b>	<b>1.60</b>	<b>4.20</b>	<b>24.40</b>	<b>2.80</b>	<b>7.60</b>	<b>1.80</b>

*Note:* \* Includes Financial Literacy, spoken English and other kinds of training.

*Source:* Survey.

In the North-Eastern states of Meghalaya and Assam, an overwhelming percentage of the trainees took part in the digital literacy training. While 92 per cent and 85 per cent of the women in Assam and Meghalaya, respectively, learnt basic computer application skills, the participation of the women in these two states in the legal literacy, bag-making, tailoring, arts and crafts, and bulb-making courses was negligible. However, 8 per cent of the respondents in Assam took part in the beauticians' course, and 15 per cent of the trainees in Meghalaya participated in the jam-making training. In Telangana, 53 per cent of the trainees enrolled for the tailoring programme, and 46 per cent of them learnt Basic Computer Application Skills but there were few training centres imparting skills on jewellery-making. There was negligible participation of the trainees in Telangana in other training courses such as bulb-making, jam-making, bag-making or legal literacy. There was comparatively higher participation of the trainees in all activities in the states of Rajasthan and Gujarat versus the other states. In Gujarat, as many as 81 per cent of the trainees in Gujarat learnt Basic Computer Application Skills, 5 per cent took part in the legal literacy training, 14 per cent learnt tailoring while 3 per cent learnt bulb-making and took interest in art and crafts activities. In addition, 9 per cent of the women in the state enrolled for the beauticians' programme but only 4 per cent and 1 per cent learnt bag-making and jam-making, respectively.

In Rajasthan, on the other hand, 4 per cent of the trainees learnt bag-making and jam-making but only one per cent of them were interested in art and crafts activities, and bulb-making. As regards the other courses in Rajasthan, 8 per cent of the trainees participated in the legal literacy training, 10 per cent enrolled for the beauticians' course, 32 per cent took up tailoring and 67 per cent learnt basic computer applications.

### NUMBER OF TRAINING PROGRAMMES TAKEN UP BY THE BENEFICIARIES

Under the e-Swavlambika programme, three categories of training were offered to the candidates, wherein, digital literacy training was made a compulsory course. Similarly, candidates were allowed to opt for more number of skill based trainings, however, there were restrictions on the other kinds of training like legal literacy, financial literacy, etc. which has been discussed in the previous chapter.

As a whole, under e-Swavlambika, about 87 per cent of the trainees attended only a single training programme while 10 per cent of the trainees attended more than one training programme. Less than 3 per cent of the trainees attended three types of training programmes.

S. No.	State	Only One Training	Two Trainings	Three Trainings	More than Three Trainings
1.	Assam	100.00	0.00	0.00	0.00
2.	Bihar	72.00	23.00	5.00	0.00
3.	Gujarat	83.00	14.00	3.00	0.00
4.	Jammu & Kashmir	100.00	0.00	0.00	0.00
5.	Meghalaya	100.00	0.00	0.00	0.00
6.	Rajasthan	82.00	13.00	4.00	1.00
7.	Telangana	100.00	0.00	0.00	0.00
	<b>Total</b>	<b>87.40</b>	<b>10.00</b>	<b>2.40</b>	<b>0.20</b>

Source: Survey.

In the states of Assam, Meghalaya, Jammu & Kashmir, and Telangana, all the trainees attended only one type of training programme. Approximately 83 per cent of the trainees in Gujarat and Rajasthan attended only one training while close to 14 per cent of the trainees in these two states attended two types of training programmes, and less than 5 per cent of the trainees in Bihar, Gujarat, and Rajasthan attended three types of training programmes (including both literacy programmes and skill development training). In Bihar, on the other hand, 72 per cent of the trainees attended only one training, while 23 per cent, the highest percentage amongst all states, of the trainees attended two types of training programmes.

Additionally, Rajasthan was one such state where one per cent of the trainees took part in more than three trainings offered by e-Swavlambika. A handful of women in Rajasthan even participated in 4–5 training programmes, which included digital literacy training, 1 course out of legal literacy or financial literacy and 2 to 3 types of skill based training (tailoring, beauticians' training, handicraft, etc.).

## **METHODS OF TRAINING**

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The VLEs of the CSCs in different states adopted different modes to conduct the training. Lectures, demonstrations, and practical means were the three mediums via which the training was conducted. While lectures entailed the dissemination of lessons and classes, and teaching students verbally, demonstrations included a practical display of what was sought to be taught in the lessons. These practical lessons allowed the trainees to practise and learn the requisite skills alongside the trainers. In most of the states, a combination of all three teaching methods was adopted with lectures being more predominant than the others. As a whole, 77 per cent of the respondents indicated that their training was conducted by using practical means while 74 per cent of them also claimed that lectures were used as a medium for training. Demonstrations as a teaching medium were not used as widely as only 47 per cent of the trainees being imparted training through the same. Demonstrations were used mainly for skill enhancement courses like jam-making, bag-making, tailoring, and beauticians' training, wherein the VLEs had arranged for experts to perform practical lessons before the students. Since digital literacy was

the most preferred training, it was imparted only through lectures and practical classes, rather than demonstration.

S. No.	State	Lecture/Verbal	Demonstration	Practical
1.	Assam	82.00	54.00	52.00
2.	Bihar	100.00	64.00	46.00
3.	Gujarat	100.00	56.00	75.00
4.	Jammu & Kashmir	72.00	9.00	90.00
5.	Meghalaya	15.00	100.00	85.00
6.	Rajasthan	42.00	43.00	100.00
7.	Telangana	33.33	56.67	100.00
	<b>Total</b>	<b>73.60</b>	<b>47.20</b>	<b>76.80</b>

Source: Survey.

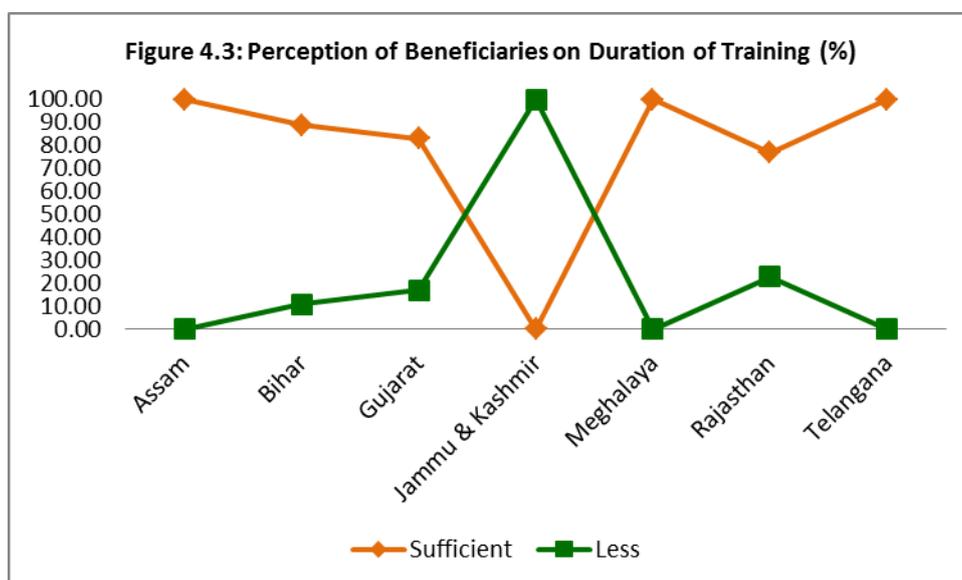
In Telangana and Rajasthan, the use of practical means was dominant as all the trainees indicated that they were allowed to gain practical experience as part of the training. And the proportion for the same was also high in Jammu & Kashmir (90 per cent) and Meghalaya (85 per cent), as these two are hilly areas where trainees had access to varieties of fruits and they gained more practical exposure by actually engaging in the fruit processing mechanism. The use of practical means as a method of training was less popular in Assam and Bihar, where only 52 per cent and 46 per cent of the trainees used the same (Table 4.4).

While demonstrations as a method of teaching were used dominantly in Meghalaya, the use of the same was minimal in Jammu & Kashmir (9 per cent). Close to 56 per cent of the trainees in Assam, Gujarat, and Telangana noted that they had been privy to practical demonstrations as part of the training programme while the corresponding proportions were 43 per cent and 36 per cent in Rajasthan and Bihar, respectively. Lectures were dominantly used in Bihar and Gujarat as all the respondents were trained via this teaching medium. Similarly, 82 per cent of the trainees in Assam, and 72 per cent in Jammu & Kashmir were trained through this

medium. Lectures were, however, less popular in Meghalaya and Telangana where only 15 and 33 per cent of the respondents, respectively, received training through the same.

### DURATION OF TRAINING

As part of the impact assessment, trainees were also asked their views on the duration of different training programmes in all the seven states. Across the spectrum, 70 per cent of the respondents felt that the duration for most training sessions was sufficient. However, trainees who enrolled in skill development programmes such as tailoring, jam-making or the beauticians' course in some states claimed that the durations of the sessions were too short or insufficient, and did not allow enough time for them to learn and practice. Trainees in Jammu & Kashmir faced this limitation in particular as training sessions in the state were not of sufficient duration.



Source: Survey.

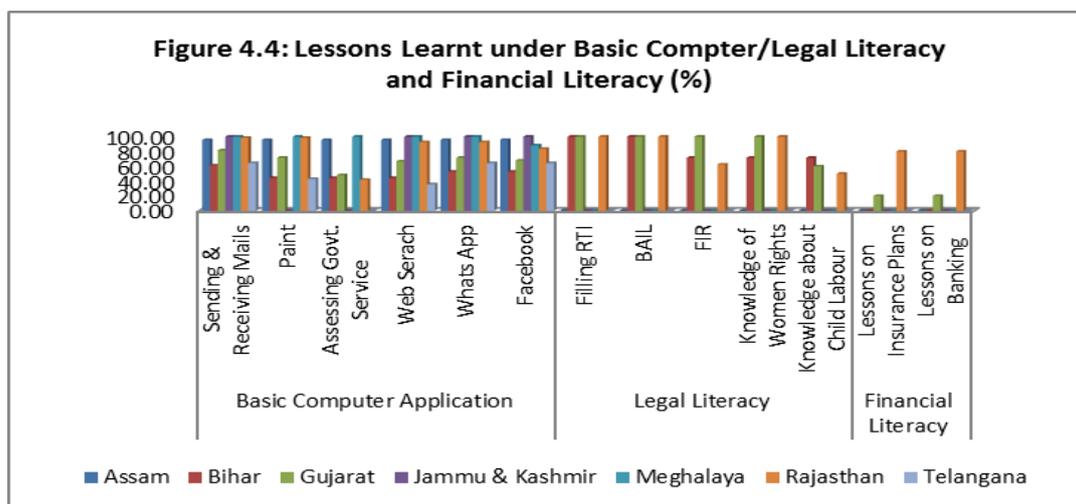
Thus, while most of the trainees in Assam, Meghalaya, and Telangana were happy with the duration of the different training programmes, the respondents in Jammu & Kashmir remained unsatisfied with the same. Similarly, 23 per cent, 17 per cent, and 11 per cent of the trainees in Rajasthan, Gujarat, and Bihar, respectively also claimed that the durations of the training sessions were inadequate.

## LESSONS OF THE TRAINING

The e-Swavlambika programme offered different lessons for the different training programmes which the beneficiaries opted to enrol in. Based on the course taken up, the local experts in the area were invited for the training workshops by the VLEs. The forthcoming analysis is based on the responses of the beneficiaries who had taken up the particular course. For instance, in Rajasthan, only 20 respondents had enrolled for the programme on legal literacy. Hence, the response on the lessons under legal literacy was obtained only from this set of beneficiaries and not from the total of 100 respondents, as the others had opted for different programmes.

### 1. LESSONS UNDER DIGITAL LITERACY, LEGAL LITERACY AND FINANCIAL LITERACY

As part of the digital literacy training, the respondents were trained in browsing the Internet, accessing the web for learning about government services, sending and receiving e-mails, and using social media sites such as WhatsApp and Facebook, and software such as Paint and Microsoft. The trainees were also taught how to operate digital devices such as computers, smartphones, and tablets.



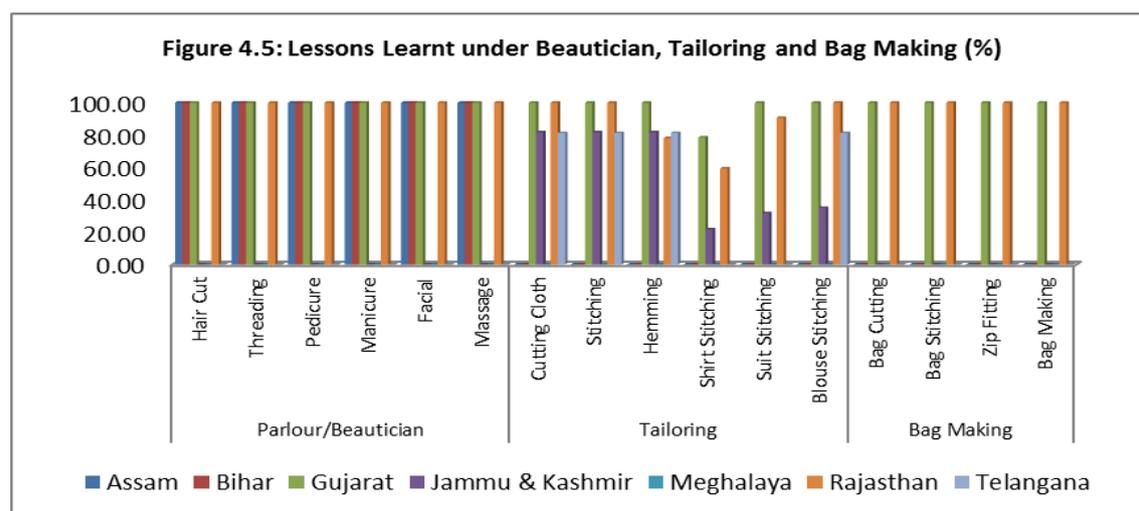
Source: Survey.

In Assam, Meghalaya, and Jammu & Kashmir, almost all the respondents stated that these lessons were taught. In Bihar and Telangana, less than half the respondents affirmed having received all the lessons.

As far as the legal literacy training is concerned, the training was offered only in the states of Bihar, Gujarat, and Rajasthan. In all these states, lessons on filing First Information Reports (FIRs), taking bail, filing the Right to Information (RTI), and child and women’s rights, were taught to the beneficiaries, which was affirmed by the respondents in all the three states. However, in Rajasthan and Bihar, only 60-70 per cent of the respondents reported receiving lessons on FIR and child labour. This could perhaps be due to the fact that only some of the trainees attended the entire training programme as the others found it too technical and skipped some of the classes.

## 2. LESSONS UNDER BEAUTICIAN, TAILORING AND BAG-MAKING

As regards the training for the beauticians’ course, the states of Assam, Bihar, Gujarat, and Rajasthan ostensibly offered training in the course and almost all the beneficiaries confirmed witnessing demonstrations on hair-cuts, threading, pedicure, manicure, facials, and massage as part of this training.



Source: Survey.

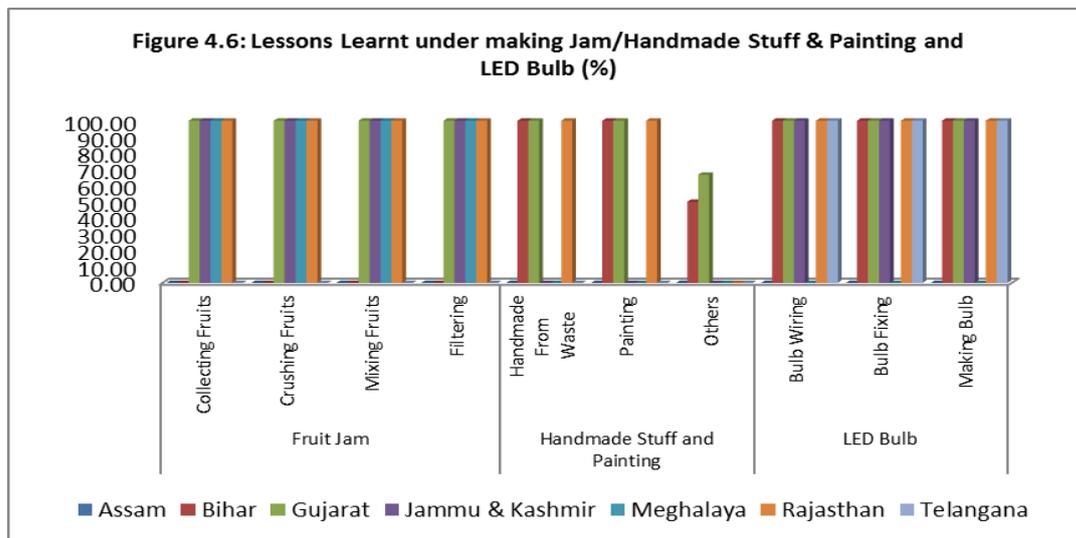
The tailoring course was offered in the states of Gujarat, Rajasthan, Jammu & Kashmir, and Telangana, and almost all the trainees who had taken up the tailoring course in Gujarat and Rajasthan confirmed that they were taught the cutting of

clothes, stitching, hemming, and stitching of shirts, suits, and blouses. In Gujarat, 78 per cent of the respondents reported being taught shirt stitching, but the corresponding figure was only 21 per cent in Jammu & Kashmir. This could be because women in Jammu & Kashmir were not interested in shirt stitching, which is why they did not attend those sessions. In Jammu & Kashmir, the response rate was also poor for the stitching of suits and blouses too, while the response rate was higher for other aspects of stitching. This confirms that only the basic procedures in stitching were taught to them and the duration for teaching the remaining aspects was not sufficient.

Bag-making was taught only in Gujarat and Rajasthan, and all the respondents who had taken up this training confirmed receiving lessons on cutting, stitching, and zipping of bags. However, some of the trainees expressed concern at not being able to find a market for the bags produced by them.

### 3. LESSONS UNDER BULB-MAKING, JAM-MAKING, AND ART AND CRAFT

Fruit jam-making was a skill taught in the four states of Gujarat, Jammu & Kashmir, Meghalaya, and Rajasthan, and all the trainees stated having received lessons on collecting fruit, crushing, mixing, filtering, and processing the fruits.



Source: Survey.

Similarly training courses on handmade stuff such as jewellery-making, toy-making, silk thread making, idol-making, paper plate-making, and making wealth out of waste, were conducted in Bihar, Gujarat, and Rajasthan. Further, painting and training in other creative activities like making of *mehandi* (henna) designs, embroidery work, and curtain making was also imparted. The other kinds of training were received by about 50 to 60 per cent of the trainees.

LED bulb-making was also a popular course attended by the trainees of Bihar, Gujarat, Jammu & Kashmir, Rajasthan, and Telangana, and almost all the trainees confirmed that they were taught bulb wiring and fixing. In Telangana, a respondent reported that she has been able to earn Rs. 50,000 per annum after acquiring skills in LED bulb-making and starting her own business in that activity.

It can thus be summarized that the programme of e-Swavlambika had been implemented in the different states in a systematic manner, which is reflected in the response of the trainees. Many of the popular courses, such as jam-making and puppet-making, which reflected the local flavours, were also taught by the CSCs in the different states. Similarly, the responses of the beneficiaries on the lessons taught and methods of training were also positive. However, the issue of insufficient duration of training for certain courses needs to be addressed in the future editions of the programme. The next chapter analyses the impact of the training programmes on the beneficiaries.

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## CHAPTER 5

### IMPACT OF e-SWAVLAMBIKA: FINDINGS FROM SEVEN STATES

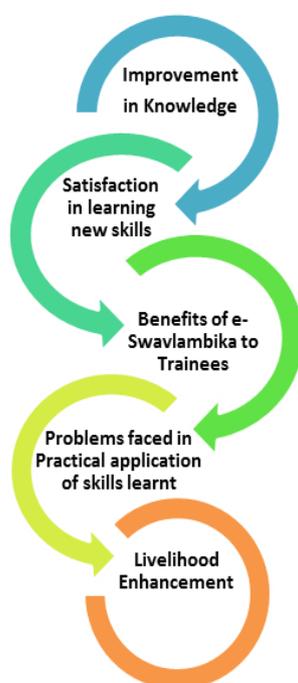
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#### INTRODUCTION

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This chapter analyses the impact of the e-Swavlambika training on the beneficiaries. The impact is assessed in terms of the improvement in knowledge, benefits that the programme offers the trainees, the new skills acquired by the beneficiaries and the impact in terms of livelihood enhancement, in terms of the number of beneficiaries who have derived employment, the kind of work undertaken, and the income generated from the skills acquired (Figure 5.1). Further, the limitations faced by the beneficiaries in the practical application of their learnings are also discussed in the chapter.

Figure 5.1: Parameters to Assess the Impact of e-Swavlambika on the Beneficiaries



Source: Survey.

## 1. BENEFICIARIES' PERCEPTIONS REGARDING THE SKILLS/KNOWLEDGE ACQUIRED

Efforts were made to explore the perceptions of the beneficiaries regarding the impact of the training. The trainees were asked whether their awareness and knowledge levels had improved or were enhanced post the training. A majority of the beneficiaries reported that their knowledge of digital, financial and legal literacy had improved after the training. A few trainees also stated that they had learnt about insurance plans from the training programme, a subject about which they had no previous knowledge.

For 92 per cent of the trainees in Assam, the training contributed towards improving their knowledge of digital literacy, teaching them how to access e-mails, use social media, and browse the Internet to learn about and gain access to government schemes.

**Table 5.1: Perceptions of the Beneficiaries on Their Learning Levels (%) Multiple Answers**

S. No.	States	Improved Knowledge in:				Total (Nos.)
		Digital Literacy	Financial Literacy	Insurance Plans	Legal Literacy	
1.	Assam	92.00	--	--	--	50
2.	Bihar	82.00	48.00	38.00	35.00	100
3.	Gujarat	84.00	52.00	47.00	29.00	100
4.	Jammu & Kashmir	--	--	--	13.00	100
5.	Meghalaya	85.00	--	--	--	20
6.	Rajasthan	79.00	57.00	56.00	29.00	100
7.	Telangana	46.67	16.67	6.67	--	30
<b>Total</b>		<b>64.40</b>	<b>32.40</b>	<b>28.60</b>	<b>21.20</b>	<b>500</b>

*Source:* Survey.

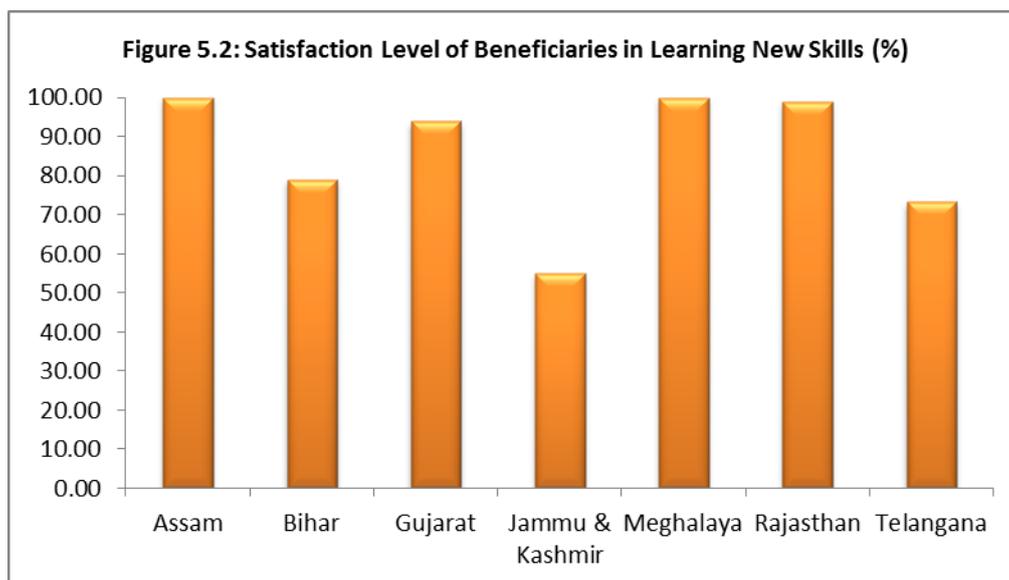
Note: In Jammu & Kashmir, the respondents did not give any feedback on their learning level on digital literacy, whereas in other states with blank response, the beneficiaries had not opted for the course.

More than 50 per cent of the trainees in Rajasthan and Gujarat found the training on financial literacy to be helpful, and in particular in Rajasthan, the respondents reported opening bank accounts and being able to operate them after acquiring the training. Improved knowledge on investment plans was also reported by the

respondents in Rajasthan, Gujarat, and Bihar. Likewise, enhanced knowledge in legal aspects was reported by the beneficiaries in Bihar, Rajasthan, Gujarat, and Jammu & Kashmir. However, in comparison to the other aspects of training, knowledge on legal aspects was reported to be low due to the technical nature of the issues and the complexities involved in it.

## 2. SATISFACTION LEVEL OF BENEFICIARIES IN LEARNING NEW SKILLS

The impact assessment also took into consideration the degree to which the trainees were satisfied with the new skills learnt. A majority of the beneficiaries in the states of Assam, Meghalaya, and Rajasthan were satisfied with the new skills they had acquired under the e-Swavlambika programme and found them to be productive. As a variety of training programmes were undertaken in these states, the women had a wider selection to choose from, which led to greater participation and support from the trainees.



Source: Survey.

While in Gujarat, 94 per cent of the trainees were satisfied with the new skills learnt, in Telangana and Jammu & Kashmir, about 50 per cent of the respondents felt that the training was productive and effective. While respondents in Telangana were

happy with the classes on LED bulb-making, the trainees in Jammu & Kashmir reported of insufficient duration of the training in some courses.

### 3. BENEFITS OF E-SWAVLAMBIKA FOR THE TRAINEES

The respondents were asked about the kinds of benefits offered by the programmes in terms of improvement in knowledge, awareness levels, and confidence levels. On the whole, about 88 per cent of the respondents averred that the programmes had resulted in an increase in their awareness levels, irrespective of the kind of training they had opted for. Almost all the respondents in Bihar and Meghalaya were happy with their increased awareness levels. In Rajasthan, 79 per cent of the beneficiaries stated that the programme was beneficial in improving their awareness levels. For instance, some of the beneficiaries stated that the legal literacy provided helped them immensely in terms of informing them of their rights.

Table 5.2: Benefits of e-Swavlambika for the Trainees (%)					
S. No.	States	Improvement in:			Total (Nos.)
		Awareness Level	Knowledge	Confidence Level	
1.	Assam	92.00	100.00	100.00	50
2.	Bihar	100.00	84.00	74.00	100
3.	Gujarat	92.00	95.00	92.00	100
4.	Jammu & Kashmir	80.00	33.00	36.00	100
5.	Meghalaya	100.00	100.00	100.00	20
6.	Rajasthan	79.00	100.00	99.00	100
7.	Telangana	90.00	56.67	73.33	30
	<b>Total</b>	<b>88.80</b>	<b>79.80</b>	<b>78.60</b>	<b>500</b>

Source: Survey.

In terms of improvement in knowledge, all the trainees in Assam, Meghalaya, and Rajasthan reported improved knowledge on various aspects of the training programme. They reported that, after the training, they were able to enhance their working knowledge of various skills, like sending mails, doing online shopping, and sending photographs through WhatsApp. Similarly, the trainees who had taken up other kinds of training reported benefiting in terms of improved knowledge in

making puppets (Rajasthan), making LED bulbs (Telangana), and making different varieties of jam (Jammu & Kashmir).

Many of the respondents asserted that the new skills and types of knowledge acquired by them during the training helped improve their confidence levels, encouraging them to explore new opportunities and career choices. With the exception of Jammu & Kashmir (see Figure 5.2), most of the trainees in the other states endorsed this view and stressed that they had become more confident after the training. It may be argued that the inability of the women in Kashmir to benefit as extensively from the training as women in the other states did could be a product of the conservative mindset of the society in addition to the constant security threats faced by them.

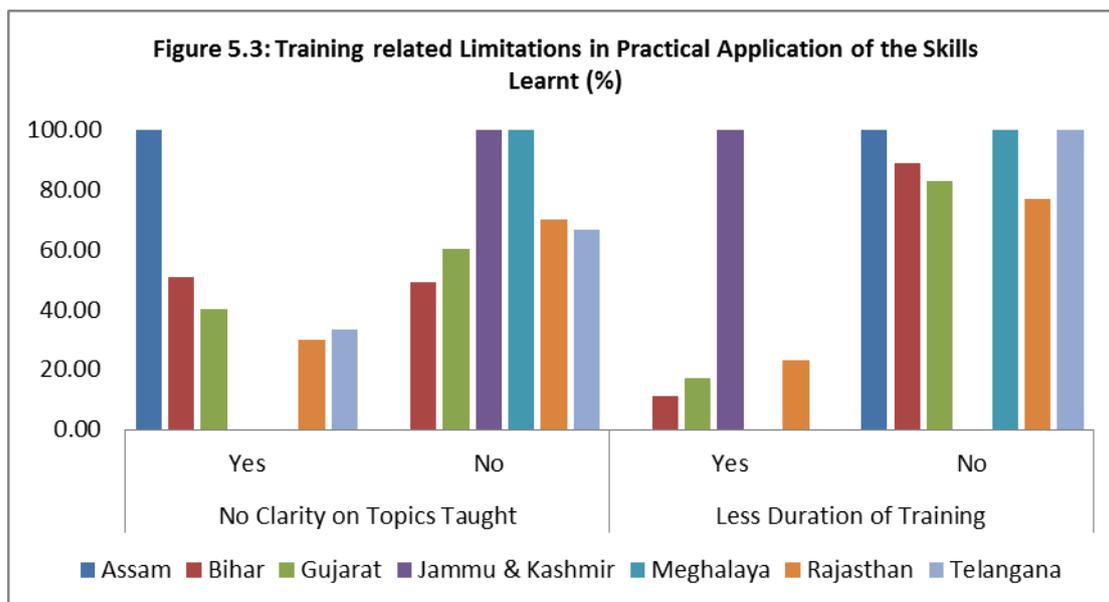
#### **4. LIMITATIONS FACED IN PRACTICAL APPLICATION OF THE SKILLS LEARNT**

The impact assessment exercise also takes into consideration the limitations and challenges faced by the trainees in the practical application of the skills learnt by them. The challenges and limitations that the trainees encountered can be broadly divided into training-based limitations and limitations arising out of the family, society, or environmental constraints.

##### **a. Training-related Limitations**

With respect to the training, two kinds of limitations were reported by the trainees, that is, regarding clarity on the topics and the duration of training (Figure 5.3). Almost all the respondents in Assam and around 45 per cent in Bihar and Gujarat reported not having much clarity on the topics of training. In Assam and Bihar, the respondents felt that the trainers were not able to explain the concepts clearly. Except for the content on digital literacy, the contents related to financial literacy, investment plans or legal literacy were found to be too technical, due to which the respondents cited lack of clarity on the topic of training. This prevented them from

acquiring the confidence needed to practically apply the skills learnt. However, all the respondents in Meghalaya and Jammu & Kashmir had clarity regarding the topic of training. Since most of the programmes offered in these states were related to skill training (such as tailoring and beauticians' training), which entailed practical sessions and demonstrations, they found the curriculum of the training interesting.



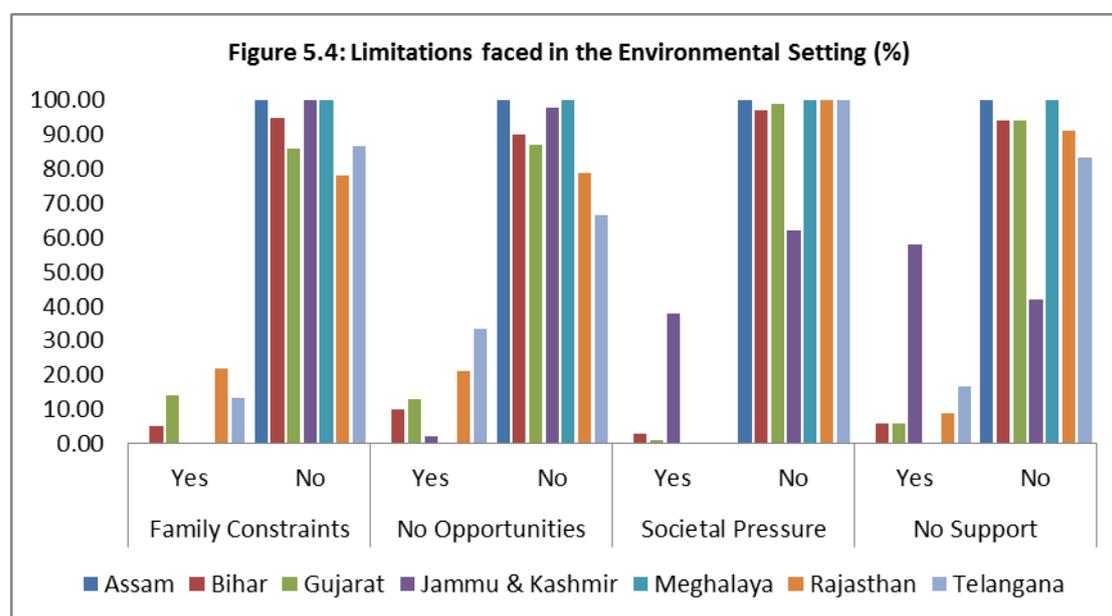
Source: Survey.

For a majority of the trainees in Jammu & Kashmir, and for a proportion of the trainees in Rajasthan and Gujarat, the duration of the training sessions was a contentious issue. Although the skill development programmes taught under e-Swavlambika were found to be interesting and received a lot of support from the women in Jammu & Kashmir, it was reported that the duration of the training was not long enough to enable the trainees to actually retain and practise the new skills learnt.

### b. Limitations Faced in the Social Setting

The practical application of the skills acquired by the women also became difficult for the trainees owing to various social and cultural limitations. Social pressures, family constraints, lack of opportunities, and the absence of a support system made it difficult for some trainees to fully take advantage of the training provided and the skills learnt thereof. As is evident from Figure 5.4, a majority of the respondents in the seven states did not face such limitations. However, for the few trainees seeking

employment or opportunities for income generation after learning new skills, the social restrictions acted as impediments.



Source: Survey.

About 22 per cent and 14 per cent of the respondents in Rajasthan and Gujarat, respectively, reported facing family-related constraints. Most of the husbands were not interested in sending their spouses to work and the women were just expected to take care of the family. Thus, the women lacked support even from home for starting their own enterprises. Similarly, 33 per cent of the respondents in Telangana, 21 per cent in Rajasthan, and around 10-13 per cent in Gujarat and Bihar stated that they did not have access to sufficient opportunities to take up work or to start a small business. In contrast, almost all the respondents in Assam, Meghalaya, and Jammu & Kashmir reported that they faced no such problem, if they wanted to start their own ventures. In Assam, one of the respondents revealed that the trainees were grouped into various Self-help Groups (SHGs) and financial support was mobilised for them in making handmade jewels. Even in Jammu & Kashmir, women were working in a group in the jam-making training programme. In Jammu & Kashmir, 38 per cent of the women also reported facing social pressures in working or setting up a business. On the positive side, it

may be noticed that women in the other states did not face such social pressure. Again, the issue of financial support in starting a business or support in getting a job was a major challenge in Jammu & Kashmir, as reported by 58 per cent of the trainees.

## 5. LIVELIHOOD ENHANCEMENT AND EMPOWERMENT

In terms of the overall outcome of the training, the study sought to assess the extent to which the e-Swavlambika programme had contributed in enhancing the livelihood and social empowerment of the trainees. Subsequently, the trainees were asked to report on livelihood enhancement, jobs, income and respect in the society, and their experiences are depicted in Table 5.3. On the whole, it may be noted that e-Swavlambika has made an impact on livelihood as about 19 per cent of the beneficiaries reported enhancement in their livelihood after the training programme. Similarly, 17 per cent and 9 per cent, respectively, reported getting new jobs and earning more income after the training, which is a remarkable achievement. Another noteworthy outcome is the respect the trainee gained within her family and community, as reported by more than 50 per cent of the trainees, which is a remarkable sign of social empowerment.

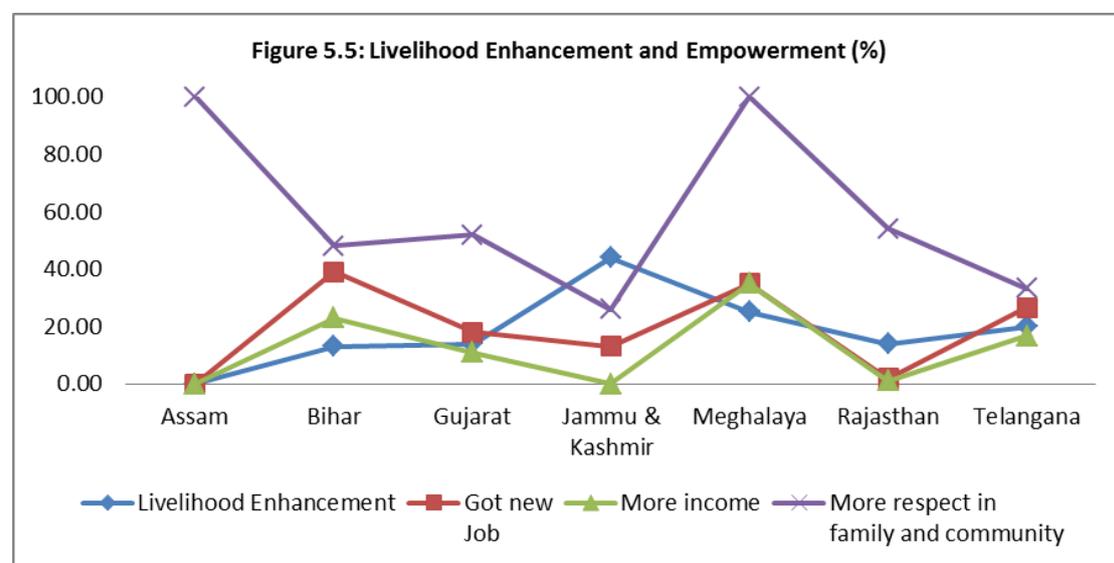
Table 5.3: Livelihood Enhancement and Empowerment (%) Multiple Answers						
S. No.	States	Livelihood Enhancement	Got a New Job	More Income	More Respect in Family and Community	Total (Nos.)
1.	Assam	0.00	0.00	0.00	100.00	50
2.	Bihar	13.00	39.00	23.00	48.00	100
3.	Gujarat	14.00	18.00	11.00	52.00	100
4.	Jammu & Kashmir	44.00	13.00	0.00	26.00	100
5.	Meghalaya	25.00	35.00	35.00	100.00	20
6.	Rajasthan	14.00	2.00	1.00	54.00	100
7.	Telangana	20.00	26.67	16.67	33.33	30
	<b>Total</b>	<b>19.20</b>	<b>17.40</b>	<b>9.40</b>	<b>52.00</b>	<b>500</b>

Source: Survey.

Although in Jammu & Kashmir, lack of support and the prevalence of social pressures made it difficult for trainees to take up employment or generate income,

interestingly, 44 per cent of the beneficiaries still claimed that the training programme had enhanced their means of livelihood. This could primarily be attributed to the fact that for the women who are able to overcome the barriers restricting their participation in the public realm, the opportunities now available to them can greatly benefit them and help them gain mobility.

About 25 per cent of the trainees in Meghalaya and Telangana reported enhancement of their livelihoods and empowerment as a consequence of the skills and knowledge acquired by them during the training. In Assam, the beneficiaries felt that the training led to their social empowerment as they earned greater family respect and social esteem.



Source: Survey.

In Assam, it may be noted that the scope of livelihood enhancement was poor, as none of the respondents reported of the same. However, all the beneficiaries in the state feel socially empowered, as they feel that the training contributed in helping them earn family respect and social esteem. As regards the prospects of getting a new job are concerned, a larger proportion of trainees in Bihar, Meghalaya, and Telangana were able to secure new jobs like paper plate making (in Bihar), making silk thread ornaments (in Telangana), and jobs entailing teaching and typing work for

those who had undergone digital literacy training. Similarly, impact of the programme in earning more income was reported by 35 per cent, 23 per cent, and 16 per cent of the respondents, respectively, in Meghalaya, Bihar, and Telangana. In Bihar, one of the respondents claimed to be earning Rs. 12,000 per month from tailoring, while another respondent has secured a job in Bank from which she is earning Rs. 10,000 per month. In Telangana, one of the beneficiaries reported earning Rs. 50,000 per year from LED bulb-making, while another was earning Rs. 6,000 per month from the making of ornaments using silk threads. In Rajasthan only one per cent of the respondents reported an increase in income. However, case studies from Rajasthan reveal that a substantial number of women are now earning sizeable income from various work, such as running a beauty parlor (Rs. 10,000 per month), and puppet making (Rs. 3,000 to Rs. 5,000 per month).

The response of the beneficiaries on questions pertaining to the aspect of 'respect in family and community' is remarkable in almost all states, as a large proportion of the beneficiaries felt that the training had contributed in earning self-respect within the family and respect within the community. The corresponding proportion was 100 per cent in Assam and Meghalaya, and 50 per cent in Gujarat and Rajasthan.

Thus, on the whole, it can be stated that the e-Swavlambika programme had had a noteworthy impact on the well-being of the people, as most of the respondents had shared their experiences of improvements in knowledge, acquisition of new skills and sizeable incomes. Still out of the 500 respondents surveyed, only 96 stated that they had been able to improve their livelihoods. Further, though only a small proportion of the women were able to get jobs and earn adequate incomes. Nevertheless, the impact of the programme on the beneficiaries, even if they constitute a small proportion of the overall beneficiaries, is still a remarkable achievement, which would act as a motivating factor for the other trainees as well. The next chapter presents case studies of some beneficiaries in the surveyed states and the impact of the programme in the surveyed states.

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## CHAPTER 6

### SELECTIVE CASE STUDIES ON CAPACITY BUILDING AND LIVELIHOOD GENERATION UNDER e-SWAVLAMBIKA

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#### INTRODUCTION

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The main aim of the e-Swavlambika programme is to promote women's empowerment by encouraging them to learn new skills, expand their abilities, and ensure a better standard of living by exploring livelihood enhancement opportunities. Chapter 5 showcased how the programme had aided the women in acquiring new skills such as operating a computer, stitching clothes, and making jam. However, it was also highlighted that of the 500 women interviewed, only 20 per cent reported enhanced livelihood post the training. Although this is a small proportion, the success stories of such women ought to be disseminated to encourage more women to overcome the limitations that prevent their participation in the public sphere, acquire the requisite skills and enhance their livelihood by taking up new work. This chapter documents some of the success stories of the trainees who benefited from the training programme and were empowered by it.

#### CASE METHODOLOGY

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In order to capture the case studies in different states, the following methods were adopted:

- Telephonic interviews with the VLEs;
- Semi-structured interviews with the key beneficiaries;
- Collection of proofs in the form of photographs and documents to check the veracity of the information shared; and

Following is a delineation of some of the success stories in terms of both the implementation and impact of the programme.

### **INNOVATIVE TRAINING TO SUIT LOCAL REQUIREMENTS**

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Some of the CSCs in the select states offered new kinds of training to suit the local requirements of the women. Such innovative training that matched the local needs of the beneficiaries enabled women to gain meaningful employment and help shoulder the financial responsibilities of the household. In Assam, for instance, while a training programme on toy making was being run for some of the beneficiaries, others were simultaneously taught methods of waste utilisation to produce effective products. In Gujarat, trainees with creative skills were encouraged to utilise these skills for tasks like idol making. Trainees in Rajasthan were also encouraged to hone their artistic skills by participating in training sessions on puppet making, *mehandi*<sup>2</sup> designs, and *pooja thali*<sup>3</sup> making. Trainees in Telengana also learnt how to make ornaments from silk thread and how to string pearl jewellery.

#### **1. TRAINING ON LED BULB MAKING: LIGHTING LIVES OF RURAL WOMEN IN GUJARAT**

In the Surat district of Gujarat, the capacity building and livelihood enhancement training under the e-Swavlambika programme emphasised skill development for empowering women. A number of women in the district have been involved in making LED bulbs and consequently earning approximately Rs. 7,000–10,000 per month.



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<sup>2</sup> The art of applying temporary henna tattoos on the hands and feet.

<sup>3</sup> A plate or tray for holding various materials of worship like lamps, flowers, incense sticks, etc.

## **2. CREATIVE POOJA THALI MADE BY CREATIVE HANDS: RAJASTHAN**

Despite being a school drop-out and being unable to complete primary education, a trainee in Rajasthan is now earning an income of Rs. 5,000 a month owing to the new skill of decorating worship plates that she has acquired through the e-Swavlambika training. This trainee has also become confident enough to earn her livelihood based on this skill as she started making decorative *thalis* for the festive season.



### **TRAINING METHOD**

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The methods adopted for training play a critical role in determining the impact of the training and the ability of the trainees to respond to and learn from the training. Effective teaching methods can go a long way in enhancing the skills and knowledge levels of trainees and consequently facilitate social empowerment of the trainees. Following is a snapshot of the use of such methods in some of the states under the programme.

### **1. LEARNING BY DOING: PRACTICAL METHOD OF TEACHING**

In some states such as Bihar, Assam, and Jammu & Kashmir, practical methods of training were adopted instead of the conventional theoretical methods. This made the training sessions more interactive and engaging. Practical demonstrations also allowed the trainees to learn by doing thus ensuring encouraging greater precision and efficiency.



## **2. MAKING PAPER PLATES: AN INTERESTING SESSION OF TRAINING VIA AUDIO/VIDEO**

The VLEs in Telangana made special efforts to train women in activities and crafts going beyond the basic training components outlined in the e-Swavlambika programme. One such activity included the training imparted in the making of paper plates. According to a respondent in Telangana, the trainee was able to teach her daughter how to make paper plates after having learnt the same through the CSC.



### **STORIES OF ENHANCED SKILLS**

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The e-Swavlambika project has not only strengthened the existing skill sets of some of the trainees but also equipped them with new forms of knowledge and enhanced their capacity building initiatives. The following sections highlight the successful case studies in different states:

#### **1. CREATIVITY IN WORKING: PUPPET MAKING IN RAJASTHAN**

Under the skill development training provided by e-Swavlambika, trainees in Rajasthan also learnt the art of puppet-making. After gaining the necessary experience and equipping herself with the requisite knowledge and skill, a trainee started making puppets in her house. With the support of her family and husband, she started producing enough puppets to be able to supply to the local toy shops, thus earning about Rs. 3,000–5,000 a month and being able to contribute to the household income significantly. This not only helped the couple pay off their debts and repay loans but also made it possible for their children to



access better education. Her future plans involve opening a shop of her own, the process of which she has already begun by training others in the art of puppet making.

## **2. HANDICRAFTS AND OTHER TRAININGS IN TELANGANA**

In Telangana, in addition to the general skills imparted in the training programme, the trainees were also taught to make ornaments using silk threads, and pearl stringing, as well as paper plate making and other handicrafts. Since the



women found such training interesting, the VLEs were able to mobilise greater participation and support for them. Presently, some of the trainees are engaged in producing decorative crafts at the CSC located near their area. They are happy with the income they are earning from the skills acquired by them, hoping to find new opportunities in the future.

## **3. FROM DIGITAL ILLITERACY TO DIGITAL LITERACY: CASE FROM GUJARAT**

The trainees of the e-Swavlambika programme in Gujarat, who were earlier digitally illiterate and had negligible knowledge of ICT, can not only operate more than three digital devices post the training but are also able to teach others how to use the



Internet to access social media and use the same for accessing government schemes.

The trainees also express their gratitude to the CSC for offering them training and the opportunity to be financially independent.

## **INCOME GENERATION AND LIVELIHOOD ENHANCEMENT**

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In addition to generating awareness, enhancing knowledge levels, and promoting skill development, the programme has helped trainees earn income from the skills learned. The following cases highlight such success stories where the training imparted helped the beneficiaries to earn incomes.

### **1. CREATIVE TOYS EARNING BOTH SMILES AND INCOME: CASE FROM ASSAM**

In Assam, some of the trainees received training in waste management and utilisation of used materials such as socks to make soft toys. Others also learnt to make artificial traditional Assamese jewellery using waste material such as paper. Such new initiatives helped these trainees earn additional income and explore the possibility of new ventures.

### **2. CASE OF PAPER PLATE MAKING FROM TELANGANA**

After completing the e-Swavlambika training, many women from Telangana have made the transition from being home-makers to being self-employed. A sizeable number of these women trained in the craft of paper plate making, which was not only a new skill they learnt but which also opened up other possibilities for them. While some of them were not completely satisfied with the income they were presently earning (Rs. 900–1500 per month), they are now confident of increasing their incomes by selling their new products and augmenting their businesses.



### **3. JOB CREATION IN JAMMU & KASHMIR**

After the training, a handful of trainees in Jammu & Kashmir initially started preparing jam for household consumption. After receiving financial assistance and family support, some of the trainees were able to expand their production to meet the small demands of neighbours, friends and family. Presently, some trainees are receiving assistance from their VLEs in opening small jam-making centres and running them as business ventures. For some trainees in the state, the greatest benefit of the training has been their social empowerment through income generation activities. Another beneficiary is believed to have secured a job in a local school after having being trained in digital literacy.

### **4. ENHANCED EARNING FROM HANDMADE JEWELS IN TELANGANA**

Another trainee in Telangana has been successful in earning Rs. 1,500–2,000 a month by selling hand-made jewellery. She learnt how to make bangles, ear rings and other products out of silk thread during one of the training sessions of e-Swavlambika, which has allowed her to contribute to her family's income. With continuous support from her family, she now hopes to broaden the scope of the craft and engage in it on a larger scale.



## **CONCLUSION**

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The ICT training and other skill building workshops have played an important role in changing the lives of women after training under the e-Swavlambika programme. While, on one hand, the training helped some of the participants in generating additional income, in other cases, it introduced women to new employment

opportunities. Most significantly, the training has encouraged the women to become self-reliant and to recognise and optimise their own potential. By encouraging women to take up employment, the training has in a way paved the way for breaking the gender divide of public and private participation. While opening up a new set of opportunities for the women, the training programme has also encouraged women to venture out into hitherto unexplored areas such as initiation of small or marginal business activities, thus facilitating sustainable livelihood enhancement. The success achieved by some of the trainees can also have a rippling effect on the other trainees if they are offered initial support until they are able to stabilise their businesses. It is hoped that such interventions would continue in the future to aid more beneficiaries to seek sustainable livelihood opportunities emanating from the e-Swavlambika project.

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## CHAPTER 7

### CONCLUSIONS AND RECOMMENDATIONS

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This chapter highlights the key findings of the evaluation study undertaken for the e-Swavlambika training programme. Based on the analyses made, it also offers a few suggestions and key recommendations for improving the implementation of such programmes in future.

#### FINDINGS OF THE STUDY

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The evaluation made an analysis of various aspects of the programme such as the number of beneficiaries covered under e-Swavlambika, programme delivery of e-Swavlambika, and the impact of the programme on the beneficiaries. Following are the key findings that emerged from the assessment made.

#### A. FINDINGS RELATED TO BENEFICIARY COVERAGE

- The primary beneficiaries of the e-Swavlambika programme were women in the age group of 21-30 years, including a large number of students.
- As many as 60 per cent of the participants in the training programme in all the seven states were unmarried women. However, in the states of Telangana, Meghalaya and Bihar, the participation of married women in the training programme was higher than that of their unmarried counterparts. The training programme has not covered much of the destitute women such as widows and divorcees.

- A majority of the beneficiaries had acquired education up to the higher secondary school level, with the proportion of such beneficiaries being more than 85 per cent in Assam, Jammu & Kashmir and Rajasthan.
- More than 80 per cent of the beneficiaries fell in the no-income bracket while about 10 per cent reported earning an income of less than Rs. 5,000 per month.

#### **B. FINDINGS RELATED TO PROGRAMME DELIVERY OF E-SWAVLAMBIKA**

- The programme provided literacy-based training (digital literacy, legal literacy, and financial literacy) and skill development training (LED bulb-making, tailoring, jam-making, etc.). The study reveals that apart from the common components of the training, additional lessons on jewellery-making, paper plate-making, puppet-making, idol-making, and miscellaneous art and craft activities were also taught as part of the training programme. Training on the making of artificial jewellery was imparted in Assam, Rajasthan, and Telangana, while training in the making of toys, puppets and idols was popular in Assam, Gujarat and Rajasthan.
- Different teaching methods were adopted by the VLEs in different states. While overall lectures and verbal training were the more prominent teaching methods adopted, in Jammu & Kashmir and Rajasthan, demonstrations were widely used as teaching methods, as the skill development programmes such as jam-making and tailoring necessitated that mode of training. Practical lessons or learning by doing methods were used for training in the beautician and bulb-making trainings.
- While most trainees stated that the duration of the training programmes was sufficient, trainees in Jammu & Kashmir claimed that the training period was short. As most the trainees had enrolled for skill development courses such as tailoring, and jam-making, in the states, trainees were of the opinion that such skills required longer and more regular training sessions.
- The trainees were taught about various components of the skills they were being imparted, and most of them seemed satisfied with the content of almost all kinds of training. However, the trainees found the content of the

legal literacy and financial literacy training to be too technical. In Jammu & Kashmir, the respondents enrolled in the tailoring programme averred that the content of the training was superfluous, covering only basic stitching procedures and that they were not taught how to stitch complete outfits like shirts, suits, or blouses.

**C. FINDINGS RELATED TO IMPACT OF THE TRAINING ON THE BENEFICIARIES**

- Most of the respondents who had undergone digital literacy training stated that they had learnt various aspects like sending/receiving e-mails, web browsing, accessing government services online, and using the social media sites, Facebook and WhatsApp. A handful of trainees in Rajasthan also learnt how to open bank accounts, and to make investments under different schemes, among other things, through the training on financial literacy.
- More than 70 per cent of the respondents in the seven states reported improvements in their awareness levels, as well as knowledge and confidence levels, while in Jammu & Kashmir and Telangana, the respondents pointed out the need for practising the skills acquired during the training, which would help augment their knowledge and confidence levels.
- A small proportion of the women participants, including a little less than 20 per cent of the total respondents in Rajasthan and Gujarat, who wanted to take up new jobs or set up their own businesses, reported facing certain family-related constraints. In addition, 33 per cent of the women in Telangana said that they lacked access to opportunities for taking up new assignments, whereas 38 per cent of the respondents in Jammu & Kashmir claimed that societal pressures and limitations acted as major obstacles in their realisation of their aspirations.
- Among the total beneficiaries, 19 per cent reported deriving the benefit of livelihood enhancement, 17 per cent said that they had managed to secure new jobs, 9 per cent claimed to have had augmented their incomes, while as

many as 52 per cent of the women also contended that they had been able to gain the respect of their family and community. Within the states, 44 per cent of the respondents in Jammu & Kashmir reported enhancement in livelihood post-training, 39 per cent in Gujarat claimed to have got new jobs, 35 per cent in Meghalaya were able to increase their incomes while 100 per cent of the respondents in Assam and Meghalaya reported gaining more respect in the family and community after the training.

- It was reported by the CSC centres that the list of trainees were submitted to the employment exchanges for job prospects.

#### **D. KEY FINDINGS BASED ON CASE STUDIES**

- In the states where the VLEs of different CSCs were proactive, the trainees received additional support in the training. The trainees were also encouraged to either seek work in or start their micro-enterprises that would allow them to hone the skills they had acquired during the training.
- The study shows that there is a perfect positive relationship between the level of satisfaction derived from the training and the benefits accruing from the training with some of the respondents having successfully started their own small business units offering beautician and tailoring services, or engaged in the making of ornaments, toys and puppets.

### **RECOMMENDATIONS AND SUGGESTIONS**

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The following recommendations have been made on the basis of the findings of the impact assessment survey.

#### **BENEFICIARY COVERAGE:**

- The results of the fieldwork clearly show that the chief beneficiaries of the training programme were students. Thus, efforts should be made to customise and restructure the training programmes to meet the requirements of this category of beneficiaries and ensure optimisation of their outputs and capacity utilisation.

- The kind of training being imparted under the programme could also prove to be more effective and useful for women lacking family support and thereby needing greater financial support, such as divorcees and widows. It is thus recommended that certain seats be reserved for women belonging to such categories in any future editions of the programme.

#### **IMPROVING PROGRAMME DELIVERY:**

- The provision of innovative training to the community members by the VLEs, in accordance with the local needs is appreciable. At the same time, there is need for systematically planning the content and duration of the training in order to ensure that the trainees derive optimal benefits from the training within the available time and resources.
- Some of the training programmes like the financial literacy and legal literacy training were found to be too technical for the trainees. Thus, in future, professional practitioners in the concerned fields can be commissioned to deliver the training to address the issue of the content and reach of the programme.
- As regards the teaching methods adopted, greater stress should be laid on practical demonstrations of the lessons imparted during training. This would not only help make the learning process more interactive for the participants but also ensure precision in its implementation.

#### **TRAINING OUTCOMES:**

- It was observed that most of the beneficiaries were able to learn the different kinds of skills imparted during the training. However, they were unable to retain or assimilate the content of the training due to lack of sufficient practice in its practical application. Hence, the training programmes need to be planned and implemented in a more timely and pragmatic

manner, and need to be supported by follow-up sessions to promote better learning and to maximise its benefits.

- Lastly, while some of the trainees were interested in seeking employment based on the training programmes they participated in, their inability to access the right guidance and support prevented them from taking such initiatives. It is thus advisable to organise career guidance workshops for such trainees wherein they can be informed of various avenues for finding jobs or identifying markets for their produce or obtaining financial support for their micro-enterprises.

## CONCLUSION

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It may, therefore, be concluded that as per the impact assessment study, the e-Swavlambika training programme has succeeded in uplifting the socio-economic status of at least some of the trainees across the seven states selected for implementation of the programme. Further efforts, however, need to be made to broaden the scope of the training and to ensure its better implementation in future. It has also been observed that the training has been successful in equipping at least some of the targeted women with unique skill sets to enable them to become self-reliant by taking up employment, or generating income through the setting up of their own enterprises. The training has also generated awareness among the women about the critical issues of gender equality and individual empowerment. Many of the women have been able to utilise their newly acquired skill sets for improving the quality of their lives. The study also shows that skill development and literacy training can prove to be beneficial and effective only if they are backed by financial assistance, and support from the family and society. A conscious effort needs to be made to usher in an ideological transformation in the manner and mindset of perceiving the issue of women's empowerment to ensure optimisation of their potential.

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## ANNEX 1

### DETAILS OF THE SAMPLE BENEFICIARIES ACROSS THE SURVEYED STATES

S. No	State	District	Villages	No. of Beneficiaries
1	Assam	Kamrup	Chandrapur	39
			Chandrapur Bagisha	8
			Chandrapur Tatimara, Chandrapur Takurkuchi, Hajobori	3
2	Bihar	Patna	Budhani Chak, Achuara, Bajidpur, Bargaon, Barh, Barhiya, Bazidpur, Berhna, Bhuapur, Biharibigha, Chondi, Dayachak, Hafizpur, Jahidpur, Kazichak, Mekra, Mirachak, Pitaunjiya, Ranbigaha, Sadikpur	36
		Vaishali	Bajitpur Malahi, Bhikhan Pura, Chaksikandar, Dayalpur, Dighi Kala, Gobindpur Jhakbarha, Jamalpur, Jethui, Mansinpur Rajauli, Mansurpur, Shekhpura, Taiyabpur, Taiyabpur Bindtola	64
3	Gujarat	Amreli	Chital, Kadiyai, Lunidhar	11
		Banaskantha	Bhemal	1
		Bhavnagar	Sihor	3
		Mehsana	Savala, Sushi	2
		Panchmahal	Bhadrala, Dhandhalpur, Khandiya, Mangliyana, Nandarva, Sajivav, Shahera	18
		Rajkot	Maliya, Mota Bela, Mota Dahisara, Sarvad, Targhari	26
		Surat	Bamaniya, Dungari, Haldava, Kadiya, Karchelia, Kholvad, Kos, Mahuva, Mahuvariya, Mandvi, Morsali, Naldhara, Ondach, Vagheswar	35
		Tapi	Kalakva, Kanala, Kuida, Rani Amba	4
4	Jammu & Kashmir	Jammu	Aghwan, Arnia, Badhani, Badyal Qazian, Bakshi Colony, Balah, Balah Magowali, Bera, Bhagwan Chak, Chak Aslam, Chakrohi, Hansa Chakrohi, Jaboval Khurd, Jinder Kalan, Jinder Mehlu, Khamb, Kolan, Kool Khurd, Kothey, Kotli Merdian, Layain, Mana, Mana RS Pura, Mussa Chak, Ranbir Singh Pura, RS Pura, Sai Kalan, Salehar, Sangram Pur, Satrayan, Seer, Suchet Garh, Thikrian, Vill Bholi Chak, Villa Danna Ambo Shani	86
		Rajouri	Nowshehra Manpur	1
		Srinagar	Alamgaribazar, Dangarpura, Guzarbal, Narwara, Narwara Eidgah, Nawakadal, Noorbagh, Pathpora, Rajourikadal, Syedpora	13

<b>5</b>	Meghalaya	East Jaintia Hills	Tpep Pale Jowai	1
		East Khasi Hills	Laitkor, Laitkor Mawrie, Laitkor Mawrie Lumheh, Laitkyrhong, Madanrting, Mawber, Mawlai Kynton Massar, Mawlai Mawdatbaki, Mawlai Nongpdeng, Mawmuthoh, Pohkseh, Sohryngkham, Mphyrnai, Ur Masi U Joh Smit	16
		Ri-Bhoi	Umtung	1
		West Khasi Hills	Mawkawah, Pyndengrei	2
<b>6</b>	Rajasthan	Ajmer	Bansur, Kalyanagar, Majra Rawat	5
		Alwar	Alampur, Badh Bhaw Singh, Balawas, Balmik Mohalla, Bansur, Bhanot, Bhoopsera, Burala, Chatarpura, Devsan, Fatehpur, Gawda, Gunta, Guwara, Hajipur, Hamirpur, Jhijharpur, Kala Khana Bansur, Kalyanpura, Khohri, Kothal, Ladpur, Munglapur Bansur, Munglapur, Nangal Bhawsingh, Narayanpur, Rambag Mohalla, Rampur, Rampura, Shahpur, Upala Basna, VPO Khera	82
		Dungarpur	Ghotad	6
		Nagaur	Makrana	7
<b>7</b>	Telangana	Adilabad	Gimma Khurd, Mandagada	3
		Karim Nagar	Kallur, Madhapur	2
		Khammam	Aswapuram, Budugubazar, Chavitigudem, Chintiryala, Gollagudem, Gondigudem, Jaggaram, Mondikunta, Seetharamapuram	25
<b>Total</b>		<b>25 districts</b>	<b>190 villages</b>	<b>500</b>

*Source:* Survey.

## ANNEX 2

### E-SWAVLAMBIKA – INTERVIEW SCHEDULE FOR TRAINEES

STATE \_\_\_\_\_ DISTRICT \_\_\_\_\_ BLOCK \_\_\_\_\_

#### 1. QUALIFYING CRITERIA

S. No.	Particulars	Response(s)/Tick (where applicable)
1.	What all training did you attend: <i>(Basic Computer -1, Legal Literacy-2, Parlour/Beautician-3, Bag Making-4, Jam Making-5, Tailoring-6, Art and Craft-7, Bulb Making-8, Others-9 (specify)_____</i>	
2.	Skill Development Trainings attended: SD1: Parlour/Beautician including haircut, threading, pedicure, manicure , facial, massage etc.-3, SD2: Bag-making including stitching, cutting, fitting zip and buttons-4 SD3: Jam-making: Collecting fruits, crushing, mixing, filtering- 5 SD4: Tailoring: cutting, stitching, hemming, shirt stitching, suit stitching, blouse stitching etc. -6 SD5: Art and craft: Handmade stuff from waste material, painting- 7 SD6: Bulb-making: Wiring, fixing, making the bulb– 8 Others- 9 Please mention	

#### 2. BASIC INFORMATION

S. No.	Particulars	Response(s)/Tick (where applicable)
1.	Name of the respondent	
2.	Age	
3.	Marital Status <i>(Married-1, Unmarried-2, Widow-3, Divorcee-4)</i>	
4.	Caste <i>(SC-1, ST-2, OBC-3, General-4, Don't Know-5)</i>	
5.	Religion <i>(Hindu-1, Muslim-2, Christian-3, Others (Specify)-4)</i>	
6.	Educational Status <i>(Illiterate-1, Elementary Education (I-VIII)-2, Higher Secondary Education (IX-XII)-3, Graduation-4, Others (Specify)-5)</i>	

7.	Occupational Status before the training programme  <i>(Housewife-1, Casual Labour-2, Agricultural Income-3, Salaried-4, Self Employed-5, Others (Specify)-6</i>	
8.	Income  <i>(No Income-1, &lt;5000/month-2, 5000-10,000/month-3, 10,000-15,000/month-4, &gt;15,000/month-5</i>	

### 3. TRAINING COMPONENT

S. No.	Particulars	Response(s)/Tick (where applicable)		
		1.	What was the duration of the training programme	Days
2.	What was the method of the training:	Lecture/Verbal <i>(1)</i>	Demonstration <i>(2)</i>	Practical <i>(3)</i>
3.	What all have you learnt from the training programme: <ul style="list-style-type: none"> <li>Basic Computer <i>Sending/Receiving mail-1, Paint-2, Assessing govt. services-3, web search-4, WhatsApp-5, Facebook-6, others – 7 (specify)_____</i></li> <li>Legal Literacy <i>Filing RTI-1, Bail-2, FIR-3, Knowledge of Lok Adalat-4, child labour-5, Any Other-6</i></li> <li>Financial Literacy: <i>Knowledge about Insurance plans-1, Banking investment-2, Any Other-3</i></li> </ul>	Learnt (Tick)	Can Do/Use (Specify)	
<b>Observation if any (other than the codified one)</b>				
4.	What all have you learnt from the skill development programme: <ul style="list-style-type: none"> <li>SD1: Parlour/Beautician including <i>Haircut (1)</i> <i>Threading (2)</i> <i>Pedicure (3)</i> <i>Manicure (4)</i> <i>Facial (5)</i> <i>Massage (6)</i> <i>Any Other (Specify) (7)</i></li> <li>SD2: Bag making including <i>Cutting (1)</i> <i>Stitching (2)</i> <i>Fitting zip (3)</i> <i>Buttons (4)</i> <i>Any Other (Specify) (5)</i></li> </ul>	Learnt (Tick)	Can Do/Use (Specify)	

	<ul style="list-style-type: none"> <li>SD3: Jam making including</li> </ul>				
	<i>Collecting fruits (1)</i>				
	<i>Crushing (2)</i>				
	<i>Mixing (3)</i>				
	<i>Filtering (4)</i>				
	<i>Any Other (Specify) (5)</i>				
	<ul style="list-style-type: none"> <li>SD4: Tailoring including:</li> </ul>				
	<i>Cutting (1)</i>				
	<i>Stitching(2)</i>				
	<i>Hemming (3)</i>				
	<i>Shirt stitching (4)</i>				
	<i>Suit stitching (5)</i>				
	<i>Blouse stitching (6)</i>				
	<i>Any Other (Specify) (7)</i>				
	<ul style="list-style-type: none"> <li>SD5: Art and craft including:</li> </ul>				
	<i>Handmade stuff from waste material (1)</i>				
	<i>Painting(2)</i>				
	<i>Any Other (Specify) (3)</i>				
	<ul style="list-style-type: none"> <li>SD6: Bulb-making including:</li> </ul>				
	<i>Wiring (1)</i>				
	<i>Fixing (2)</i>				
	<i>Making the bulb (3)</i>				
	<i>Any Other (Specify) (4)</i>				
<b>Observation, if any (other than the codified one)</b>					
5.	Do you feel the training benefited you in any of the following ways?	<b>Yes (1)</b>	<b>No (2)</b>	<b>Not much (3)</b>	<b>Can't say (4)</b>
	<i>Awareness generation</i>				
	<i>Improved ICT knowledge/computer literacy</i>				
	<i>Improved knowledge on banking correspondence (investment plans)</i>				
	<i>Improved knowledge on insurance plans</i>				
	<i>Awareness generated on legal aspects</i>				
	<i>Capacity Building – New Skills learnt</i>				
	<i>Livelihood generation</i>				

	Any other benefit:
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#### 4. TRAINING OUTCOME FOR SKILL DEVELOPMENT

1.	What new things did you get to know after the training (List 2-3 uses of the training):			
2.	Do you think the programme has brought about any of the following changes in your life	<b>Major Change (1)</b>	<b>Minor Change (2)</b>	<b>No Change (3)</b>
	<i>Improvement in knowledge</i>			
	<i>Improvement in confidence level</i>			
	<i>Learnt new skill</i>			
	<i>Got new Job</i>			
	<i>More income</i>			
3.	Have you been able to use the new skills learnt in your day-to-day activities? If not, mention the reasons from any of the following:	<b>Response(s)/Tick (where applicable)</b>		
	<i>Lack of understanding about the topics taught</i>			
	<i>Lesser time of the training</i>			
	<i>Family Constraints</i>			
	<i>Can't find good Opportunities to use the skills</i>			
	<i>Community Problems</i>			
	<i>Can't find support</i>			
	<i>Others (Specify)</i>			

#### 5. TRAINING OUTCOME IN ENHANCING LIVELIHOOD

1.	Have you set up any shop/business after the training (or) Are you engaged in some work based on the training?	<b>Yes (1)</b>	<b>No (2)</b>
2.	If yes, mention, of what?:		
3.	If yes, how much income do you get from it per month?		



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