



# **Impact Evaluation of Nai Manzil Scheme**

Final Report – 3rd Version

January 2021

Confidential



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# Issue and Revision Record

Revision	Date	Originator	Checker	Approver	Description
AA	30-11-2020	SD/BD	VK	PS	Draft Report – 1 <sup>st</sup> Cut
AB	10-12-2020	SD/BD	VK	PS	Draft Report – 2 <sup>nd</sup> Version
AC	18-12-2020	SD/BD	VK	PS	Final Report – 1 <sup>st</sup> Version
AD	24-12-2020	SD/BD	VK	PS	Final Report – 2 <sup>nd</sup> Version
AE	05-01-2021	BD	VK	PS	Final Report – 3 <sup>rd</sup> Version

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**Document reference:** 421033 | AE MoMA-NM- Final Report- 3rd Version

**Information class:** Standard

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# 1 Executive Summary

Ministry of Minority Affairs was carved out of Ministry of Social Justice & Empowerment and created on 29<sup>th</sup> January 2006 to ensure a more focused approach towards issues relating to the notified minority communities namely Muslim, Christian, Buddhist, Sikhs, Parsis and Jain. The mandate of the Ministry includes formulation of overall policy and planning, coordination, evaluation and review of the regulatory framework and development programmes for the benefit of the minority communities.

Ministry of Minority Affairs (MOMA) launched Nai Manzil Scheme in order to promote a holistic development of the Minority community through an integrated education and livelihood initiative. The World Bank is partnering with MoMA by providing technical assistance, which includes 50% of the scheme's budget.

The scheme focuses on inclusion of minorities that were unable to receive formal education till VIII or X level. The Nai Manzil scheme is socially inclusive and gender sensitive with its explicit focus on vulnerable communities from minority communities. MoMA is already implementing a range of welfare schemes targeting the minorities with special attention to women, poor and vulnerable communities amongst minorities. The scheme provides training on Health and Life Skills and Labour Welfare Legislations to all its beneficiaries.

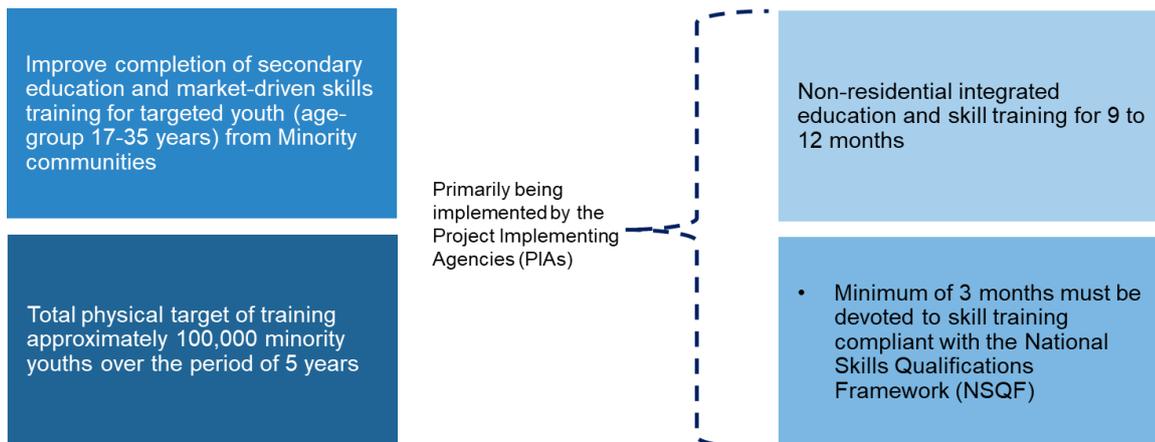
With India experiencing rapid economic growth in the last decade and some more, it has helped about 138 million people lift above poverty line (for the period of 2005-2012) but still there were certain sections of the society, majorly the minority communities in the country, who have not been able to ride the benefit of the economic growth and have not been able to capitalise. This has led to limited opportunities and unequal social and economic growth opportunities that are available to the minority community but is prevalent especially in Muslims (constituting about 75% of the overall minority population) where participation in the labour market is low, which leads to limited earning and livelihood opportunities and one of the main reasons is the low education and skill development amongst the community. The indicators of other minority communities are found to be slightly better, but with the expanse of the country and diversity of the regions, there are certain imbalances/disparities.

In 2015, along with technical assistance of the World Bank, Nai Manzil Scheme was launched on 8th August 2015 which is an integrated education and livelihood initiative for the minorities in India. The targets youth in the minority community with comprehensive education and skill development program, for those who do not possess a formal education certification for Class VIII or X.

The scheme was rolled out by engaging Project Implementation Agencies (PIA) across the various Minority Concentration Areas (MCAs) as defined by Ministry of Minority Affairs, covering cover Blocks, District HQs and towns with the overall target of 100000 students to be enrolled in open school for education and providing skill training/development for employment opportunities. NIOS was onboarded for providing the education certification under their Open Basic Education (OBE) Program, equivalent to the Elementary Education Program Level C (equivalent to Class VIII) and 'Secondary Level Examination Program' which is equivalent to Class X where subjects were to be taught for about 6 months. Along with the education component, beneficiaries were provided skill training for at least 3 months, PIAs selected those skill training courses that were compliant with National Skills Qualification Framework (NSQF). To aid the beneficiary, a stipend component was also added as a part of the scheme, where the beneficiaries were entitled to get INR 1000 per month and INR 1500 during the education certification and skill training certification stages respectively.

Now the initial phase of the scheme is coming to the end, in order to meet the project requirements, an evaluation assessment is being scheduled as per the requirement of the project design.

Scheme components/features for Nai Manzil are:



Scheme objectives for the study are: -



## Key Takeaways

- The scheme fulfils its objective of providing the opportunity of education and skill training certification which leads to employable opportunities to the vulnerable section of the society.
- The beneficiaries who have dropped out earlier have shown interest in enrolling for the scheme which can be verified by weighted average scores of above 4.5 satisfaction levels (with 5 being the absolute highest value) on: -
  - Counselling process prior to start of the programme
  - Expectations met by Nai Manzil Scheme
- It has been cited by about 97% Beneficiaries who have successfully completed the Nai Manzil Certification Course and impact on income due to the help of Nai Manzil / Certification
- It has been found that Nai Manzil scheme has improved the earning capabilities of the beneficiaries to a large extent.
- There is an improvement in the lifestyle of family/household members of the beneficiaries.
- Beneficiaries have also cited an increase in self-confidence, self-worth as well as capability to face challenges.
- Majorly young beneficiaries in the age group of 17-25 years are enrolled and provided for under the Nai Manzil scheme
- A good gender balance has also been achieved by enrolling women beneficiaries under the Scheme
- The scheme has enrolled at least half the beneficiaries who hail from families where they are first learner in their families giving them a chance to study coming from illiterate families.
- The Scheme has able to initiate a formal education to a large chunk of beneficiaries after a long gap which includes both male and female beneficiaries
- The scheme has played a significant role in providing employment/self-employment to about 2/3<sup>rd</sup> of the beneficiaries who have been surveyed and the remaining are
- 52% male and 46% female has enrolled under the Scheme to get formal education qualification, while 50% male and 45% female joined to get skill training.

- The scheme has helped the beneficiaries achieve employment within a short period of time (roughly within 5 months of completion of training) and providing the opportunity to earn and support their families
- Nai Manzil scheme has provided increase in income to the beneficiaries for everyone who has enrolled in the scheme with 68% beneficiaries citing that they got the job because of Nai Manzil.
- An overwhelming number of beneficiaries were found to have achieved their expectations by enrolling under the scheme and have deemed the scheme to be life changing for them
- PIAs had been found to have enough years' experience in implementing social sector schemes. Thus, the success of the program can also attribute to the selection of experienced PIAs.

## Recommendations

The scheme is designed quite well to provide equitable development of beneficiaries and aid them in sustaining themselves post successful completion of education certification and skill training certification thereby providing them with an opportunity to be employed in an organised sector. Consultant recommendations to help make the scheme more effective are listed hereunder:

- Existing duration of the skill training can be increased from 3 months to about 4 to 6 months
- The scheme can consider including higher secondary certification course to beneficiaries who successfully complete the 10<sup>th</sup> standard as well as dropouts in the community
- Education and skill training courses can be run simultaneously which can help achieve the objective of the training the beneficiaries to become more skilled and employable at a faster pace
- Regional languages can be used as a medium of instruction for education and skill training as well as the language for conducting exams.
- Introduce reward/award to be provided to beneficiaries for performing well in their exams/certifications.
- To encourage the PIAs to perform and accomplish the task of successful implementation of training and certification by providing incentives upon successful completion of certification of beneficiaries and accomplishing the placement targets can be introduced.
- Increase in stipend to the beneficiaries
- It is suggested that the stipend need to be enhanced to compensate for the loss of income for beneficiaries
- Adoption of online training modules
- Beneficiaries in the age group of 14-15 years to be included in the Nai Manzil scheme design
- Inter-PIA migration facility to be looked at as one of the options to reduce dropouts post enrolling in Nai Manzil scheme
- Separate NIOS portal may be developed and deployed for Nai Manzil
- A robust mechanism should be made to make sure that the beneficiaries receive the stipend on time which can be implemented by transferring the money directly to the beneficiaries account
- A real time mobile app can be set up to a single platform that to connect stakeholders MoMA, PIAs, industry/employers and beneficiaries
- Self-employment/entrepreneurship to be promoted for earning and obtaining livelihood opportunities
- Placement assistance cell can be set up by the MoMA
- Convergence with other Ministry of Minority Affairs schemes as well as other central ministries/state departments like MSME, Finance etc. for availing of credit facilities, market linkages, capacity building programs, procurement, MIS and Reporting etc.
- Start-up funds and incubation centre tie ups may be provided to beneficiaries to promote self-employment and entrepreneurship and thereby echoing the Atmanirbhar Bharat
- Equipment to be provided to females for gender specific skill training courses

- Scheme awareness needs to be increased amongst the larger sections of the minority community through community engagement
- Demand assessment exercise be carried out by Ministry of Minority Affairs to gauge the overall population of potential candidates for Nai Manzil scheme.
- Beneficiaries to be provided an option to getting placed even after completion of only education certificate in case the industry/employers want to recruit them.

### **Way forward for the scheme**

It has been identified that the significance of education and skill development is enormous which can help achieve poverty mitigation, improve the socio-economic condition of the minorities, provide them with economic growth, decrease the challenges faced due to social inequality and participate in the economic and development of the country.

Nai Manzil scheme under Ministry of Minority Affairs, which is an integrated education and livelihood initiative for the minority communities has been launched in 2015 with assistance from the World Bank. Nai Manzil has been a results-oriented scheme with the entire design of the scheme done in a manner that caters to this unmet demand where youths from minority communities who are school dropouts are given skill training and education and increase the livelihood opportunities in the mainstream economy. This is one of the innovative and pioneering schemes of its kind in the country which has integrated component of education and skill training built in.

It can be noticed that the study has shown encouraging results about the scheme during the short phase of its implementation. The scheme has in its short run tried to fulfill its objectives of providing the opportunity of education and skill training certification which leads to employable opportunities to the vulnerable section of the society which can be inferred from the study to be quite successful.

With a wide spread of the minority population in the country, there is ample scope of such a scheme to be taken to different parts of the country. Each state in the country has different resources, industries, cultures, practices, traditional markets and hence different requirements of educated and skill trained workforce which can be catered to by employing a large section of minority educated and trained youth.

It is therefore, recommended that the Nai Manzil Scheme should be extended going forward by providing the opportunities to the minority youth in the minority concentration areas to be brought into the mainstream economy after completing their education and skill training certification. The population of minority youths is quite large across the country and they require constant thrust and push to enable them to obtain employable skills and this is prevalent not just in the existing Minority Concentration Areas but also in the other areas with less concentration of minority communities. The scheme can incorporate to have another feature where the enrolment of the previous dropout candidates or those beneficiaries who were not enrolled in the previous phases thereby providing ample opportunity to them to uplift their socio-economic condition.

## 2 About Study

The report represents Impact Evaluation Study of Nai Manzil Scheme, a Central Sector Scheme being implemented by MoMA, Govt. of India for -Education and Skills Training of Minorities. Brief description of the scheme is provided below.

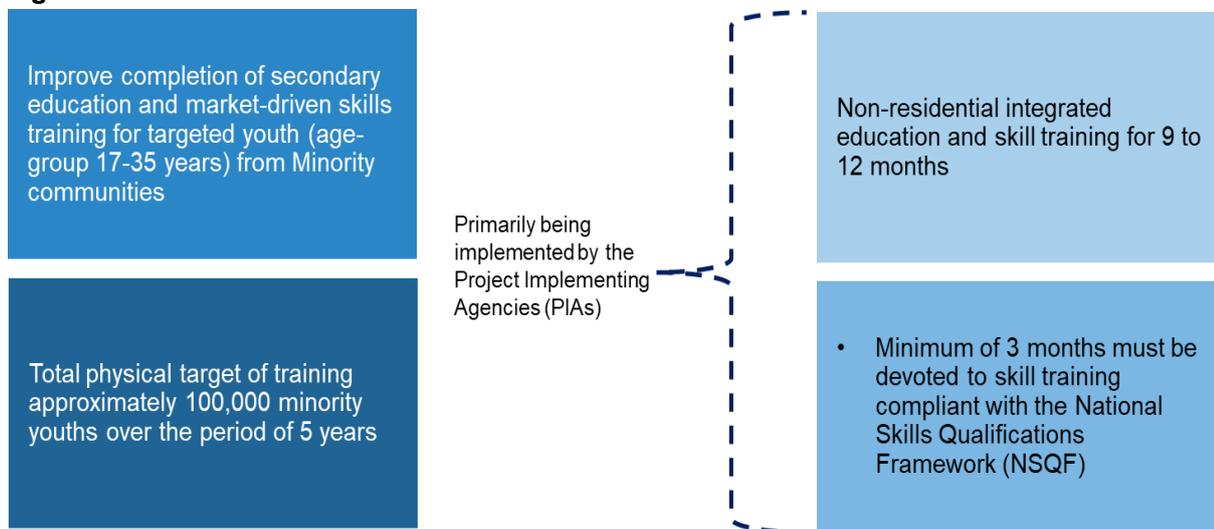
### 2.1 About Nai Manzil – Scheme Overview

The “Nai Manzil (“New Horizons”), Scheme- Education and Skills Training for Minorities Project hereafter referred to as `Nai Manzil or Nai Manzil Scheme or Scheme`, was launched by the Government of India as a comprehensive education and skill development scheme to support productive employment among Minority youth who do not possess a formal education certification for Class VIII or X. This scheme blends education with skill training. This is an initiative by Ministry of Minority Affairs to enhance employability of school dropouts.

- Education (open schooling certification equivalent to Class VIII or Secondary Level)
- Skills training
- Health and Life Skills Training
- Job Placement
- Post Placement Support
- Preventive Health Check-up and Medicines
- Financial Support
  - Monthly stipend of Rs. 1,000 for 6 months during education
  - Monthly stipend of Rs. 1,500 for 3 months during skill training.
  - Rs. 2,000 per month for 2 months after placement

Some of the scheme features are provided in the diagrammatic representation below.

**Figure 2.1: Scheme Features of Nai Manzil Scheme**



Source: Ministry of Minority Affairs

The scheme is being implemented by the Project Implementing Agencies (PIAs) who provide non- residential integrated education and skill training for 9 to 12 months, of which a minimum of 3 months be devoted to skill training compliant with the National Skills Qualifications Framework (NSQF). After completion of skill training according to the defined framework, the beneficiaries will be placed in jobs appropriate to their qualifications. The Project Implementation Agencies (PIA) essentially have to provide the following components to the beneficiaries as per the result-oriented framework/agreement with Ministry of Minority Affairs.

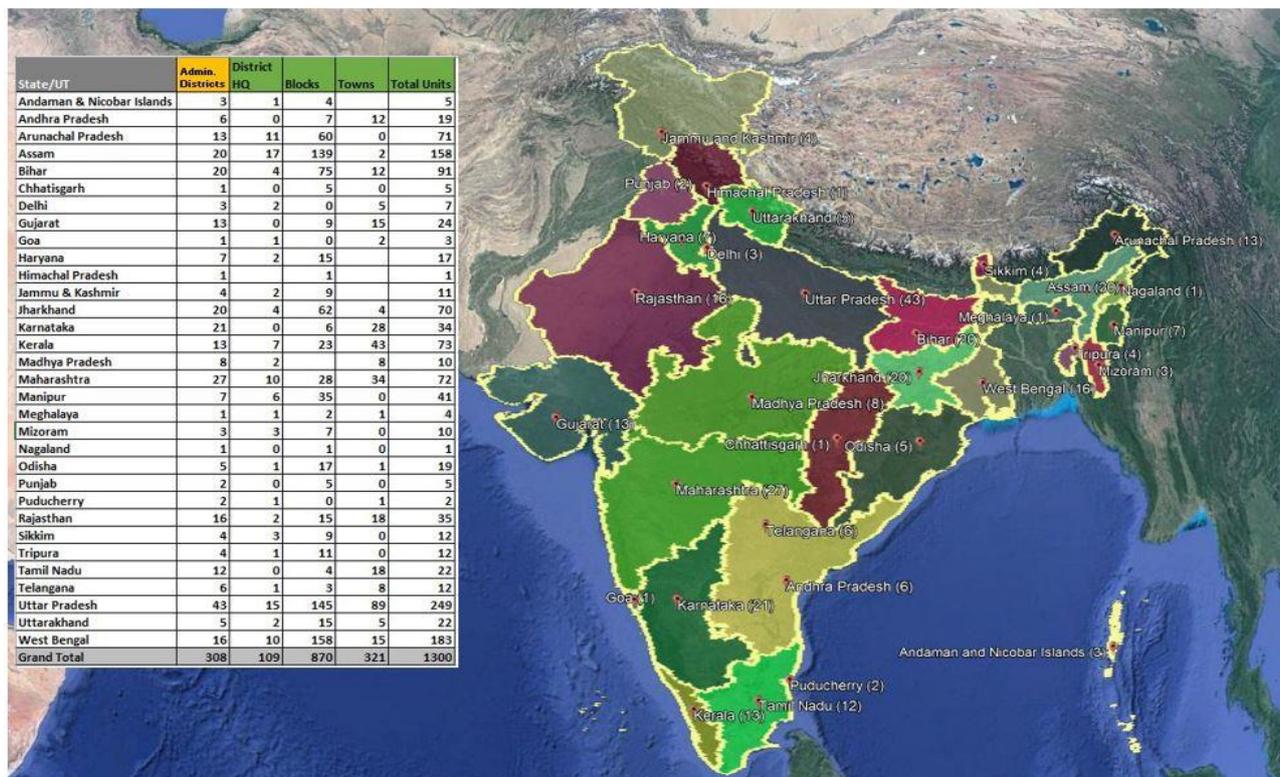
**Figure 2.2: PIA Responsibilities**



Source: Ministry of Minority Affairs

About 1300 Minority Concentration Areas (MCAs) are as defined by Ministry of Minority Affairs, covering Blocks, District HQs and towns that fall under the definition of MCAs as per Ministry’s guidelines under Pradhan Mantri Jan Vikas Karyakram are the catchment area for targeting the beneficiaries under the scheme. Along with the same, Minority community is to be considered as notified under National Commission for Minorities Act 1992 (viz. Muslims, Christians, Sikhs, Buddhists, Jains and Parsis). Further there may be more categories of beneficiaries as notified by States/UTs which also will be eligible to benefit from the scheme. The snapshot of the various Minority concentrated blocks as notified in the Nai Manzil scheme are represented in the figure.

**Figure 2.3: Minority Concentrated Blocks**



Source: Ministry of Minority Affairs

The PIAs are required to follow various steps/processes for imparting skills training which are: -

- **Skill Gap Assessment** for the catchment area to determine the available skills amongst the beneficiaries and skills that are in demand amongst prospective employers. This will help in determining the program/courses in the catchment area
- **Selection of Trade** to be imparted to the beneficiary as per the market demand assessment and as prescribed for the corresponding trade(s) in the NSQF
- **Timing and duration of training** – Minimum 3 months and can be structured to be imparted through the scheme duration for the eligible beneficiaries
- **Teaching** – Dedicated teachers with domain knowledge, language (English/Hindi/Regional), Syllabus as per NOS and NSQF compliant, learning materials as per Directorate General of Training (DGT)/Sector Skill Council (SSC) prescribed
- **Assessment and Certification** – As per Ministry of Skill Development and Entrepreneurship (MSDE) guidelines

Additionally, PIAs are responsible for providing placement support services with at least 70% of certified candidates (beneficiaries) placement including self-employment, with about 50% candidates placed in the organised sector. The jobs that are through PIAs should provide for minimum wages as mandated in the state for semi- skilled workers and also provide for Provident Fund, Employment State Insurance (ESI), Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY) and other benefits.

### 2.1.1 Structure and Stakeholders

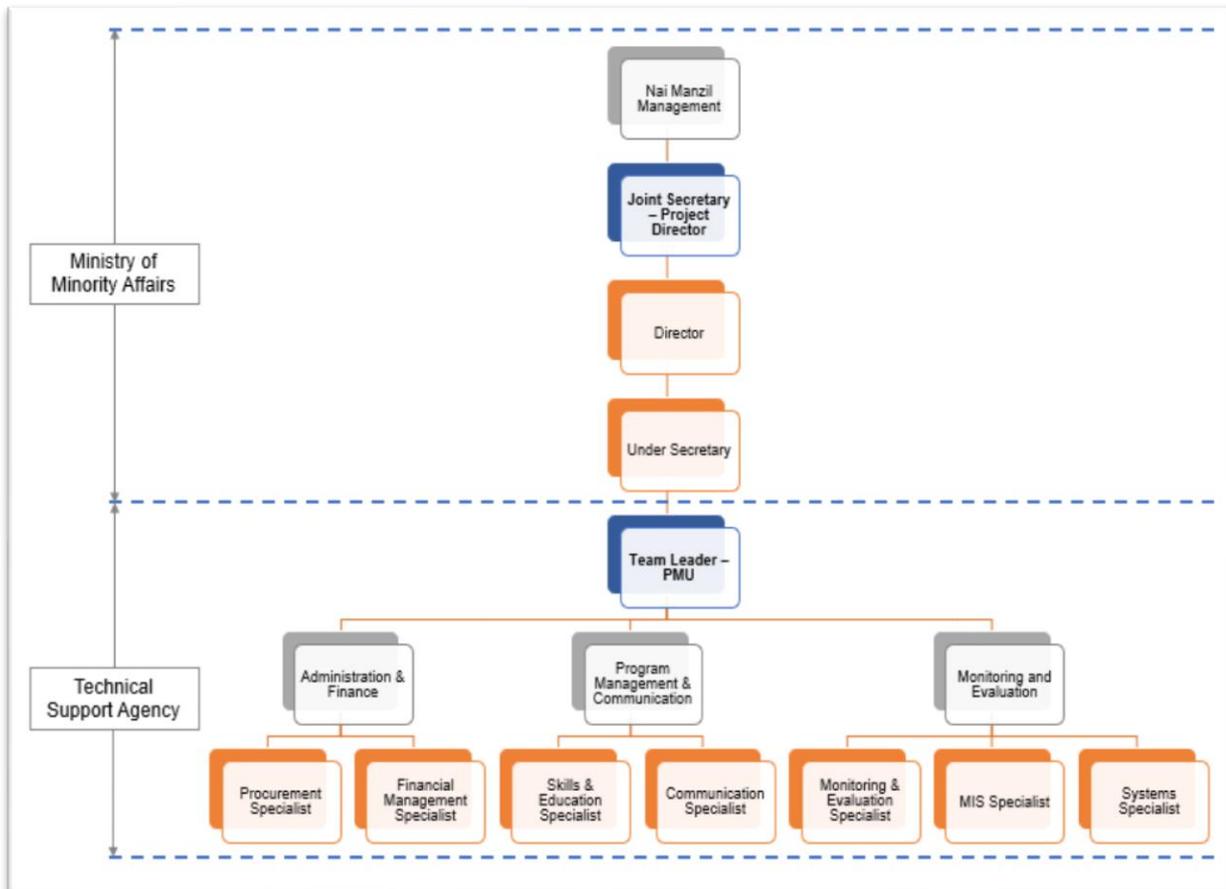
- **Ministry of Minority Affairs (MoMA):** This is the principal implementing agency of the Project. The overall operations for the project are headed by a Project Director not below the rank of Joint Secretary to the Govt of India and he/she is supported by a Director and an Under Secretary.
- **Program Management Unit:** Everyday functions of Project implementation are managed by Program Management Unit (PMU), which is led by a Team Leader and seven experts working under the supervision and guidance of project director.
- **Steering Committee:** This committee is headed by Secretary Ministry of Minority Affairs; it provides all round supervision and guidance to the project implementation. The committee generally meets twice a year.
- **Technical Advisory Committee:** A technical Advisory Committee has been set-up in order to provide frequent support and guidance to the implementation of the scheme. This committee provides need-based advice on curriculum, outreach, social inclusion and gender equality, IEC, and networking & collaboration with Civil Society Organizations and community leaders.
- **Project Implementation Agencies (PIAs):** PIAs are selected from amongst private (for profit or not for profit) and/or government agencies. They are responsible for implementation of the Project on ground level. For selection of PIAs a detailed appraisal process is established. Results oriented Performance Agreements between the Ministry of Minority Affairs and PIAs are the key drivers of the scheme.

### 2.1.2 Trends/Key Drivers of intended outcomes of the scheme

The main project development objectives of the Scheme are:

- Share of enrolled targeted beneficiaries who receive a secondary education (Grade 10) certificate through open schooling
- Share of enrolled targeted beneficiaries who receive a nationally recognized skills certificate
- Share of targeted beneficiaries who obtain employment within 6 months after completing the integrated program
- Share of targeted beneficiaries who are enrolled in further professional qualification in education or skills training within 6 months after completing the integrated program.

**Figure 2.4: Structure of Stakeholders**



Source: Ministry of Minority Affairs

The key intended outcomes of the Scheme are: -

- Provide formal education to minority school dropouts.
- Certification up to level 8th or 10th through National Institute of Open Schooling (NIOS) or other State open schooling systems.
- Provide integrated Skill Training to the youth in market driven skills.
- Placements to at least 70% of the trained youth in jobs which would earn them basic minimum wages and provide them with other social protection entitlements like Provident Funds, Employee State Insurance (ESI) etc.
- Awareness and sensitization in health and life skills.

As per the latest independent verification exercise (round 3) following are the major achievements

- Total beneficiary enrolments stand at 96,534
- An estimated 18,175 candidates are inferred to have completed the education component
- Cumulative number of beneficiaries completing the skill certification was 70,134

## 3 Study Objectives

### 3.1 Objectives of the Assignment

Now with the various components of the scheme defined, across the country where they are implemented through the PIAs, the above scheme has the following objectives to be covered as part of the assignment at an overall level:

**Table 3.1: Objectives of the Assignment**

Objective		Sub-Objective	
<b>Scheme Analysis</b>	<b>Performance</b>	To understand the status of the scheme performance in the country on key intended outputs and outcomes	
		To qualitatively and quantitatively (based on meta-analysis, if possible) map the actual contribution against the intended contribution of scheme to National Development Priorities and SDGs	
		Identification of problems/roadblocks in the implementation of the programme by the PIAs and suggestion to address them.	
		Assess relevance, efficiency, effectiveness, equity and sustainability of the scheme	<p><b>Relevance/Appropriateness</b></p> <ul style="list-style-type: none"> <li>• How do the PIAs see themselves in the role of agents of change and are they able and willing to take on this role? What are their constraints? Is the situation conducive enough for the education and skill teachers to become agents of change?</li> <li>• How is the counselling process? How effective counselling process to help the already dropped-out student to again continue in the 9 months educational system? How the IEC strategy helps to get the student in the education system again?</li> <li>• How far has the active and effective Learning methodology been implemented in the classroom in case of education and skill training process? Have there been any changes in the learning and teaching process?</li> <li>• What kind of community involvement is there in the centres? How have the PIAs/ centres/ schools invited the community into the education system?</li> <li>• How are community members being engaged in the implementation at ground level? Who are the key stakeholders? What are their roles? Do they function well? How is the cooperation between the education and skill centres? What kind of improvements have they introduced?</li> <li>• How does the dropped-out student see themselves? Are they willing and capable to going through the process? What have been the challenges? How have they overcome these challenges?</li> </ul>
		<ul style="list-style-type: none"> <li>• Effectiveness</li> <li>• Assess management and related aspects of the project. Have the objectives been attained?</li> </ul>	

Objective	Sub-Objective
	<ul style="list-style-type: none"> <li>• Is the capacity of the teachers involved in education training sufficient?</li> <li>• Are the training centers established in the Minority Concentrated Areas, if not how far centre is from MCAs, Why?</li> <li>• Are the classes being interactive? What are the best practices towards drop-out student to continue in class?</li> <li>• Assess the capacities of the staff with regard to communications skills. Assess the extent to which the staff understands basic principles of integrated scheme of education and skills.</li> <li>• Does the monitoring system function satisfactorily? Is there room for improvement? Are the indicators used sufficient and adequate to evaluate the impact of the program? What should be adapted?</li> <li>• What were the advantages and disadvantages of the project being part of a larger intervention? How is the program being coordinated in case of PIA who got projects in multiple states and run the scheme simultaneously in other state?</li> <li>• Is allotting projects to PIAs in multiple states desirable, if so, on what conditions? What are the lessons learnt?</li> <li>• Is allotment of project to be made to states or a Minority Concentrated Area (MCA) or a group of MCAs.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Can the project present design, achieve the expected impact: can it be an effective catalyst to influence to contribute in Skill India Mission?</li> <li>• Has the PIA/ Staff /teachers developed attitudes and skills to handle drop-out Minority youth and transforms them from unskilled to skilled manpower?</li> <li>• To analyse the input use efficiency of the scheme i.e. planned IEC activities for stakeholders and beneficiaries, institutional mechanism, fund flow (adequacy &amp; timeliness) &amp; utilization through public expenditure tracking, policy guidelines and human resources allocated for the implementation of the schemes at central, state, district, block, and village, mechanisms to identify and reward best practices within the scheme design as well as M&amp;E systems.</li> <li>• To assess the coverage of the scheme in terms of eligible beneficiaries, geographies etc.</li> <li>• To identify the key bottlenecks/issues &amp; challenges in the implementation mechanisms (governance mechanisms, awareness generation, stakeholder engagement &amp; their roles &amp; responsibilities, process &amp; resource flow, capacities) of various development schemes.</li> <li>• To assess the quality of assets created/services provided under the scheme and to see how far these assets/services benefitted the end beneficiaries.</li> <li>• To assess the intended and actual convergence of the scheme to other developmental programmes of the Central and the State Governments as well as with private sector, CSR efforts, international multilateral and bilateral aid, etc.</li> </ul>

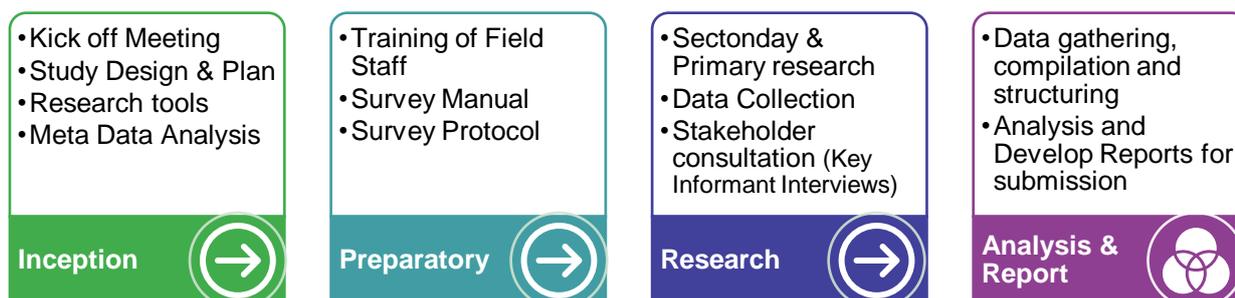
Objective	Sub-Objective
	<ul style="list-style-type: none"> <li>Also identify gaps in the scheme outcomes in light of national priorities/SDGs not being addressed due to (a) absence of interventions or (b) non-performance of existing schemes/interventions.</li> </ul>
<b>Cross-sectional Thematic Assessment</b>	<p>Assess the scheme on various cross-sectional themes like:</p> <ol style="list-style-type: none"> <li>Accountability and transparency</li> <li>direct/indirect employment generation</li> <li>gender mainstreaming</li> <li>Role of Indigenous People Development Policy</li> <li>role of in mainstreaming of Tribal and Scheduled Caste population</li> <li>use of IT/Technology in driving efficiency</li> <li>stakeholder &amp; beneficiary behavioural change</li> <li>Research and Development</li> <li>Unlocking Synergies</li> <li>Reforms &amp; Regulations</li> <li>Impact on and role of private sector, community and civil society in the scheme</li> </ol>
<b>Best Practices and Externalities</b>	<ul style="list-style-type: none"> <li>To identify and highlight any scalable best practices and home-grown innovations, if any, used and create case studies out of them to disseminate it for replication in other schemes/programmes.</li> <li>Also, capture the unintended consequences / negative externalities of scheme implementation and how these were triggered. Also map them against the environmental and social safeguards in the scheme design.</li> </ul>
<b>Program Harmonisation</b>	<p>Based on the above, analyse the need to continue the scheme in their existing form, modify, scale-up, scale-down or close down the scheme. In case if they need to be modified, suggest revisions in the scheme design for the effective implementation in the future</p>

## 4 Study Approach & Methodology

### 4.1 Overall approach

A research and consultative approach were followed to address the scope of work for this study. Data and information on key parameters have been analysed and this analysis was vetted through consultations with key stakeholders. The assignment was divided into four components as shown below:

**Figure 4.1: Overall Approach for the study**



Study commenced with team mobilisation and an inception meeting with MoMA to discuss and finalise the proposed approach and methodology. Subsequently the information related to the performance of the Scheme was obtained from the concerned Division of MoMA and the information for analysis to address the scope of work for the assignment.

The study was coordinated by our in-house multi-disciplinary team of experts capable of having worked with Government Ministries and Departments and having proficiency of handling such studies and having prior experience of working in similar assignments. To achieve the objectives, we have conducted the study using both Secondary and Primary Research methods.

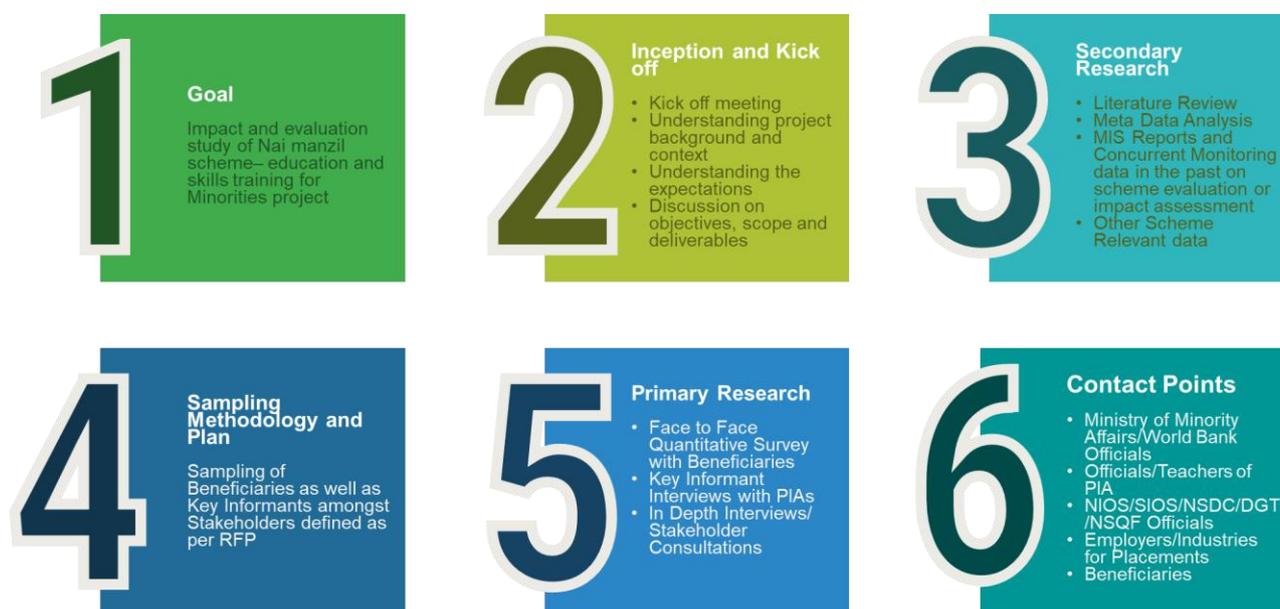
Our overall approach for the study has been: -

- Collection of secondary data on the scheme/programme including sub-components and its coverage (at zone, state, district/minority concentration area level, Project Implementation Agency level), process of implementation including criteria of selection of beneficiaries, list of beneficiaries enrolled and benefitted under the scheme.
- Understanding the scheme objectives and the vision for undertaking the same from senior management of the client.
- Preparing a comprehensive sampling plan in consultation with the Client to ensure holistic coverage of each subcomponents of the scheme
- Conducting kick off meeting to finalise evaluation components (data collection tool / questionnaire), indicators and overall work plan to complete the study within stipulated timeframe.
- Collection of qualitative and quantitative information through personal interviews/consultations amongst various stakeholders and beneficiaries adopting appropriate research techniques along with physical verification of records to ensure quality.
- Submission of a mid-term report with initial findings to finalise the report structure and indicators covered
- Collating and analysing the collected data for evaluation of impacts on various pre-decided indicators

- Submission of draft reports as per the study objectives including suggestive measures for improvements and way forward on Impact the program.
- Discussion with client on recommendations and suggestions for way forward
- Preparing final report incorporating client's observation and suggestions.

## 4.2 Field Study methodology

As per requirement of the scope of work and in consultation with the client, the study was conducted by adopting qualitative and quantitative data collection techniques. To achieve the definite objectives of the study through optimum utilization of resources and approach to the study, it was very important to understand the coverage of the scheme at various levels in each of the region/zone, state, district/minority concentration area, as well as Project Implementation Agency level where it has been implemented. Considering above facts and various circumstances, we have followed the methodology as per the figure represented below: -



With the goal/objective of conducting the impact and evaluation study of Nai Manzil Scheme, for each of the sub-components of methodology defined above, the following section defines the steps that we carried out for each of the stages of the assignment.

## 4.3 Sampling Framework

### 4.3.1 Sampling Methodology and Plan

Two types of data have been collected for the project: (a) secondary data, and (b) primary data.

Secondary data had been collected at the initial stage for meta data analysis as well as for formulating the sampling framework, analysis framework, capturing the data points/indicators/parameters useful for evaluation of the scheme.

We have carried out research exercise using a stratified random sample selection methodology. Based on secondary research and the data available from Nai Manzil web portal as well as provided by PMU at Nai Manzil, we came across the data pertaining to the funding provided to Project Implementation Agencies (PIA's) for FY16-17 to FY19-20 in public domain whereas the total number of PIAs/Projects and the targeted beneficiaries for the funded PIAs are indicated zone wise in the table below. It can be ascertained that the

distribution of the PIAs/Projects and beneficiaries is almost on similar lines where their presence is maximum in the North Zone, followed by East, South, North East and West respectively.

**Table 4.1: Total No. of PIAs and Beneficiaries**

Zone	No of PIA/Projects Funded	% PIA/Projects (Zone wise)	No of Beneficiaries allocated to PIA	% Beneficiaries (Zone wise)
East	34	23.45	25,739	25.74
North	51	35.17	38,330	38.34
North East	24	16.55	12,688	12.69
South	23	15.86	14,512	14.51
West	13	8.97	8,711	8.71
<b>Sub-Total</b>	<b>145</b>		<b>99,980</b>	

Source: MM Analysis and Nai Manzil Web Portal

Following the requirement of the RFP and scope of work, to achieve the uniform representation across all the regions and states/UTs, we have deployed two stage stratification sampling method to have zone wise representation. Since it is clear that the major chunk of PIAs/Projects are present in North and East regions of the country, we have covered major portion of PIAs/Projects and beneficiaries in the same region keeping the % PIA/Projects distribution and % beneficiary distribution on uniform lines that will give us the desired representation while carrying out impact evaluation study. Keeping the same and rounding off the PIA/Projects to the next round number, also keeping in mind the current on ground situation, we have covered the following PIAs/Projects and corresponding beneficiaries.

**Table 4.2: Target PIAs and Target Beneficiaries**

Zone	No of PIA/Projects Funded	% PIA/Projects (Zone wise)	Target PIA/Projects for the study	No of Beneficiaries allocated to PIA	% Beneficiaries (Zone wise)	Target Beneficiaries for the study
East	34	23.45	10	25,739	25.74	260
North	51	35.17	16	38,330	38.34	390
North East	24	16.55	5	12,688	12.69	130
South	23	15.86	5	14,512	14.51	150
West	13	8.97	4	8,711	8.71	90
<b>Sub-Total</b>	<b>145</b>		<b>40</b>	<b>99,980</b>		<b>1,020</b>

Taking the above zonal distribution to be representative of the entire country where Nai Manzil scheme has been rolled out, the states were selected within the zones using the secondary data available for calculating the weighted rank of the each of the state within the zones using equal weightage to the 4 parameters namely

- i. Minority Concentration Areas (MCA) within the state,
- ii. No of PIA/Projects allocated funding in the state,
- iii. Funding disbursed to PIA for FY16-17 to FY19-20
- iv. Beneficiaries allocated to PIA

The above parameters were applied to calculate overall rank and thereafter got a rank for each of the states. Now since there are strata defined based on the MCAs within the state, we maintained the same basis of stratification of states was maintained. Now in the each of the strata where there are more than 1 state of be selected to have representation, we selected one state with highest overall rank and the second state with the lowest overall rank to bring in equal distribution/proportion to the selection . In case where only 1 state the

strata were to be selected, we have selected the state that had highest overall rank to be able to have the consistent representation. The table below details the state selection based on strata: -

**Table 4.3: Detailed Selection**

Zone	State	Parameters/Variables				Overall Rank (Weighted Average – Allocating equal weightages to the parameters/variables)	Strata as per No of MCA in the state	Reason for Shortlisting
		PIA Rank	Funding Rank	Beneficiary Rank	MCA Rank			
East	<b>Bihar</b>	1	1	1	2	<b>1.25</b>	Strata 1	The state with the highest rank is selected in the strata
East	Jharkhand	1	2	2	3	2.00		
East	<b>West Bengal</b>	3	3	3	1	<b>2.50</b>		
East	<b>Chhattisgarh</b>	5	4	4	5	<b>4.50</b>	Strata 2	The state with the highest rank is selected in the strata
East	Orissa	4	5	5	4	4.50		
North	Jammu and Kashmir	3	2	2	3	2.50	Strata 1	The state with the highest rank is selected in the strata
North	<b>Uttar Pradesh</b>	1	1	1	1	<b>1.00</b>		
North	<b>Punjab</b>	2	3	3	2	<b>2.50</b>		
North	Haryana	4	4	5	4	4.25		
North	<b>Madhya Pradesh</b>	4	6	5	-	<b>3.75</b>		
North	<b>Delhi</b>	4	5	4	7	<b>5.00</b>	Strata 2	The state with the highest rank is selected in the strata Livelihood, Opportunities, Migration and Urban Context along with the Minority Population as well as the location where the most control over implementation might be available to the nodal agency
North	Uttarakhand	7	8	7	5	6.75		
North	Himachal Pradesh	7	7	7	6	6.75		
North East	<b>Assam</b>	1	1	1	1	<b>1.00</b>	Strata 1	The state with the highest rank is selected in the strata
North East	Meghalaya	2	2	2	3	2.25		
North East	Nagaland	3	4	4	2	3.25		
North East	<b>Manipur</b>	3	3	3	5	<b>3.50</b>	Strata 2	The state with the highest rank is selected in the strata
North East	Arunachal Pradesh	3	5	4	4	4.00		

Zone	State	Parameters/Variables				Overall Rank (Weighted Average – Allocating equal weightages to the parameters/variables)	Strata as per No of MCA in the state	Reason for Shortlisting
		PIA Rank	Funding Rank	Beneficiary Rank	MCA Rank			
North East	Mizoram	-	-	-	-	-		
North East	Sikkim	-	-	-	-	-		
North East	Tripura	-	-	-	-	-		
South	Kerala	2	4	4	1	2.75	Strata 1	This can be considered based on proposal where we had considered the basis of the presence of maximum no of MCAs.
South	Telangana	1	1	1	5	2.00		The state with the highest rank is selected in the strata
South	Karnataka	3	2	3	3	2.75		
South	Tamil Nadu	3	3	2	2	2.50	Strata 2	
South	Andhra Pradesh	5	5	5	3	4.50		
South	Andaman & Nicobar	6	6	6	6	6.00		
South	Lakshwadeep	-	-	-	-	-		
West	Rajasthan	1	2	2	2	1.75	Strata 1	The state with the highest rank is selected in the strata
West	Maharashtra	2	2	2	2	2.00		
West	Gujarat	1	3	3	1	2.00	Strata 2	The state with the highest rank is selected in the strata
West	Goa	4	4	4	4	4.00		

Basis on the above context and stratification method applied to arrive at the state selection, we have applied the second stage stratification at the PIA/Projects in the states since the entire scheme is being implemented through them. This leads us to the overall sample size for the study as per the table given below: -

**Table 4.4: Sample Size**

Zone	State	Strata within the zone as per no of MCA	Total Number of PIAs/ Projects in the State	Project Implementation Agencies/Projects to be covered	Beneficiaries to be covered per state
East	Bihar	Strata 1	10	4	105
East	West Bengal	Strata 1	8	4	105
East	Chhattisgarh	Strata 2	2	2	50
East	<b>Sub-Total</b>			<b>10</b>	<b>260</b>
North	Uttar Pradesh	Strata 1	16	5	125
North	Punjab	Strata 1	12	5	125

Zone	State	Strata within the zone as per no of MCA	Total Number of PIAs/ Projects in the State	Project Implementation Agencies/Projects to be covered	Beneficiaries to be covered per state
North	Madhya Pradesh	Strata 2	4	3	70
North	Delhi	Strata 2	4	3	70
North	<b>Sub-Total</b>			<b>16</b>	<b>390</b>
North East	Assam	Strata 1	12	4	100
North East	Manipur	Strata 2	2	1	30
North East	<b>Sub-Total</b>			<b>5</b>	<b>130</b>
South	Kerala	Strata 1	5	2	60
South	Telangana	Strata 2	9	3	90
South	<b>Sub-Total</b>			<b>5</b>	<b>150</b>
West	Rajasthan	Strata 1	4	2	45
West	Gujarat	Strata 2	3	2	45
West	<b>Sub-Total</b>			<b>4</b>	<b>90</b>
<b>Total</b>				<b>40</b>	<b>1,020</b>

Source: MM analysis

### Selection of PIA/ Projects

Sample PIA/ projects will be selected considering the following bases:

- Density of minority population- We have ensured that coverage of projects/ PIAs located in both high density minority population and low-density minority population (as available from Census Data) using a stratification approach.
- PIAs with single project and multiple projects- The selected sample have included such PIAs that are implementing a single project and PIAs implementing multiple projects.

The final list of PIAs/ projects has been decided in consultation with the PMU- Nai Manzil, Ministry of Minority Affairs which is represented in **Appendix B**.

### 4.4 Limitations of the Study

- Travelling was constrained due to Covid-19. In such unavoidable circumstances, interviews were carried out remotely
- Job losses suffered by beneficiaries due to Covid-19 may skew findings on the impact created by the Scheme
- Since the study is non-experimental impact evaluation study which entails using recall method to assess the impact that the scheme/project intervention would have brought about, there might be some components that might get lost in the passage of time since the scheme was launched. Moreover, with other governmental schemes/programs that are being run, it might be have some indirect impact on this intervention which might be difficult to capture in isolation
- We have relied on information provided by PIAs and beneficiaries which has been used for analysis in this report and same is considered for the conclusions/recommendations and project harmonisation.

## 5 Key Findings

The study involved interacting with the Project Implementation Agencies (PIA), Beneficiaries who were the recipient of the scheme benefits and around whom the scheme framework was designed along with some other stakeholders like Employers, officials from NIOS, NSDC, MoMA. Mott MacDonald is presenting herewith the key findings in this report for the samples covered represented in the table below.

**Table 5.1: Zone Wise Sample Size**

Zone	As per Inception		As per final coverage	
	PIA	Beneficiaries	PIA	Beneficiaries
East	10	260	10	292
North	16	390	16	475
North East	5	130	5	146
South	5	150	5	159
West	4	90	4	142
<b>Sub-Total</b>	<b>40</b>	<b>1,020</b>	<b>40</b>	<b>1,214</b>

Since there were concerns with social distancing amongst the beneficiaries and the PIA centres were closed, the Focused Group Discussion (FGD) have been replaced by Beneficiary Surveys

### 5.1 Demographic Profile

#### 5.1.1 Demographic Profile of the Beneficiaries

Demographic profile of Beneficiaries comprises of distribution of beneficiaries surveyed into age group, gender, social category, education prior to Nai Manzil and family size and occupation of family member contributing to the maximum household expenses etc.

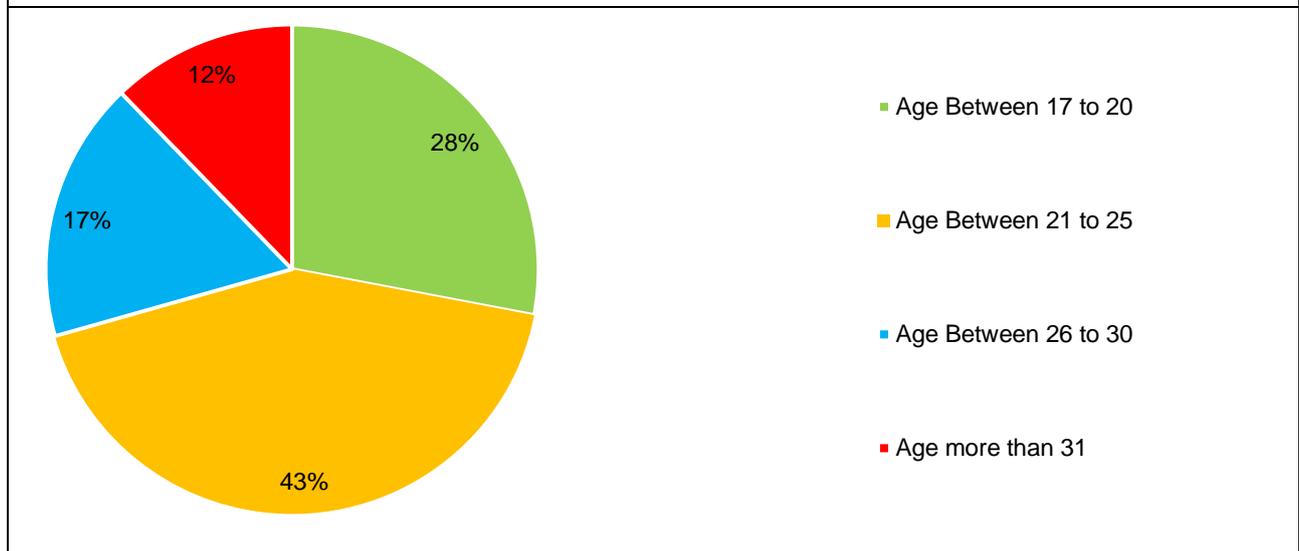
##### 5.1.1.1 Age Profile

The graph below represents the beneficiary age at the time of survey. It is clear from the graph that the major beneficiaries under the scheme have completed the education below 25 years of age which can be corroborated in the number of years after which they have got back to education in the subsequent section.

However, a success factor of the scheme can be construed from the below mentioned graph of the beneficiaries in the age group above 25 years who have shown interest in enrolling in the scheme which comprise about 29% of the overall beneficiary samples covered. This is an encouraging sign since there are beneficiaries in this age group in the minority community where better opportunities to this segment can help in improving the socio-economic state of the beneficiary and their families.



**Figure 5.1: Beneficiaries Age Profile**



Source: MM Analysis

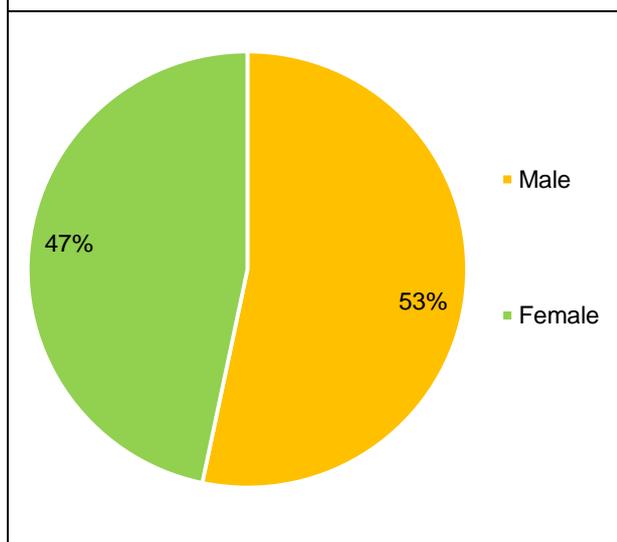
Sample Size: Beneficiaries 1214

**5.1.1.2 Beneficiaries Gender and Social Category**

Beneficiaries surveyed when categorised into gender and social category are depicted as per the graph below. It can be deciphered from the figures that while covering the sample size, the representation of males and females is like the overall enrolment level as cross checked/validated with the latest verification exercise by MoMA.

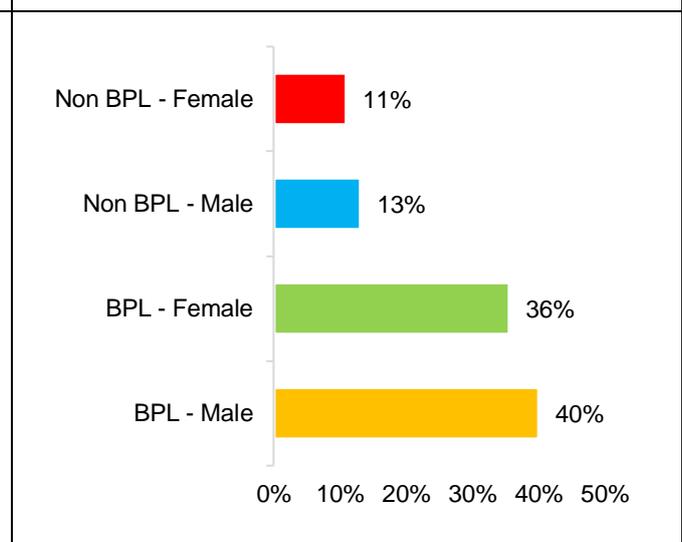
Moreover, as we can understand from the samples covered, there is adequate representation of the BPL and non-BPL beneficiary category who have enrolled for the Nai Manzil course.

**Figure 5.2: Beneficiary Gender Coverage**



Source: MM Analysis

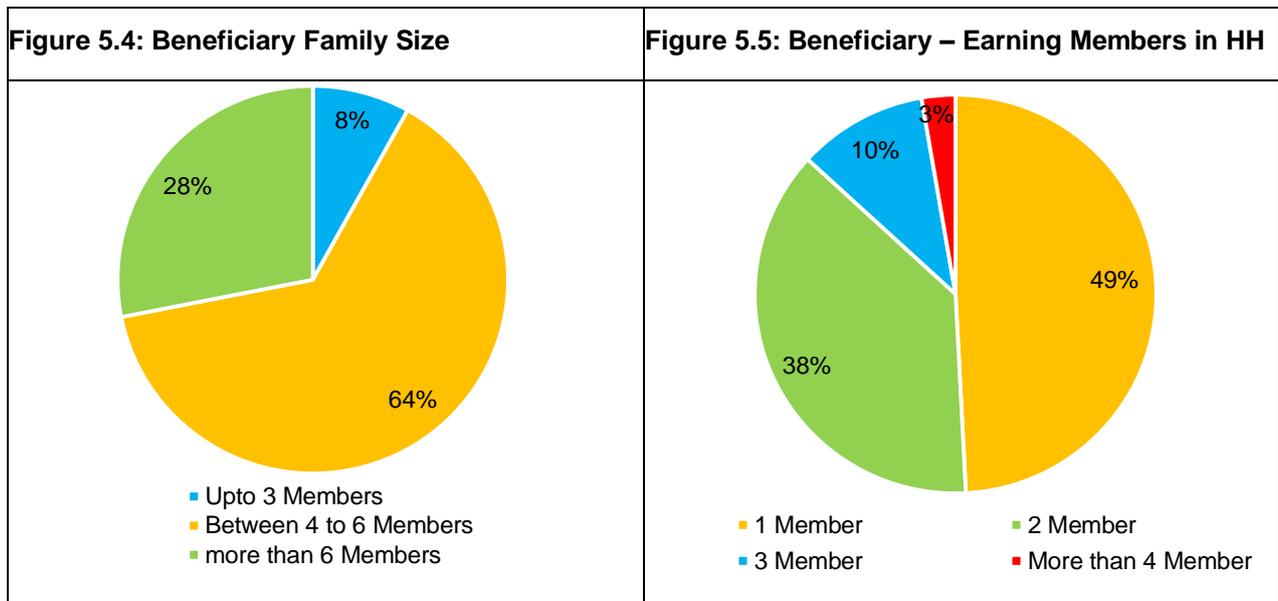
**Figure 5.3: Beneficiary – Social Category**



Sample Size: Beneficiaries 1214

### 5.1.1.3 Beneficiary Family Size and Earning Members in the HH

While it is important to understand the beneficiary age, gender details, other variables were captured are the family size of the beneficiary and the number of earning members in the HH. This gives an indication of burden on the earning members to support and provide for family/household size. Graph below represents the same depiction where majority (64%) of the beneficiaries have between 4 to 6 members and for almost half of them (49%), only one earning member who provides for the entire family/household.

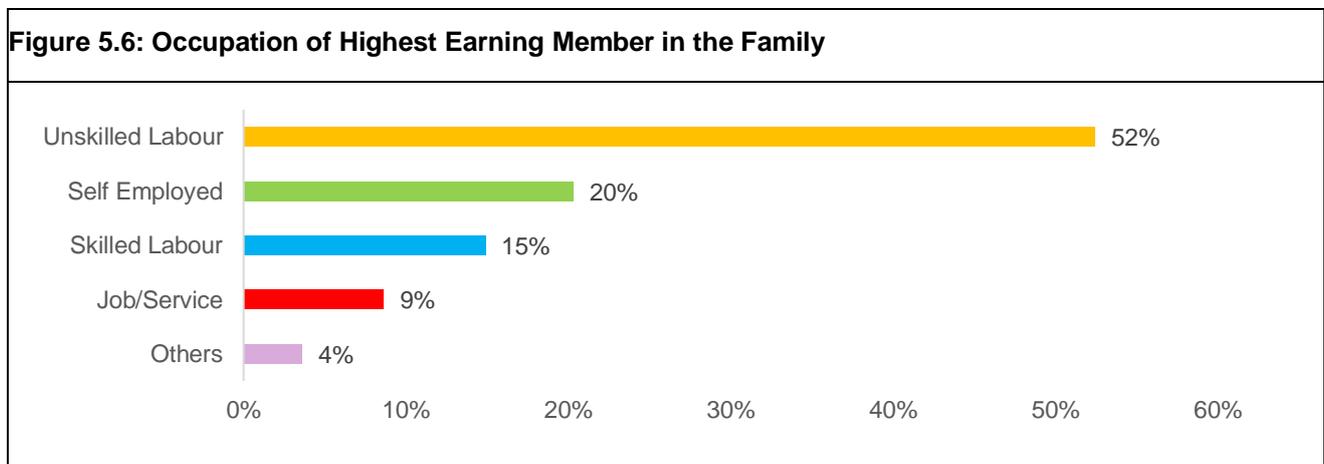


Source: MM Analysis

Sample Size: Beneficiaries 1214

### 5.1.1.4 Occupation of Highest Earning Members in the Family

While, we can look at the family size/HH size and the number of earning members in the HH, it also becomes imperative that we know the occupation of the highest earning members in the household of the beneficiaries. The graph below depicts that major highest earning members in the family are labourers (about 52% of beneficiary earning members are unskilled labourers and about 15% are skilled labourers), which indicates the economic strata of the beneficiaries. In the others category, majority is comprising of pension holders/retired individuals in the HH whereas there are about 1 in every 5 supports by being self-employed which majorly are either low skilled or semi-skilled jobs.

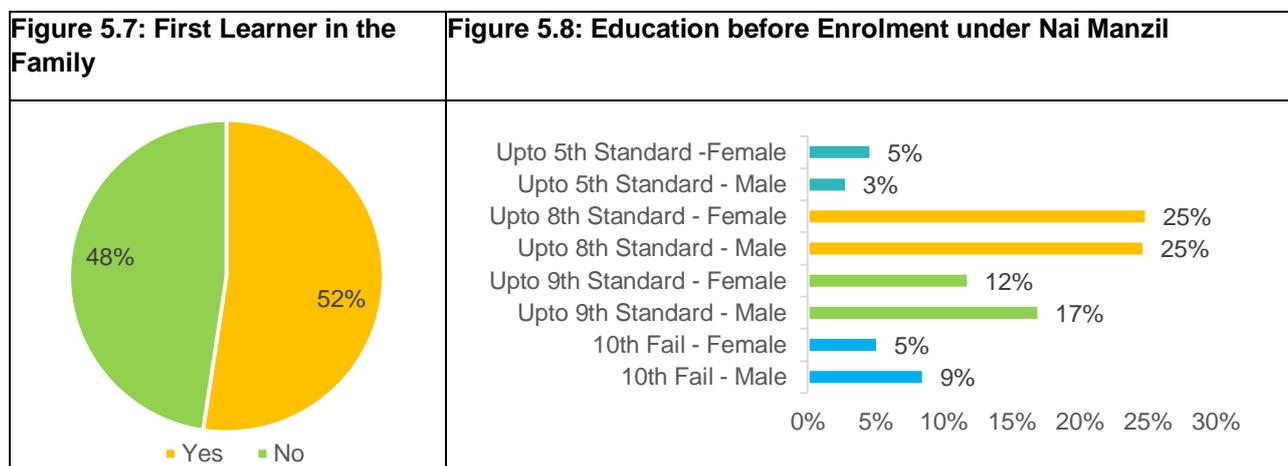


Source: MM Analysis

Sample Size: Beneficiaries 1214

### 5.1.1.5 Family First Learner and Education before Enrolment under Nai Manzil

It can be understood from the graph below that more than 50% beneficiaries are first learners in their families. This is significant because the Nai Manzil scheme provides for the completion of education and skill training for dropouts which ultimately leads to livelihood opportunities and earning jobs that can help in sustaining families, thus providing economic means.



Source: MM Analysis

Sample Size: Beneficiaries 1214

The graph indicating the education of beneficiaries before enrolling for Nai Manzil, indicates that there are about 26% male and 17% female beneficiaries who have failed in their secondary education either in 9<sup>th</sup> or 10<sup>th</sup> standard. Similarly, there are about 25% each amongst male and female beneficiaries who have completed studies upto the 8<sup>th</sup> standard.

### 5.1.2 Project Implementation Agency (PIA) Level Assessment

The entire project is being implemented by empanelment of suitable partners which have experience of imparting education/skill development courses. These are Project Implementation Agencies, patterning MoMA to implement the Nai Manzil scheme on ground. Thus, it becomes imperative that the perspective of the scheme from the lens of PIAs.

Mott MacDonald has surveyed 40 PIAs to understand their perspective on various aspects of the scheme. The list the 40 PIAs surveyed are shown in the table hereafter:



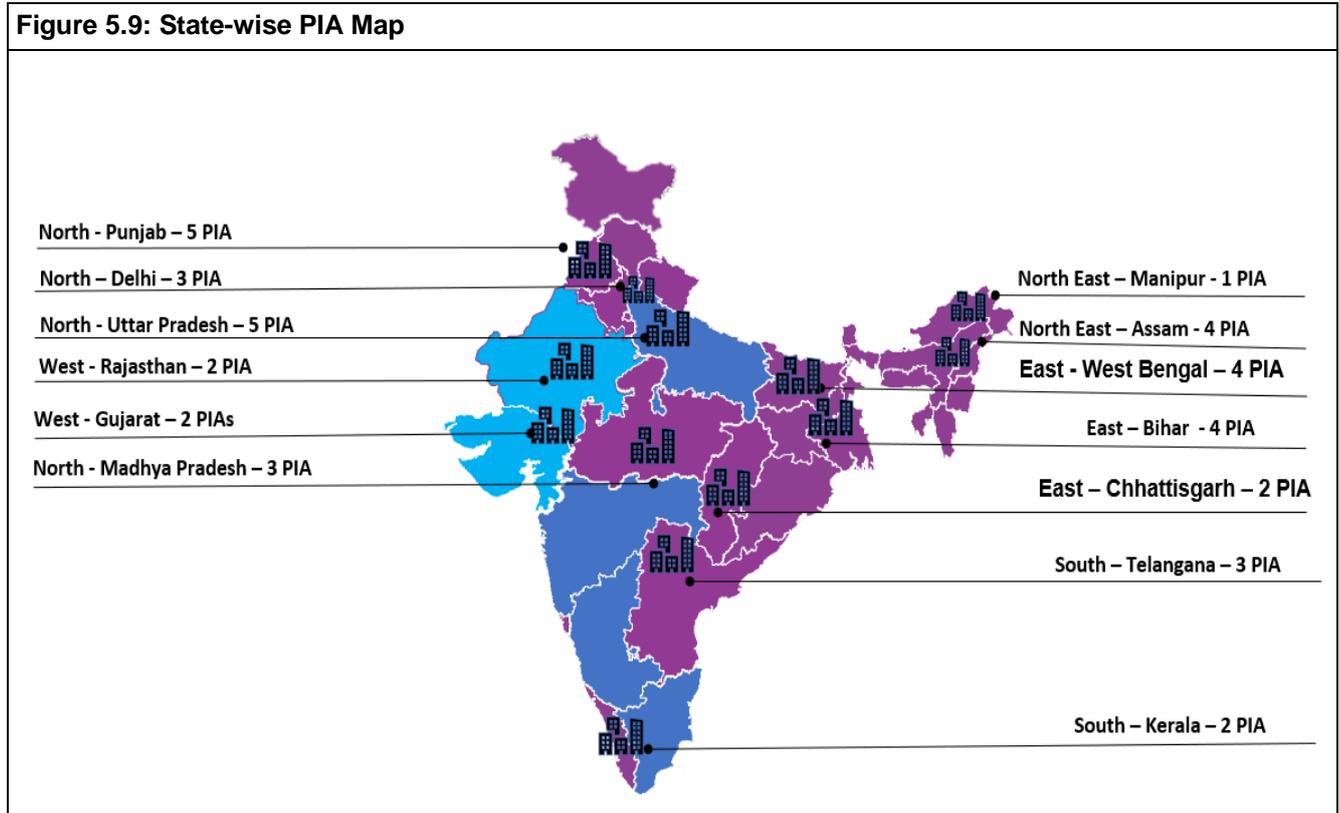
**Table 5.2: List of PIAs Surveyed**

Sr. No	Name of PIA	Zone	States
1	Baba Saheb Ambedkar Technical Educational Society	East	Bihar
2	IL&FS Skills Development Corporation (ISDC)	East	Bihar
3	Jahanvi	East	Bihar
4	Visionary Knowledge & Management Services Pvt. Ltd.	East	Bihar
5	Human Welfare Organisation	East	Chhattisgarh
6	Sure Foundations Samiti	East	Chhattisgarh
7	Britti Prosikshan Pvt Ltd	East	West Bengal

Sr. No	Name of PIA	Zone	States
8	Cradle Life Sciences Pvt Ltd	East	West Bengal
9	IL&FS Skills Development Corporation (ISDC)	East	West Bengal
10	Society for The School of Medical Technology	East	West Bengal
11	Indian Institute of Skill Development	North	Delhi
12	Orion Edutech Pvt Ltd	North	Delhi
13	St. Joan's Education Society	North	Delhi
14	Ambica Shiksha Samaj Kalyan Samiti Bhopal	North	Madhya Pradesh
15	E-Herex Technologies Pvt Ltd.	North	Madhya Pradesh
16	Shri Krishna Gramouthan Samiti	North	Madhya Pradesh
17	I-Pick Solutions India Pvt. Ltd.	North	Punjab
18	Mass Infotech Society	North	Punjab
19	National Institute for Technical Training	North	Punjab
20	Society for Development & Training	North	Punjab
21	Sum Drishti Education Society	North	Punjab
22	Center of Technology and Entrepreneurship Development	North	Uttar Pradesh
23	Gras Education & Training Services Pvt Ltd.	North	Uttar Pradesh
24	JPS Foundation	North	Uttar Pradesh
25	Manav Vikas Evam Sewa Sansthan	North	Uttar Pradesh
26	MGlobal Institute for Skill Development & Entrepreneurship	North	Uttar Pradesh
27	Ajmal Foundation	North East	Assam
28	All India Society of Education	North East	Assam
29	CPIT Edutech Private Limited	North East	Assam
30	Education Research & Development Foundation, Guwahati	North East	Assam
31	Mualana Azad Educational Technical & Vocational Society	North East	Manipur
32	Al-Ameen Charitable Fund Trust	South	Kerala
33	Diamond Charitable & Educational Trust	South	Kerala
34	Cap Foundation	South	Telangana
35	Datapro Computers Pvt Ltd.	South	Telangana
36	Thredz Information Technology Pvt. Ltd.,	South	Telangana
37	Academy for Computer Training (Gujarat.) Pvt. Ltd., Ahmedabad	West	Gujarat
38	Gras Education & Training Services Pvt. Ltd.	West	Gujarat
39	Comtech Institute of Technology	West	Rajasthan
40	MGlobal Institute for Skill Development & Entrepreneurship	West	Rajasthan

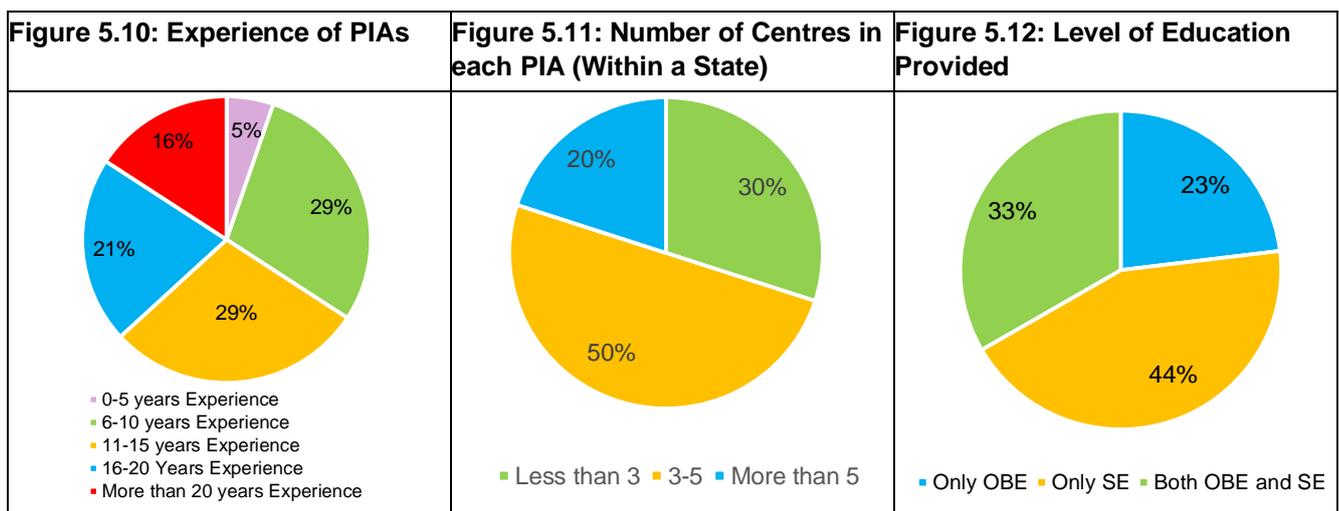
Source: MM Survey

The state wise map of the PIAs interacted during the course of the assignment are depicted in the map:



Source: PIA Data and MM Analysis

PIA Experience is the key aspect for a scheme like Nai Manzil to be implemented effectively. PIA experience and number of centres of PIA within a state as well as the level of education certification provided by PIAs are shown in the graphs below.



Source: PIA Data and MM Analysis

Sample Size: PIAs 40

It is clear to note that the PIAs experienced in education/skill training have been empanelled by MoMA and most of the PIAs have more than 1 centre where they have implemented the Nai Manzil Scheme. About 4/5<sup>th</sup> of PIAs are providing secondary education certificate, however, there are more than 50% who have also provided OBE certification due to the registered students in that area/zone.

## 5.2 Scheme Performance Analysis

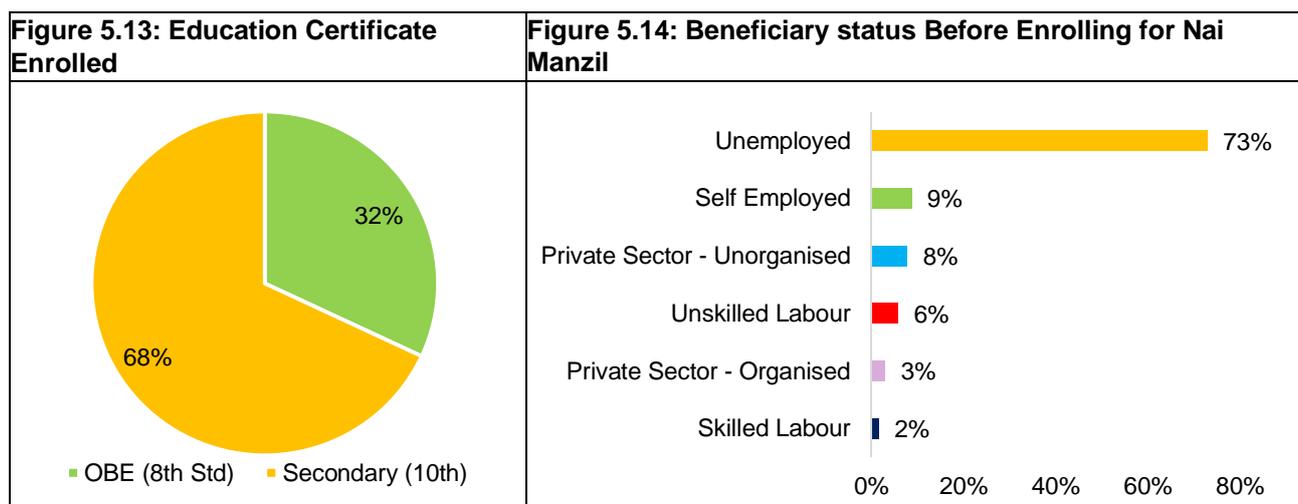
### 5.2.1 Key intended Outputs and Outcomes

#### 5.2.1.1 Education Certificate Enrolled and Beneficiary status before enrolling for Nai Manzil Scheme

It can be clearly understood that the beneficiaries are interested in education certification (mostly 10<sup>th</sup> standard) as a major goal at the time of enrolment with the PIA since the job market in the country prefers employing candidates with at least 10<sup>th</sup> standard education certification which includes government employment opportunities.

Almost around 3 out of every 4 beneficiaries covered in the study were unemployed before joining the Nai Manzil scheme and one of the reasons that was cited by beneficiaries was that the industry wanted to employ people who had certificate of 10<sup>th</sup> standard or were skilled in some trade. This is a clear indication why the beneficiaries were interested in enrolling for 10<sup>th</sup> standard education certification course as well as skill training certification with the PIAs.

The remaining beneficiaries were mostly involved in unorganised sector jobs or unskilled labour jobs that kept them aloof from the organised job market. It is reassuring to know that some of the beneficiaries who despite not having any education or skill training certificate treaded the path of self-employment or had taken the entrepreneurship route while they had dropped out.



Source: MM Analysis

Sample Size: Beneficiaries 1214

#### 5.2.1.2 Present Status of Beneficiaries

The beneficiaries who were surveyed as the part of the study, were enquired about their present status (at the time of the survey) to understand how has the Nai Manzil scheme helped them i.e. those who have completed the certification and are employed with private sector (organised and unorganised), taken up self-employment and those who have graduated to pursuing higher education. There are also beneficiaries who have completed their certificate and are waiting for employment opportunities as well as those who haven't yet completed the certification which includes those who have either not attempted the certification and those who have attempted the certification exam but are awaiting results or certification.

The graph indicates that at present (at the time of the survey) 68% beneficiaries are currently engaged in livelihoods either in the private organised, unorganised sector and some of them are self-employed. It was

shared by the beneficiaries that even in the pandemic situation prevailing in the country, because of the strong foundation laid through training under Nai Manzil scheme proved advantageous to them in keeping their jobs.

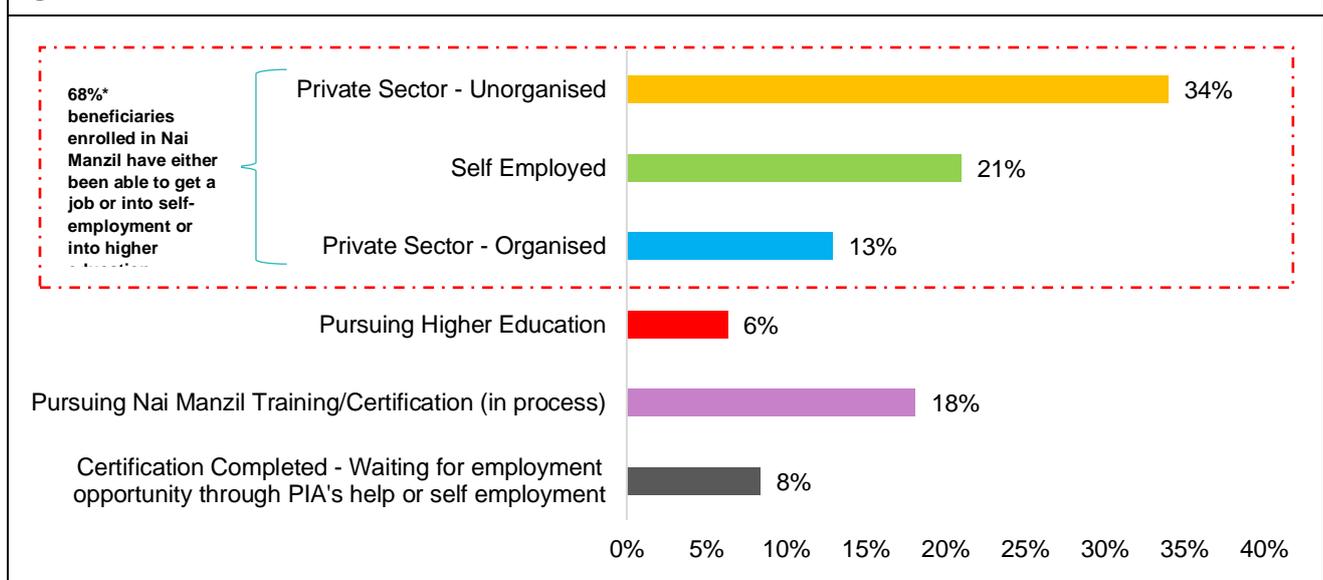
6% of the beneficiaries who were interacted with have informed us that they are pursuing higher education post completion of the certification.

One aspect that was captured was that there are beneficiaries who have not completed the certification which comprise of about 18% which includes those who are yet to attempt or have attempted certification for education and skill training or for either of those. Since they have not yet completed their mandated education or skill training for placement assistance from PIA, they are still not eligible into the job market as per the Nai Manzil scheme guidelines.

There are about 8% beneficiaries who are awaiting employment opportunities through PIAs or wanting to get into self-employment which form post completion of their certification. Since the current pandemic situation has swept across the various sectors and markets in the country, it has had some impact on this category who are awaiting opportunities in the job market.

This is a good indication that those beneficiaries who have completed their education and skill certification through Nai Manzil, have started working and earning which was the core objective of the scheme.

**Figure 5.15: Present Status**



Source: MM Analysis

Sample Size: Beneficiaries 1214

(\*There are some beneficiaries (approx. 5% of the surveyed sample) who have not completed education and skill certification but have either got jobs on their own or are self-employed, due to the self-confidence and positive attitude that Nai Manzil scheme has provided to them. Overall, the number of beneficiaries who have got job or are self-employed who have certification are approx. 63%)

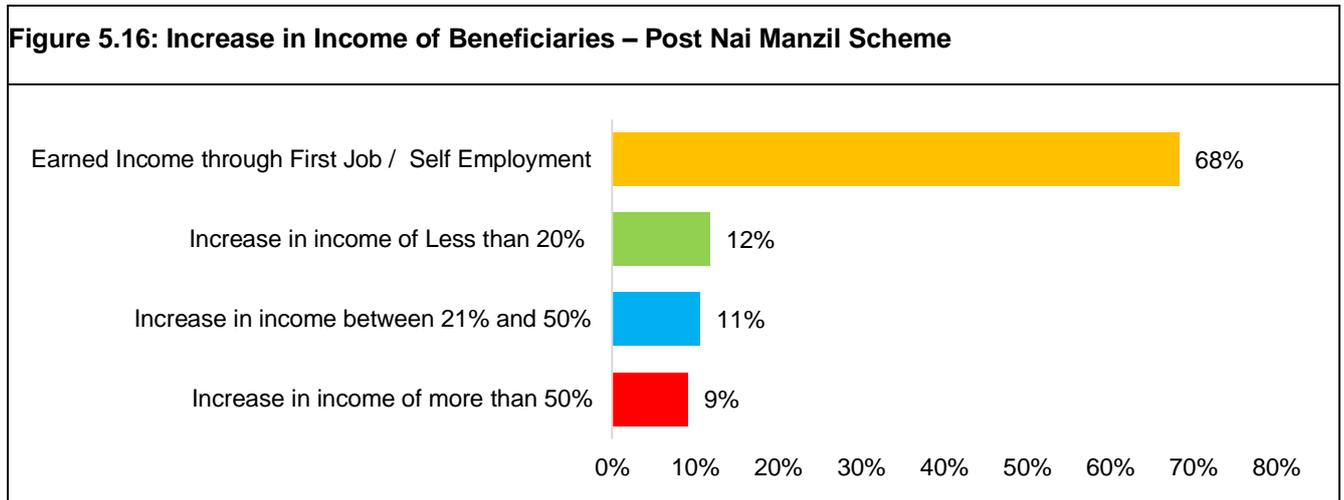
### 5.2.1.3 Increase in Income of Beneficiaries - Post Nai Manzil Scheme

Once it was understood that the beneficiaries are employed and are engaged in their livelihoods, it was assessed that the increase in the income levels post their completion of Nai Manzil course. Following points were observed:

- For a vast majority of beneficiaries who were not earning anything before enrolling in the scheme, became employable and have now started contributing to their HH. This is a significant assistance to

the family in the community and the economic strata from where the beneficiary belongs and the scheme targets

- More than 20% beneficiaries have increased their income level of more than 20% post enrolment in Nai Manzil and with about 32% of overall beneficiaries experiencing an increase in their income level which is significant to the community and socio-economic class of the beneficiaries. The income increase is counted on the absolute base of beneficiary income before joining Nai Manzil scheme and natural progression of increase in not subtracted while calculating the values.



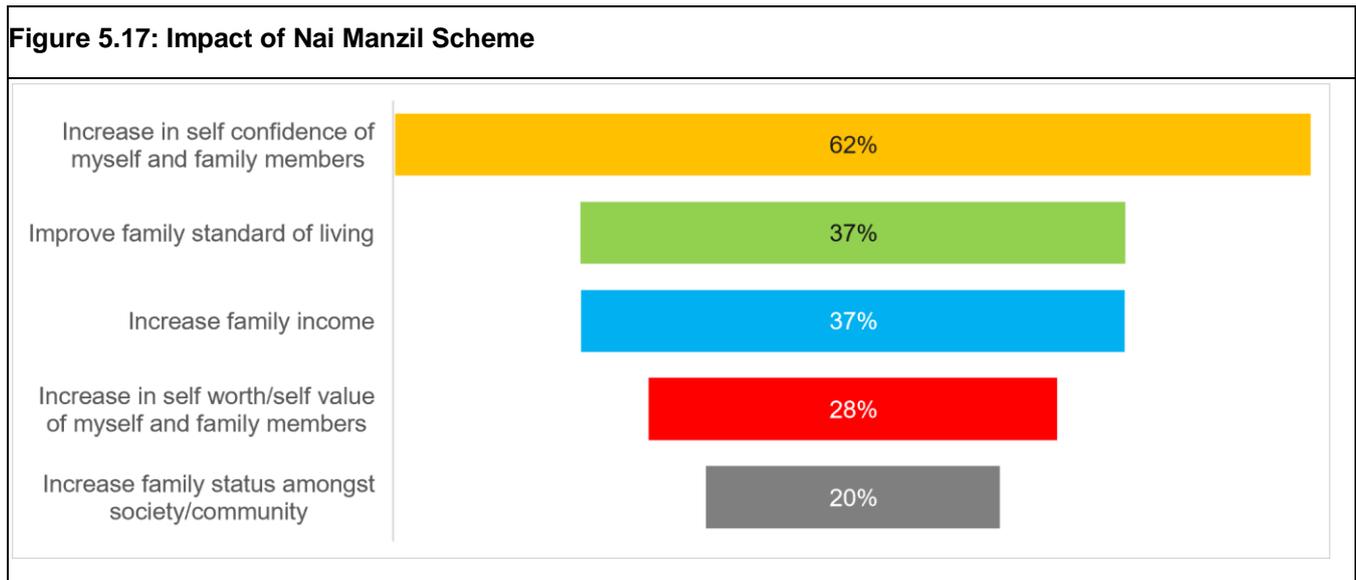
#### 5.2.1.4 Impact of Nai Manzil Scheme on Lives of Beneficiaries

To represent the outcome of the impact on the lives of beneficiaries, the below mentioned points are the overall indicators which have had an impact on the lives of beneficiaries as per the PIA



Overall, 94% of beneficiaries surveyed have indicated that Nai Manzil scheme have had a positive impact in their lives.

- 62% of beneficiaries cited that they have sensed an increase in self-confidence and self-worth which is helping them in taking up challenges and look at things positively
- 37% have cited that increase in income which helps their family in managing HH expenses better
- Improvement in family standard of living owing to Nai Manzil scheme is cited by 37% of the beneficiaries
- With completion of course and in some cases, having job/being self-employed improves the perspective of the family and family members in the society/community

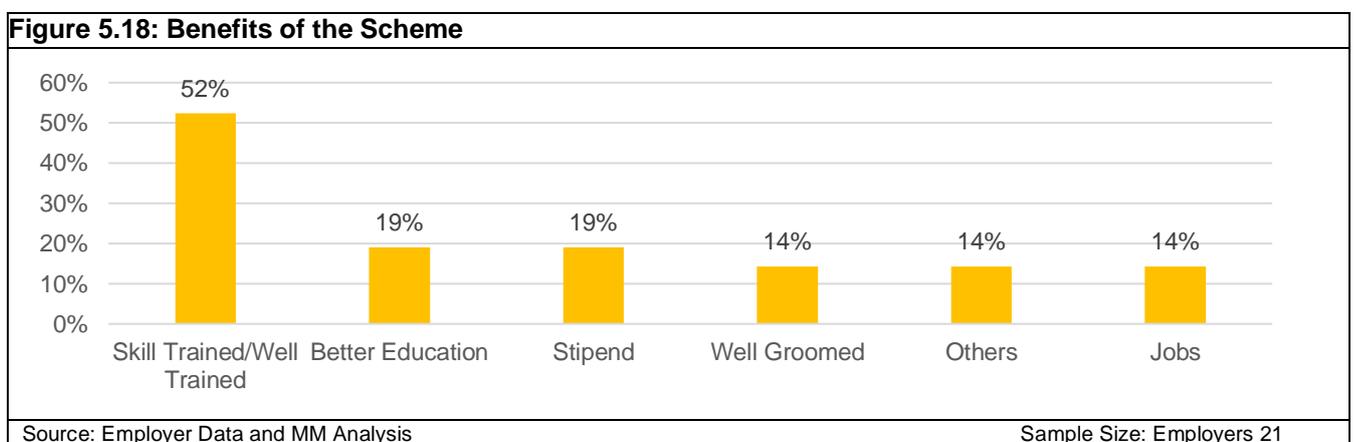


Source: MM Analysis

Sample Size: Beneficiaries 1214

### 5.2.2 Benefits of the Scheme – Employer Perspective

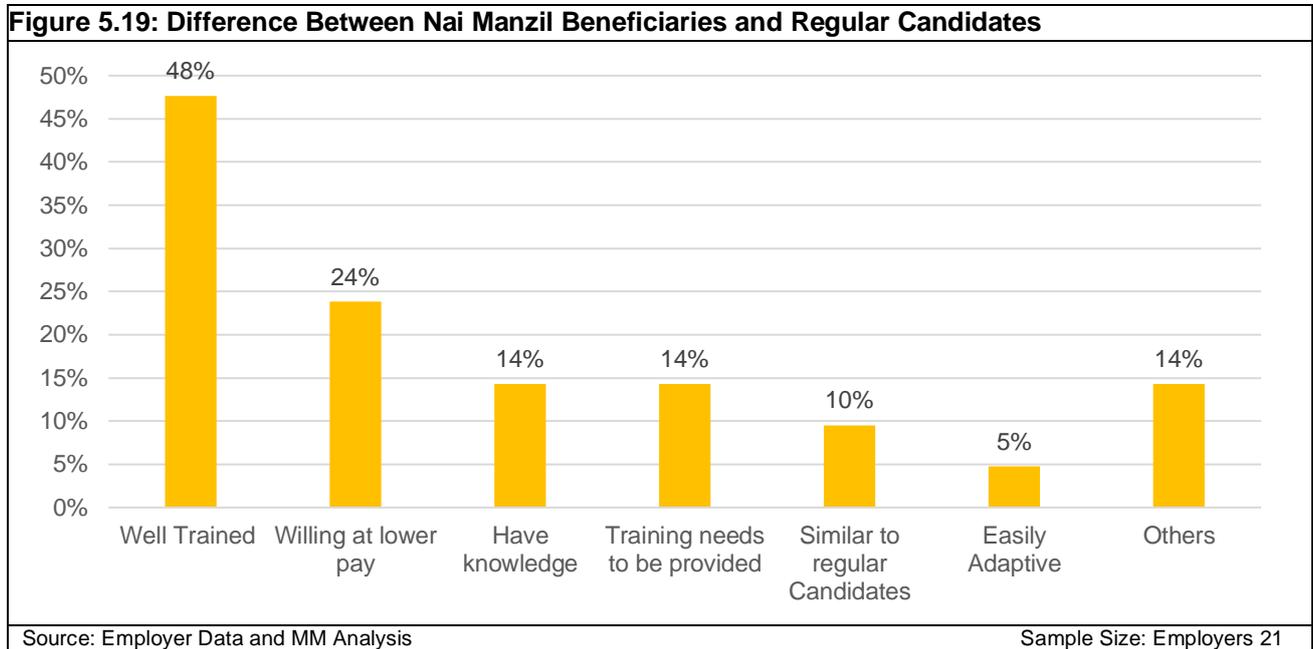
The employers of Nai Manzil beneficiaries were interviewed to understand their perspective of the benefits of the scheme. It was found that the employers feel that the most important benefit of the scheme is that the beneficiaries are have better grasping ability, they are well trained and have the skills to excel in their job roles.



Source: Employer Data and MM Analysis

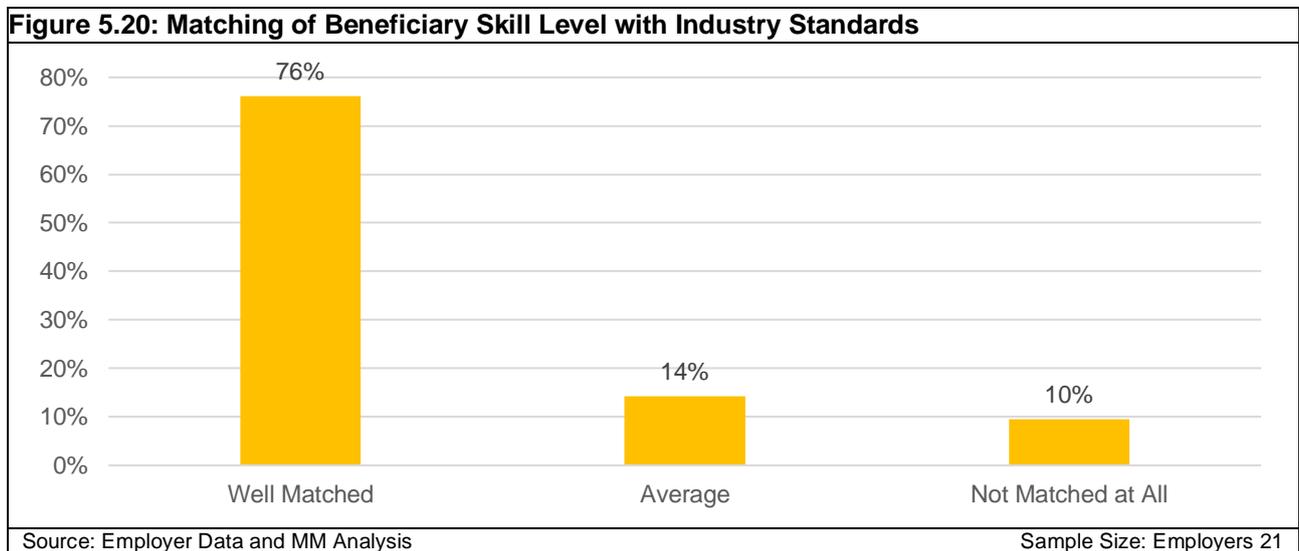
Sample Size: Employers 21

The graph hereafter shows that from the employer perspective, the main difference between regular candidates and candidates trained under Nai Manzil Scheme is that the beneficiaries of the scheme are well trained which aids the employers in better productivity/output of the employees.



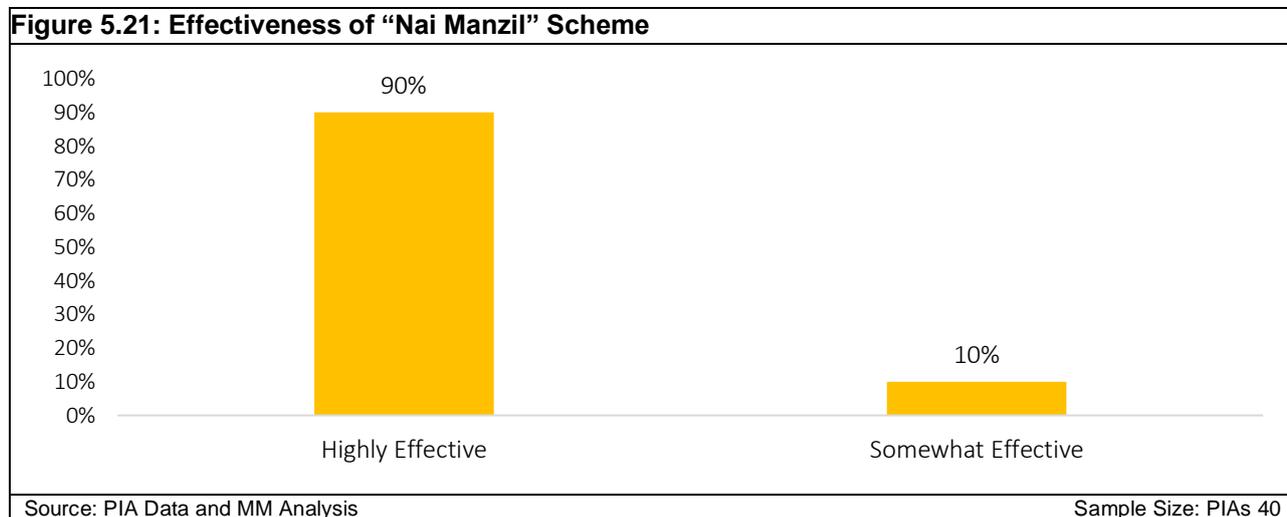
### 5.2.3 Matching of Beneficiary Skill Level with Employer Standards

Employers of the beneficiaries were interviewed to understand whether the candidates training were in par with industry standards. It was found that the 76% employers felt that the training provided was well matched with industry requirements



### 5.2.4 Effectiveness of “Nai Manzil” Scheme

PIAs have a very positive feel on the effectiveness of Nai Manzil scheme where about 90% of PIAs agree on the effectiveness of the scheme.



## 5.3 Mapping of SDG and NDP

### 5.3.1 SDG Mapping

**Table 5.3: SDG Mapping**

SDG	Goals Served	Comments/Remarks
 No Poverty	✓	Sustainable income post the completion of education and skill training course through Nai Manzil Scheme. <b>68% beneficiaries got their initial jobs after completion of course and other 32% saw an increase in their income level from the earlier level</b>
 Zero Hunger	✓	As 86% beneficiaries being from BPL families, the placement and Employment opportunities, had led to income generation for fulfilling basic necessities like food and shelter.
 Good Health and Well-Being	✓	During training/course, the beneficiaries were made aware about Health and wellbeing, which led to improve their health status and also to other family members. Further increased income also makes them to take care of their health and sanitation needs.
 Quality Education	✓	The Nai Manzil programme has initiated formal Education system for many dropouts from schools and also increase their skill level to get skill jobs available in the market.
 Gender Equality	✓	Nai Manzil scheme is an inclusive scheme, where about 47% women were found to be enrolled. However, the completion rate of the girls was found to be poor due to drop-out mainly due to their marriage.

SDG	Goals Served	Comments/Remarks	
 6 CLEAN WATER AND SANITATION	Clean Water and Sanitation	NA	Better education and increased income will aid to improved sanitation and also clean drinking water.
 7 AFFORDABLE AND CLEAN ENERGY	Affordable and Clean Energy	NA	-
 8 DECENT WORK AND ECONOMIC GROWTH	Decent Work and Economic Growth	✓	After completion of course, the beneficiaries have got better Placement and Employment opportunities due to improved skill leading to decent work and economic growth.
 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Industry, Innovation and Infrastructure	✓	Promotes infrastructure and growth of various skills and providing the support for starting new industries through training on new skill and entrepreneur opportunities
 10 REDUCED INEQUALITIES	Reduced Inequalities	✓	Nai Manzil scheme mainly supports the minorities mostly from the BPL families through promotion of formal education and skill development
 11 SUSTAINABLE CITIES AND COMMUNITIES	Sustainable Cities and Communities	✓	Nai Manzil Scheme has an impact on sustaining the poor and vulnerable communities by providing livelihood opportunities near to their residences, which avoid migration from rural to urban and thus contributes towards sustainable cities and communities.
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Sustainable Consumption and Production	NA	
 13 CLIMATE ACTION	Climate Action	NA	-
 14 LIFE BELOW WATER	Life Below Water	NA	-
 15 LIFE ON LAND	Life on Land	NA	-
 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Peace, Justice and Strong Institutions	NA	Nai Manzil contributes towards peace and justice as it caters to needs of the poor and vulnerable minority population and thus avoid conflicts in the society, which also leads to strong family and community institutions.
 17 PARTNERSHIPS FOR THE GOALS	Partnerships	NA	-

Source: MM Analysis

#### 5.3.1.1 SDG1: No Poverty:

Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living. Poverty means that the income level from employment is so low that basic human needs can't be met.

Minority community with low education and skill level were susceptible to low income levels. Under the Nai Manzil scheme they are being enabled through formal education and skill training to combat poverty.

Nai Manzil Scheme provides jobs at the end of the course which improves financial capabilities of the beneficiaries of the scheme. As per data collected during survey, it was found the 68% beneficiaries have been provided jobs as a first timer and while remaining 32% have reported to increase in their income after undergoing course under the Scheme.

#### 5.3.1.2 SDG2: Zero Hunger:

Hunger is not merely missing a meal for millions of people around the world, but a debilitating crisis that takes a toll on their livelihood, health and well-being. Eradicating hunger is necessary for uplifting this vast proportion of the population from abject poverty and ensuring their development.

Under the Nai Manzil Scheme beneficiaries are enabled to generate income which would aid in the goal of Zero Hunger in India.

#### 5.3.1.3 SDG3: Good Health and Well-Being

This Goal addresses all major health priorities, including reproductive, maternal and child health; communicable, non-communicable and environmental diseases; universal health coverage; and access for all to safe, effective, quality and affordable medicines and vaccines. It also calls for more research and development, increased health financing, and strengthened the capacity of all countries in health risk reduction and management.

Under the Nai Manzil scheme, students are made aware and sensitized in health and life skills. Their income levels are improved which aid in improving their nutrition and health.

Health Awareness of the beneficiary as well as sensitisation. Nai Manzil played a crucial role in the beneficiaries understanding the importance of these aspects in their lives as well as their families making them more aware & responsible

#### 5.3.1.4 SDG4: Quality Education

This SDG focuses on equity, inclusion and quality of education, it also aims to build and upgrade education facilities that are sensitive to the needs of children and persons with disabilities.

Minorities that were unable to complete formal education at 8<sup>th</sup> and 10<sup>th</sup> standard level are provided quality education along with skill development. Formal education being provided to the beneficiaries along with the skill development using all the facilities & accreditation of NIOS and Skill Council.

#### 5.3.1.5 SDG5: Gender Equality

In India there is a large patriarchal system which does not aid in providing equal opportunities to women. This is significantly true in case of minority women.

Due representation given to women who form part of the beneficiary pool/target segment. The scheme provides females in the minority community the opportunity to have equal opportunity in education and skill training that will lead to employment opportunities

Nai Manzil scheme has 30% beneficiary seats earmarked for women which ensures minimum gender equality. The data collected from the field has shown that the scheme had enrolled 47% girls. However, a large number of girls drop out from the scheme after marriage, which need to be looked into.

### 5.3.1.6 SDG8: Decent Work and Economic Growth

This goal seeks to achieve higher economic productivity and job creation through diversification and innovations in technology, while at the same time protecting labour rights and promoting a safe and secure working environment. It also aims to eradicate forced labour, human trafficking, and child labour.

Nai Manzil scheme aids in the placement of beneficiaries through the PIA's. After skill training is provided. At least 70% beneficiaries are placed after completion of the course. This helps the beneficiaries improve their lifestyle. This scheme also aids in their economic growth of the beneficiaries and their families.

### 5.3.1.7 SDG9: Industry, Innovation and Infrastructure

Industry, innovation and infrastructure are deeply interconnected. This scheme aids in growth of skilled industrial workers. The beneficiaries of this scheme may also aid in industrial growth within a region through self-employment.

### 5.3.1.8 SDG10: Reduced Inequalities

This SDG does not focus solely on reducing income inequalities but also inequalities of outcome by ensuring access to equal opportunities and promoting social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, religion or another status relevant within society.

Minorities face higher inequalities especially in regard to income and education. This scheme is especially for minorities who are financially below poverty line. This scheme aids beneficiaries to get higher education, learn skills and provides placement to enable beneficiaries to reduce inequalities.

### 5.3.1.9 SDG11: Sustainable Cities and Communities

Provides the opportunity for sustainability amongst the minority community by ensuring livelihood opportunities.

## 5.3.2 National Development Plan

**Table 5.4: NDP Mapping**

	NDP	Nai Manzil Scheme	NDP Served by
	Growth	✓	Promoting growth in income, production and working days for its beneficiaries
	Employment and Labour Reforms	✓	Promoting employment amongst minority community
	Technology and Innovation	✓	Using technology and IT tools to teach students. Innovative methods deployed for providing education and skill training
	Industry	✓	Promoting skilled industrial workforce
	Financial Inclusion	✓	Compulsory bank accounts of the beneficiaries

NDP	Nai Manzil Scheme	NDP Served by
 Inclusion	✓	Bringing the minority community in the mainstream economic workforce and also promote gender equality by enrolling almost equal number of girls under the Scheme.
 School Education	✓	Providing an opportunity to the school dropouts and girl beneficiaries to take up formal school education which is important for livelihood opportunities and socio-economic upliftment
 Higher Education	✓	The Scheme also provide an opportunity to take up higher studies after undergoing formal education. This also promotes sustainable growth and better working environment
 Skill Development	✓	Providing an opportunity to the beneficiaries to take up skill-based school education which is important for livelihood opportunities and socio-economic upliftment
 Universal Health Coverage	✓	Explaining the importance of health and nutrition aspects as per Life skill education, which in turn impact the HH financial situation and decision making as well as helps in overall livelihood
 Nutrition	✓	
 Gender	✓	Due representation given to women. 30% of the beneficiary seats are earmarked for girl / women candidates. However, during survey, it was found that 47% girls have been enrolled under this scheme.
 Senior Citizens, Persons with Disability and Transgender Persons	✓	5% of the beneficiary seats are earmarked for persons with disability
 Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Other Tribal Groups and Minorities (Mainstreaming of indigenous groups)	✓	Due representation given to beneficiaries from the indigenous region towards achieving the objective of mainstreaming them into the organised economic sectors as well as providing them sustainable livelihood opportunities post education and skill training
 The North-East Region	✓	Benefits of the scheme are also provided in the North Eastern Region by enrolling the beneficiaries in that region

Source: MM Analysis

### 5.3.2.1 Growth

Nai Manzil promotes holistic development of the minority community, it imbues all round growth of the beneficiaries. Beneficiaries grow in the field of education, skill and income to name a few. There is continuous improvement throughout the scheme.

### 5.3.2.2 Employment and Labour Reforms

This scheme promotes jobs and better livelihood for minorities. With improvement in skill as well as education levels, beneficiaries are equipped to get better opportunities. It also aids in promotion of beneficiaries within the organization ladder.

### 5.3.2.3 Technology and Innovation

Beneficiaries are introduced to latest technology. PIAs use latest software and updated teaching pedagogy to aid beneficiaries. With improved education and skilling more and more beneficiaries are technologically literate.

#### 5.3.2.4 Industry

Promotes Industry, Innovation and Infrastructure including growth by providing support to them in form of employment opportunities to the minority population as per the skill gap analysis.

Self-employment and entrepreneurship are improving among beneficiaries.

Improvement in skilling promotes skilled workers who promote the industrial segment.

#### 5.3.2.5 Financial Inclusion

Beneficiaries receive stipend in bank accounts; therefore, they are financially included. On receiving placements beneficiaries also receive benefits like ESI, PF etc.

#### 5.3.2.6 School Education

Minority dropouts had low education levels. This scheme provides formal education to beneficiaries till 8th or 10th standard level. PIAs use handholding techniques to guide the beneficiaries into better education levels.

#### 5.3.2.7 Higher Education

Minority drop out candidates are aided to receive higher education levels. Improvement in education levels aids beneficiaries to many beneficiaries opt for higher education after completion of courses under Nai Manzil Scheme.

#### 5.3.2.8 Universal Health Coverage

Beneficiaries are made aware and sensitized in health and life skills. Health check-up camps, health drives and awareness campaigns are organised to aid beneficiaries in better health and hygiene. They also receive benefits under health schemes in place of their jobs.

Few beneficiaries also work in healthcare sector, so they are made aware about health segment.

#### 5.3.2.9 Nutrition

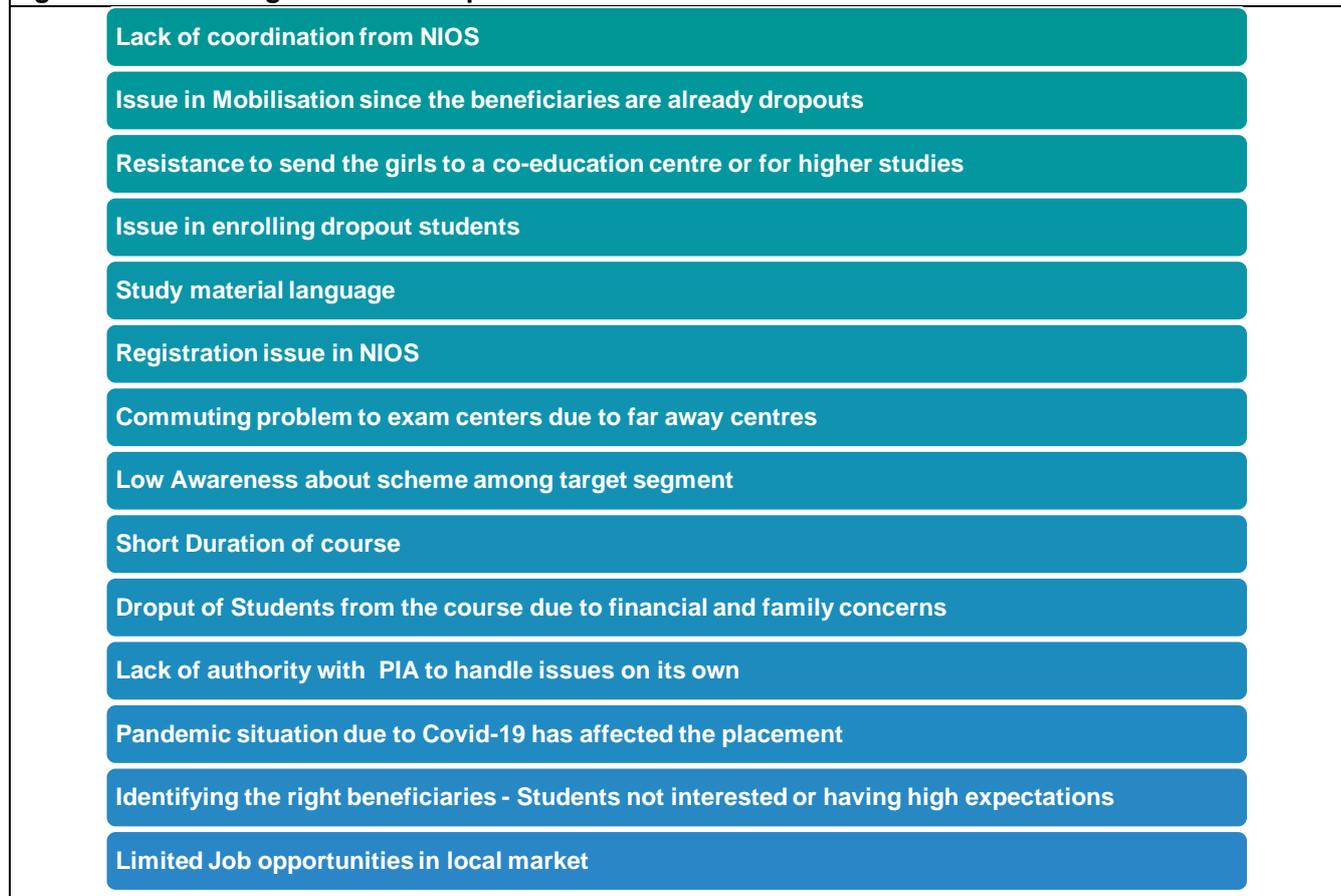
Beneficiaries are made aware about nutrition benefits. Better education and awareness among female beneficiaries also promote better nutrition for future generations.

Improvement in job profiles due to Nai Manzil scheme also improves their income level and livelihood. This in turn improves health and hygiene.

### 5.4 Challenges in implementation of the scheme as per PIA

For any programme of such nature, it is likely that there might some challenges and difficulties that are encountered. At an overall level the challenges in implementing the scheme are: -

**Figure 5.22: Challenges Faced in Implementation of the Scheme**



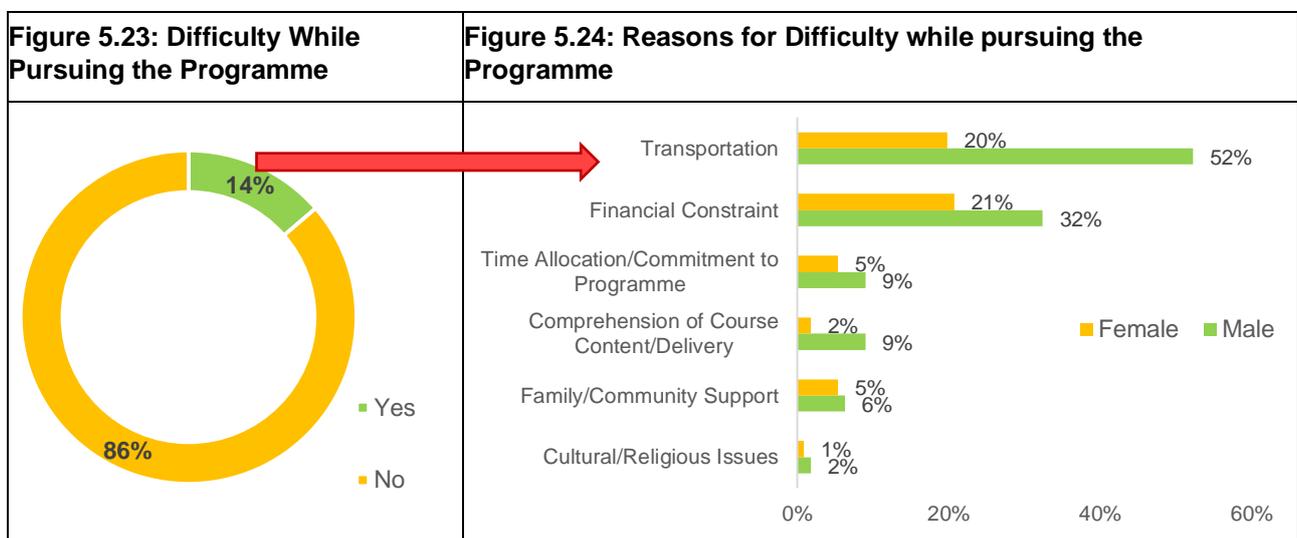
Source: PIA Data and MM Analysis

- **Lack of coordination from NIOS** - NIOS related issues (co-ordination for registration, study material, exam centres being far off, difficulty level of study material and content for dropouts)
- **Issue in Mobilisation since the beneficiaries are already dropouts/ Issue in enrolling dropout students** - Beneficiary Mobilisation issues since the students are dropouts already and they are being resurrected in their lives. They already have concerns which are linked to the financial situation of the HH, acceptability and approval of the HH members to join the course
- **Resistance to send the girls to a co-education centre or for higher studies** since it is perceived to be unsafe as well as the common precedence of girls being married off
- **Study Material Language**– There have been cases where the study material language is cited as concerns since it is available in either English or Hindi and not in the regional languages.
- **Registration issue in NIOS** – Since the NIOS has prescribed limit as well as timeline when the beneficiary can be enrolled, this has been faced as a problem with PIAs
- **Commuting problem to exam centers due to far away centres** – NIOS accredited exam centres are far away and the beneficiaries who are already financially weak and have limited means need to reach the exam centres which makes it practically very challenging for them
- **Low Awareness about scheme among the target segment** including limited communication both at the PIA and MoMA level as one of the reasons why there is difficulty in mobilisation of the beneficiaries
- **Short Duration of course** – It is felt that the PIAs are enrolling drop out beneficiaries and they need to educate through the bridge course and skill training and are competing with others in the job market. To enable the beneficiaries to reach to that level, it is felt that the course duration is short
- Dropout of students from the course due to financial and family concerns which can be resolved by handing better stipend to the beneficiary

- Limited Job opportunities in local market** – One of the major objectives of scheme is to provide the beneficiaries with jobs post the completion of the certification both education and skill training. However, in the last few years the employment in general across various sectors has been challenging and opportunities limited in the centres/locations where the PIA centre is located. Moreover, beneficiaries are reluctant in migrating to locations where jobs are available which makes the situation challenging for PIA.

#### 5.4.1.1 Difficulty while pursuing the programme and Reasons (Beneficiary)

One important aspect from the evaluation exercise was to gauge the difficulties that the beneficiaries had faced as part of the education and training component. About 1/6<sup>th</sup> beneficiaries had encountered some or the other issue with almost half of them facing transportation as major reason. Financial constraint is also an important area which the beneficiaries are facing due to giving up their jobs and taking up the course. Overall numbers indicated that male beneficiaries generally have found more difficulty than females in pursuing the programme.

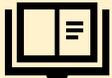


Source: MM Analysis  
Sample Size: Beneficiaries 1214

Source: MM Analysis  
Sample Size: Beneficiaries 170

#### 5.4.1.2 Issues related to NIOS/SIOS`

Since one of the major components of the entire scheme is the education component, NIOS, the education certification body, there have been some concerns amongst the PIAs which have been categorised and detailed below:

Issues	Details
 <p><b>Registration Issues</b></p>	<ul style="list-style-type: none"> <li>• Delay in Registration of the beneficiaries</li> <li>• Documentation issues</li> <li>• Portal issues</li> <li>• No grievance redressal mechanism in place</li> <li>• Lack of support</li> <li>• Payment issues</li> <li>• Co-ordination issues</li> <li>• Rejection of candidates</li> </ul>

 <p><b>Syllabus, Books and Study Materials</b></p>	<ul style="list-style-type: none"> <li>• Delay in receipt of books and study materials</li> <li>• Non receipt of books and study materials and he</li> <li>• Books in local language are not available</li> <li>• Syllabus/assignments are difficult for</li> </ul>
 <p><b>Exam Issues</b></p>	<ul style="list-style-type: none"> <li>• Many students did not receive admit cards</li> <li>• Centres are located far away from the centres which leads to transportation related issues for the beneficiaries and PIAs</li> <li>• Exams are difficult, especially for dropout students</li> <li>• Delays in exams</li> </ul>
 <p><b>Certification Issues</b></p>	<ul style="list-style-type: none"> <li>• Delay in receipt of marksheets</li> </ul>

#### 5.4.1.3 Issues related to Skill Council

NSDC, the nodal agency under Government of India to promote and provide certification of skill training under 37 sectors, have been associated with Nai Manzil scheme. As such with majority of the PIAs as well as the beneficiaries, there were not any major issues with NSDC. Some concerns that have been cited are:

- Delays in finalisation of the assessment dates of the beneficiaries
- Receipt of results post skill training assessment by beneficiaries
- Receipt of certification post completion of skill assessment by the beneficiaries

### Issues with Skill Council

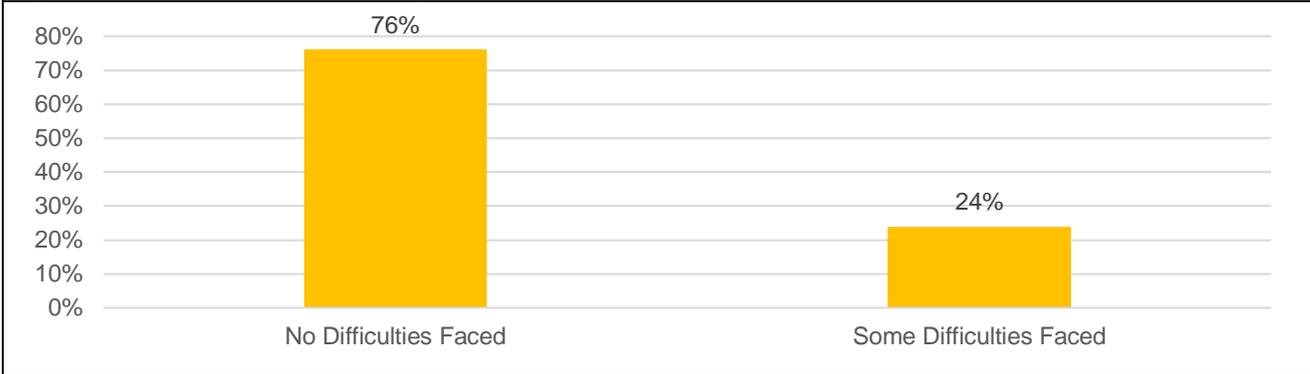
89% PIAs have no issues with skill council

Few PIAs have issues with delays in assessment dates, results and certification which were initial concerns but have been largely managed

#### 5.4.1.4 Difficulties Faced by Employers

Most employers did not face any difficulty after recruitment of Nai Manzil beneficiaries. However, few employers did face some minor difficulties like low experience and knowledge, low level of responsibility etc. for which the beneficiaries can be groomed and prepared better to be absorbed in the mainstream economy and learn to cope better about the various aspects of livelihoods. This can be used as part of the communication plank by MoMA to promote amongst employers as well as beneficiaries and take Nai Manzil scheme forward amongst the community at large.

**Figure 5.25: Difficulties Faced by Industries**



Source: Employer Survey Data and MM Analysis

Sample Size: Employers 21

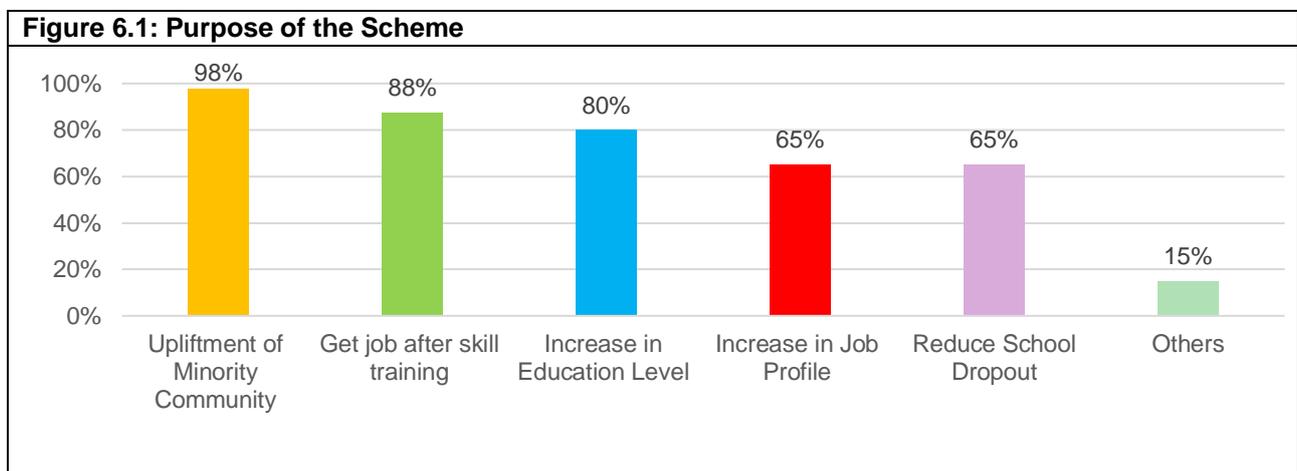
## 6 Assess Relevance, Efficiency, Effectiveness, Equity and Sustainability of the Scheme

### 6.1 Relevance/Appropriateness

#### 6.1.1 PIA Perspective of Nai Manzil

##### 6.1.1.1 Awareness about purpose of the scheme

PIA representatives felt that they were aware about the purpose of the scheme. PIAs have elaborated their purpose, which it seems is in place. Almost all PIAs were aware about the need for uplifting minority communities as well as to improve their skill for better job and income. The qualitative inputs received are represented as under:



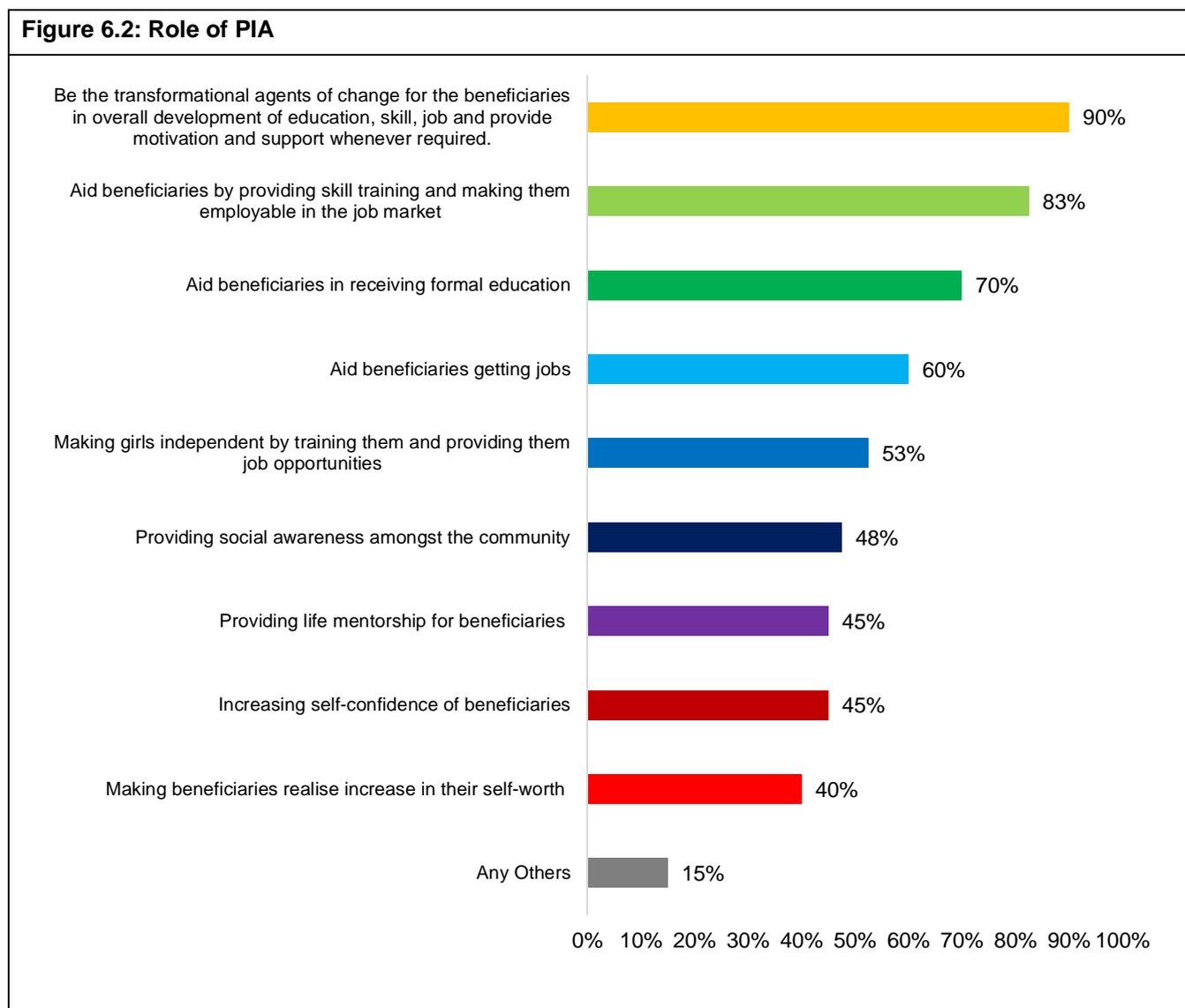
Source: PIA Data and MM Analysis \*Others include rehabilitation of drug addicts (primarily in Punjab), approach and perspective of parents of the beneficiaries to embrace the scheme  
 Sample Size: PIAs 40

##### 6.1.1.2 Role of PIA

PIA representatives felt that their role was very important in the overall scheme implementation where they had the following perspective where they deem themselves to be transformational agents of change in the lives of beneficiaries. It is sensed amongst them that they aid and support beneficiaries in receiving the certification for education and skill training along with providing employment opportunities.

Others include Give freedom to girls by getting jobs, life mentor especially for girls students, minority females come out of the confines of their home and embrace the opportunities, improve their worth in the society, stand up for themselves in their community, social awareness amongst the community, convincing divorcees to join the courses.

Overall, as per the various response received from PIA, it is clear that they have shared deeper understanding of their role towards the beneficiaries as well as in the larger scheme of things.



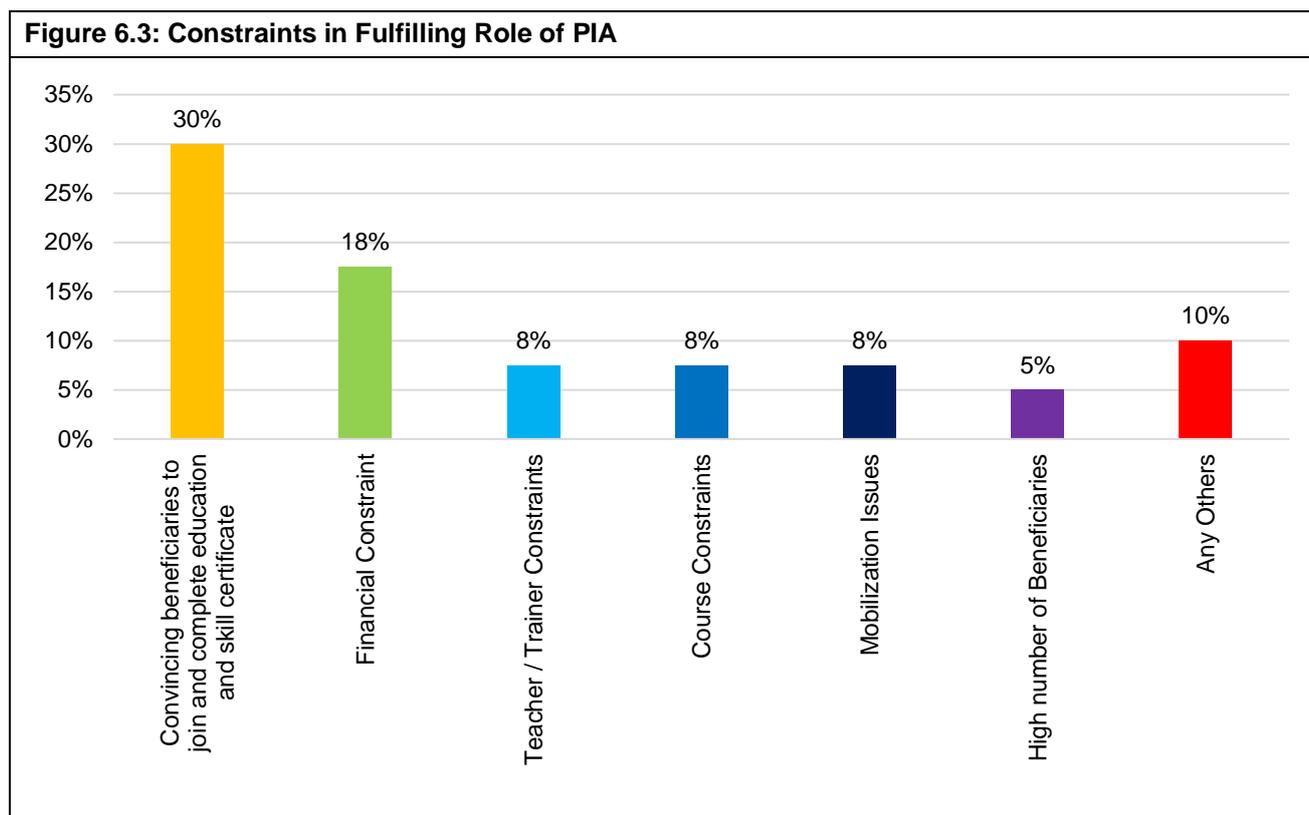
Source: PIA Data and MM Analysis

Sample Size: PIAs 40

### 6.1.1.3 Constraints faced by PIAs in fulfilling their roles

To understand the issues faced by PIA, we checked with them the major concerns were inquired during survey, which they were facing in fulfilling their roles. The 3 major issues that almost equally cited are:-

- Time Constraints – The timing allocated for mobilisation as well as the time to finish the course would have been more to have a better impact of the scheme
- Course Constraints – This component had limitations and issues related to the fact that the course option is limited to NIOS whereas other affiliations if possible, might have had more influence in beneficiaries to join the course
- Co-ordination Issues with NIOS/Sector Skill Council – Certain matters related to the co-ordination between NIOS/Sector Skill Council and PIA could have been useful to beneficiaries in terms of receiving books/study material and examination experience. The constraints faced by the PIA are depicted in the graph:



Source: PIA Data and MM Analysis

Sample Size: PIAs 40

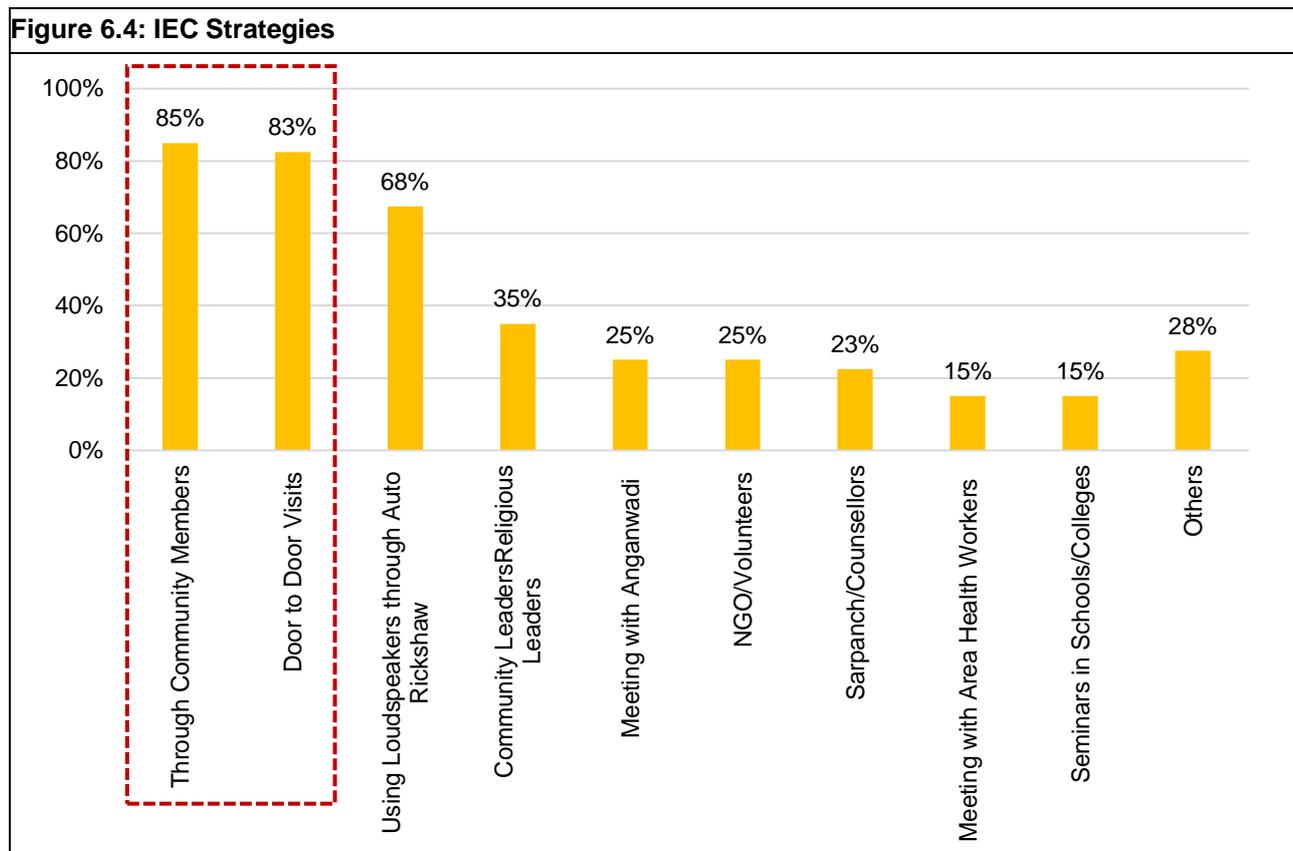
## 6.1.2 IEC Activities and Community Engagement

### 6.1.2.1 IEC Activities

IEC activities and drives conducted at various PIA Centres are tabulated as: -

- Through community members (85%)
- Door to door visits (83%)
- Auto rickshaw/Bicycle Announcements in the localities where the targeted beneficiaries reside (68%)
- Community leaders/religious leaders (35%)
- NGO-volunteers in reaching out to community and beneficiaries (25%)
- Meeting with Area Health Workers/Anganwadi/ ASHA who are influencers amongst the community (25%)
- Sarpanch/Counsellors also play an important influential role amongst the community members (23%).
- School/college seminars to reach out to family and friends of the beneficiaries (15%)

As far as the overall activities of communication and IEC activities are concerned, the PIAs have shared that they felt that more comprehensive and 360 degree communication is required to reach out to the beneficiaries and this will in turn help them in reaching out to targeted beneficiaries.



Source: PIA Data and MM Analysis

Sample Size: PIAs 40

### 6.1.2.2 Awareness Source of Nai Manzil Scheme

Awareness Source of Nai Manzil is a key aspect for a scheme to enrol the school dropout students in the education systems, the same are depicted in the graph below.

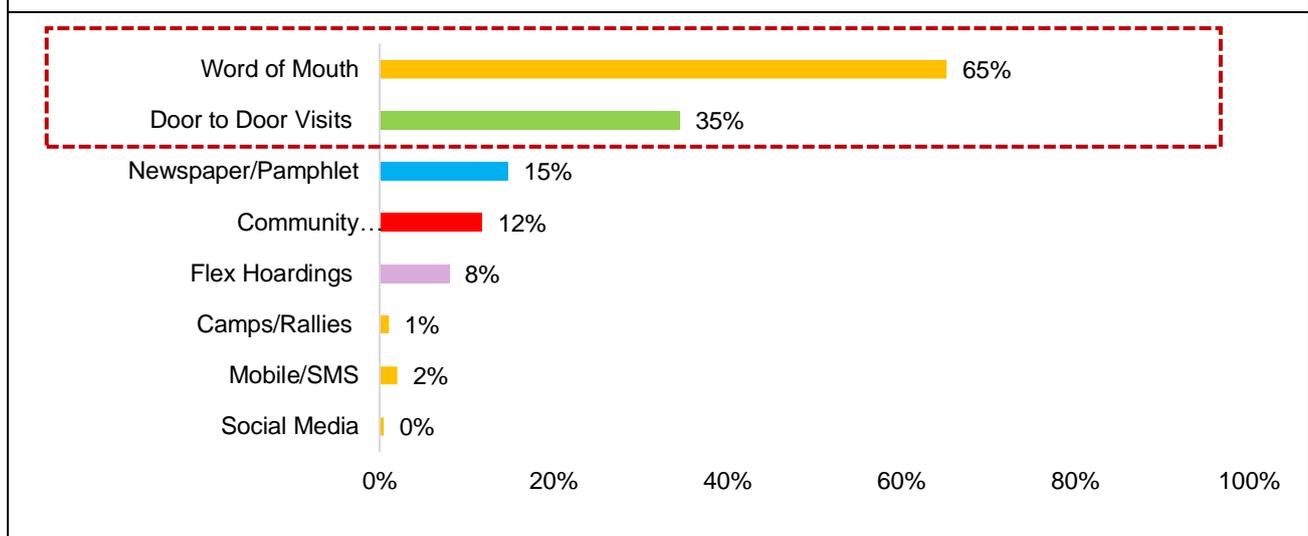
Such interventions reach out to the intended target segment require rigorous and widespread awareness and communication channels which the PIAs have been deploying to reach out to the beneficiaries.

- Traditional mediums like word of mouth and door to door visits are the sources through which the beneficiaries indicated that they found about the scheme.
- Family, relatives, friends, peer group, acquaintances with whom the beneficiaries interact with form the major communication groups through whom they got aware of the Nai Manzil scheme.
- Social activists/ NGOs/ AWW/ASHA/PIA teachers or staff form the major part of individuals who were engaged in the door to door activation exercise.

There are components which can be addressed better by PIA as per the information captured so far-

- It is sensed that leveraging the resources from the community like religious leaders, community members need to be supplemented to other activities
- We can see that with the advent of Digital India program by Govt of India, digital channels like SMS, social media platforms etc which is more interactive medium of reaching out to large scale masses of minorities.

**Figure 6.5: Awareness Source of Nai Manzil**



Source: MM Analysis

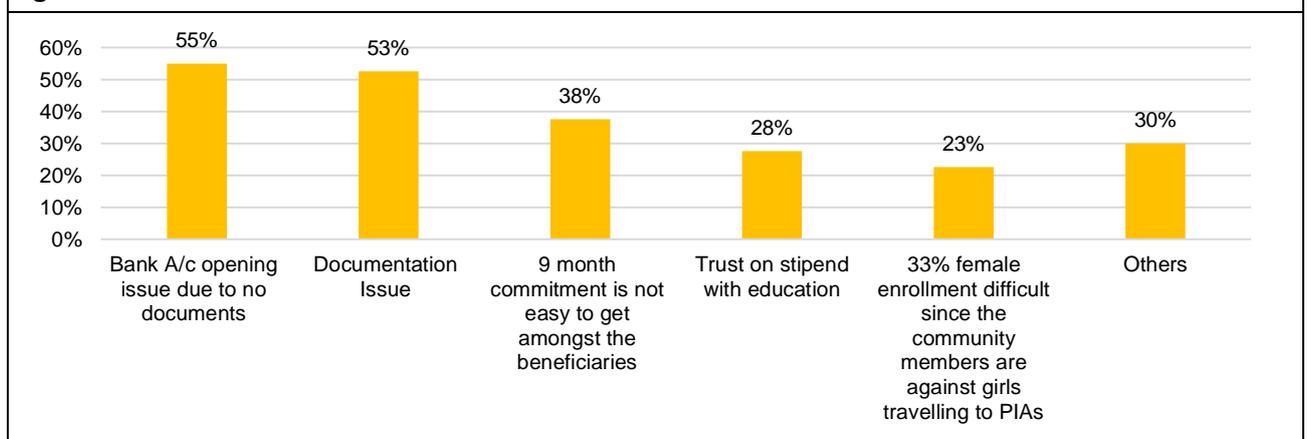
Sample Size: Beneficiaries 1214

**6.1.2.3 Issues related to Mobilization Activities**

There were certain issues that the PIA had faced while mobilisation of beneficiaries which are notified below:-

- Documentation Issue (non-availability of identity proof documents with beneficiaries for registration with MoMA)
- 9-month commitment is not easy since the time requires commitment from beneficiaries, and they struggle with financial liabilities at home
- Trust issues since the scheme has a component on stipend with education and skill training which is unheard of in the various schemes and programs that are being run by Government of India
- Bank A/c opening issue due to non-availability of documents amongst the beneficiaries
- 33% female enrolment is difficult in this community due to family reluctance, travel related issues, safety concerns.
- There are also some cases where there are family financial problems as well as difficult to engage students since they are engaged/enrolled in other schemes

**Figure 6.6: Mobilization Issues**



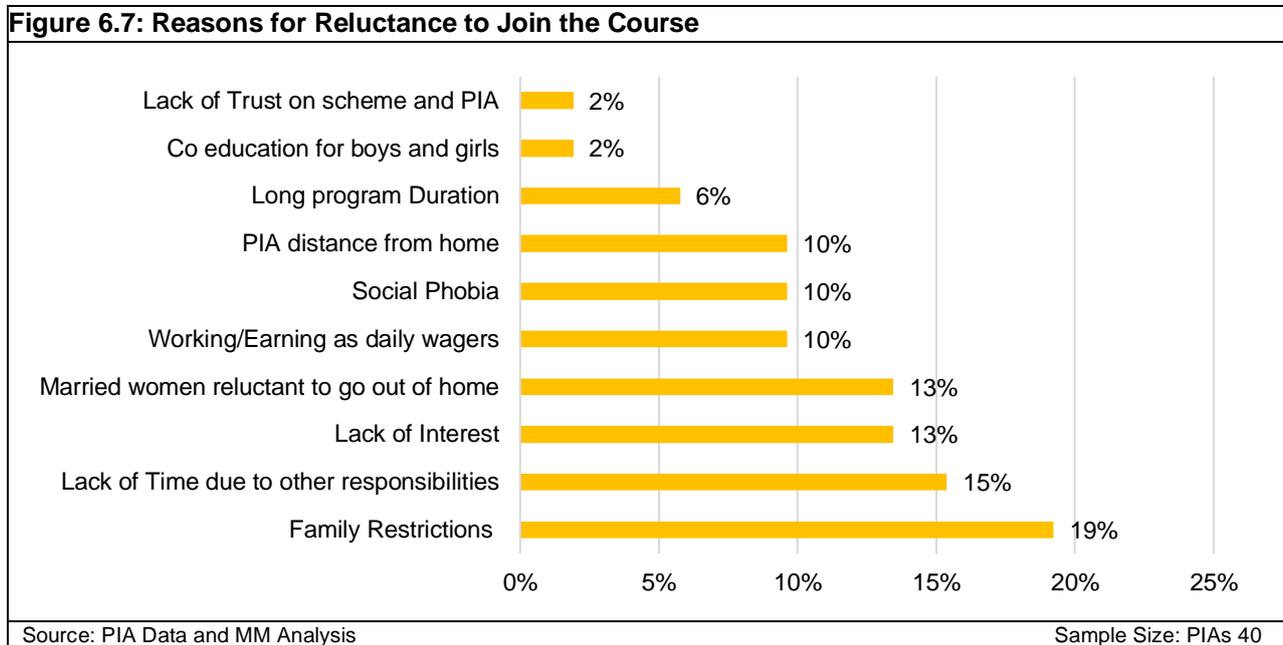
Source: PIA Data and MM Analysis

Sample Size: PIAs 40

Others include don't want to join course because of their family financial problems, students are engaged in other schemes

### 6.1.2.4 Reluctance to Join the Course

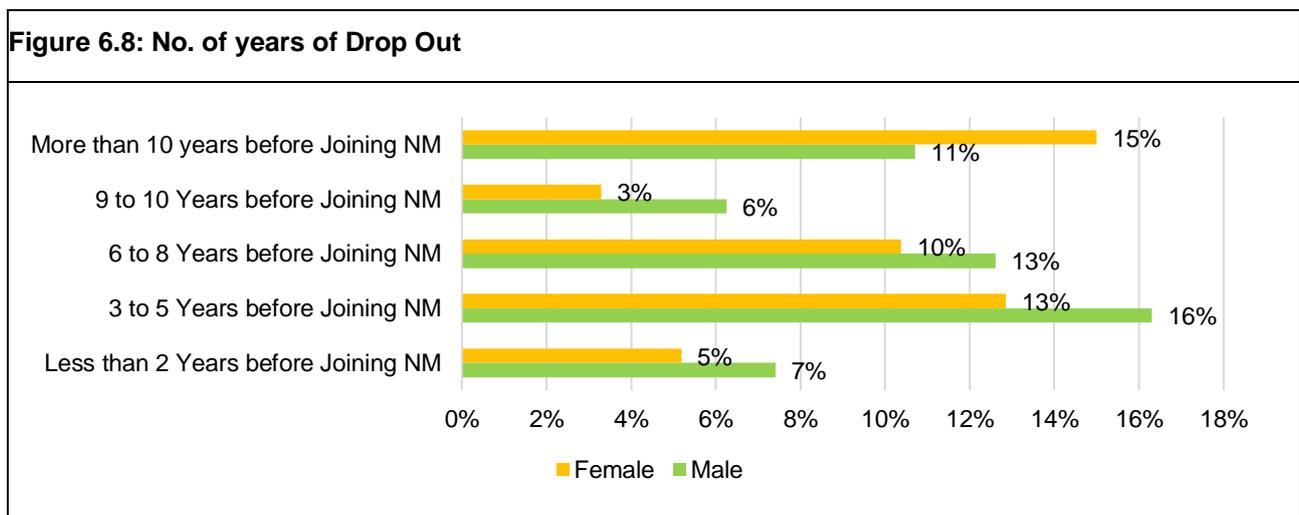
As indicated by the PIAs for the target beneficiaries who are reluctant in joining the course and they are represented in the graph below: -



### 6.1.3 Candidate Background (Drop-out details prior to Nai Manzil)

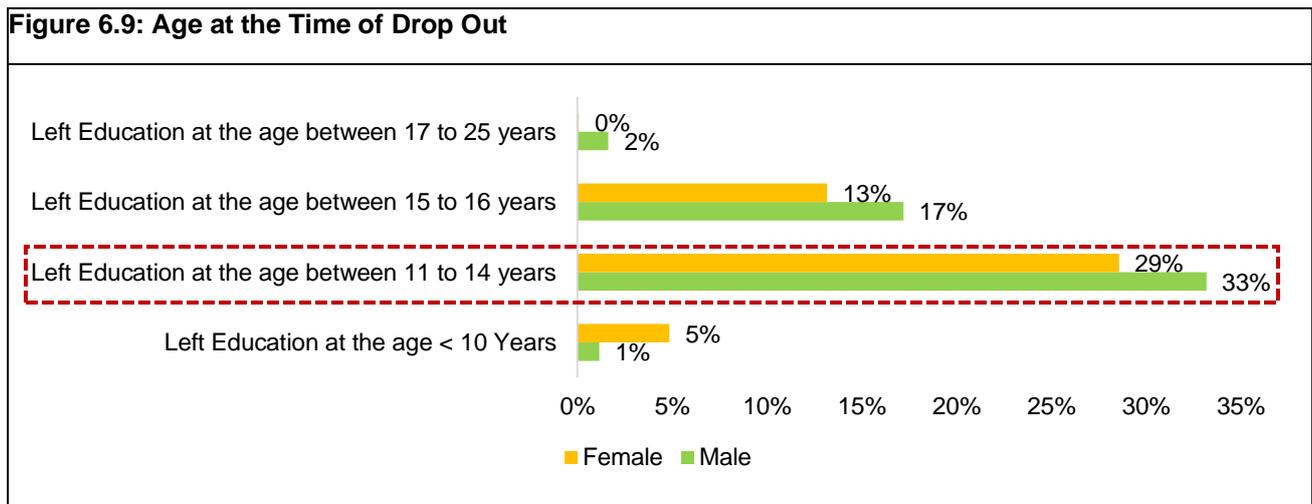
#### 6.1.3.1 No. of years without Education before joining Nai Manzil

One of the success factors of Nai Manzil is bringing back the drop out students of the minority community and the below graph is an apt representation for the same. Since re-joining and re-starting is a very difficult step for the beneficiaries to take, it is reassuring to know that beneficiaries who have gone many years without education, willing to come back and complete their education and take the benefit of skill courses and be job ready. There are beneficiaries in both male and female gender categories who have joined after more than 5 years of dropping out from education.



### 6.1.3.2 Age at the time of Dropout

Looking at the data below, it can be inferred that the beneficiaries drop out majorly between 11 and 16 years of age. If we map it with the completed education status below joining Nai Manzil, it is clear indication that the beneficiary at his/her HH is given a chance to take up studies till they fail and once they fail, they drop out. A very different way of looking at the age group here is to then redefine the existing age group selection criteria for beneficiary under Nai Manzil by immediately enrolling the dropouts even in the age of 14-16 years into Nai Manzil referring to the Child Labour (prohibition and regulation) Amendment Act 2012, that has been passed by both Rajya Sabha and Lok Sabha in July 2016, where children about 14 years can be employed only in certain sectors and job profiles.

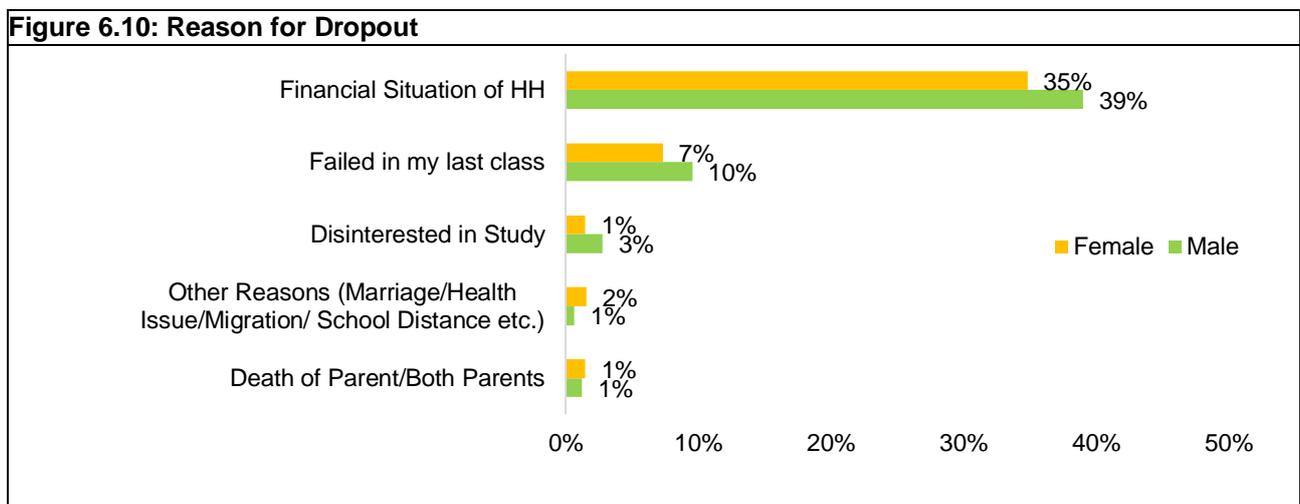


Source: MM Analysis

Sample Size: Beneficiaries 1214

### 6.1.3.3 Reason for Dropout

Major reason for drop out amongst the beneficiaries is financial situation in the family. Every 3 out of 4 beneficiaries, has cited that as the reason for dropout. Quite a lot of them tried various jobs and employment opportunities but either due to the lack of such opportunities, some of them remain unemployed and some take up low paying jobs. Nai Manzil scheme is the roadmap that can prove to be a difference in the life of the beneficiaries where certifications can provide the opportunity to the beneficiaries to be employed in the mainstream economy.



Source: MM Analysis

Sample Size: Beneficiaries 1214

### 6.1.4 Community Engagement

Community plays a very vital role as we have seen in the earlier section, where PIAs have utilised the community members to reach out the targeted beneficiaries. Community engagement can lead to mobilisation, conversion of beneficiaries to join the course, engage with the beneficiaries and parents during the counselling sessions, engage as part of community business leaders in providing employment as well as organizing various lectures/sessions for understanding the market situation. To understand their role better, the below mentioned figure represents the engagement details.

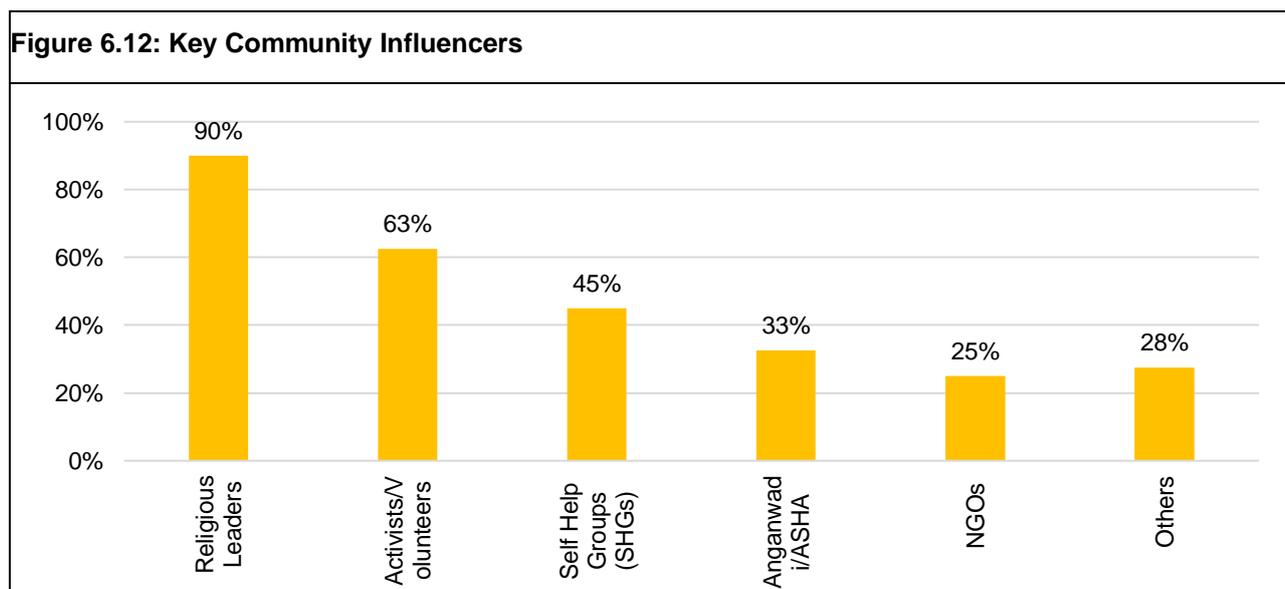
**Figure 6.11: Community Engagement**

Religious and Community Leaders	Religious and Community Leaders are engaged. They are called for visits, functions and meetings. They also aid in mobilization
Parent Teachers Meetings	Parent Teachers Meetings were conducted at regular intervals. This is done to brief the parents as well receive their feedback . This builds a relationship between the centre and the parents.
Counselling	Counselling of Parents as well as beneficiaries is done at regular intervals.
Regular Feedback	Feedback is collected from Parents, Religious Leaders, Community Influencers.
Festivals and Gatherings	Community members are called at gatherings, prayers and festivals.
Teachers	Many teachers are hired from within the community to aid in community engagement.
Community Business Leaders	Support is taken from community business leaders to aid in placements, organize guest visits, understand industrial requirements etc.
Counsellors/SHGs/NGOs/Activists	Community members are also engaged through influencers like Counsellors, Self Help Groups, NGOs and Activists. They are especially helpful in mobilization phase.

Source: PIA Data and MM Analysis

#### 6.1.4.1 Key Community Influencers

Community leaders / members play the major role to implement the Nai Manzil Scheme effectively. The major influencers were religious leaders (90%); activists/volunteers (63%), SHGs (45%) and AWW/ASHA (33%), which are depicted in the graph below.



Source: PIA Data and MM Analysis (Others include Madrasas, Sarpanch, Counsellors and Corporators)

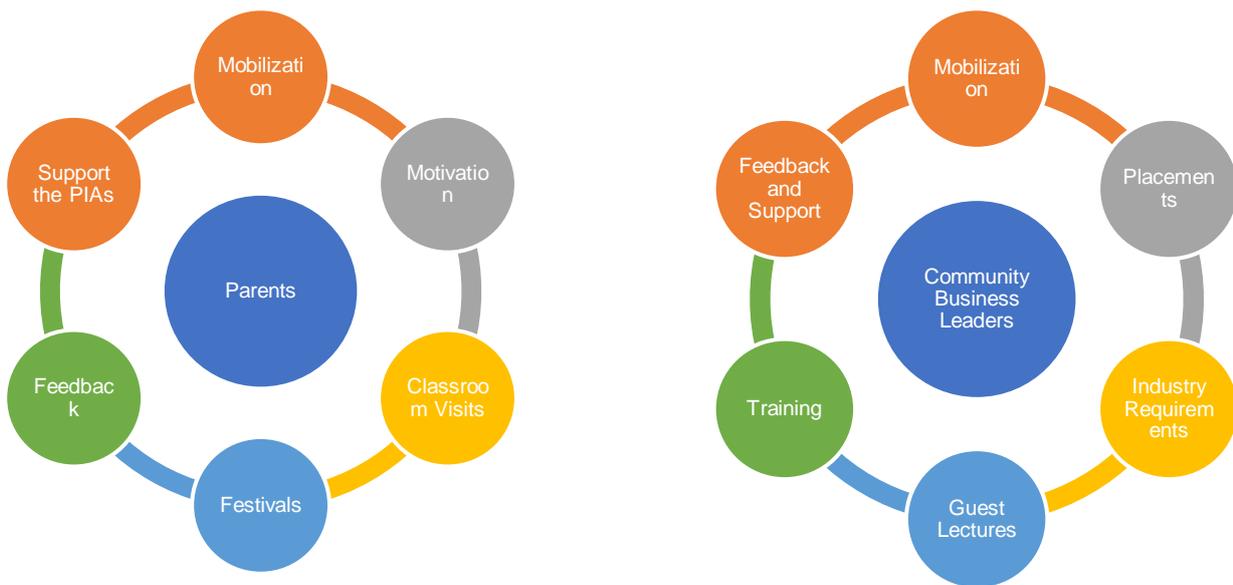
Sample Size: PIAs 40

### 6.1.4.2 Involvement/Support from CBOs/NGOs Active in the Area

There is support required from Community Building Organisations (CBOs) and Non-Governmental Organisations (NGOs) which are required for creating awareness, mobilization, counselling and influencing the beneficiaries and their family members for the enrolling in Nai Manzil scheme. There should be increase in the engagement of CBO/NGO for mobilisation.

Role	Particulars
 <b>Awareness</b>	They created awareness through: <ul style="list-style-type: none"> <li>• Announcements</li> <li>• Religious Gatherings</li> <li>• Distribution of Pamphlets</li> <li>• Door to Door Visits</li> </ul>
 <b>Mobilization</b>	They had influence within the communities and were trusted by the community members. This aided in mobilization by: <ul style="list-style-type: none"> <li>• Making the community understand the benefits of the scheme</li> <li>• Checking of documents</li> <li>• Potential Candidate Identification</li> <li>• Providing data of local areas</li> </ul>
 <b>Counselling</b>	Counselling through NGO's and CBOs were helpful to bring already dropped out candidates join the course. They were also helpful in motivating beneficiaries who were reluctant to continue the course.
 <b>Influencing</b>	They had influence within local counsellors, religious and local leaders. This aided in successful mobilization.
 <b>Knowledge and Data Sharing</b>	NGOs and CBOs have knowledge of the region which aids the PIAs.

PIAs have also given various components where PIAs have shared about the In-Class Involvement of Community Business Leaders and Parents. The same are represented in the illustrated figures below.



#### 6.1.4.3 Cooperation from community for extension of the learning process beyond the Education/Training Centre

Community in the society at large becomes very essential while implementing the scheme of the scale and outreach. PIAs have cited a very active and dynamic role that the community has played at large in the Nai Manzil scheme. The same is tabulated below as per various roles enabled through the community co-operation.

Role	Details
 <b>Mobilization</b>	<ul style="list-style-type: none"> <li>• Community support</li> <li>• Word of Mouth promotion</li> <li>• Help in enrolling new candidates</li> </ul>
 <b>Industry Support</b>	<ul style="list-style-type: none"> <li>• Placements</li> <li>• Training</li> <li>• Industry Requirements</li> <li>• Guest Lectures</li> </ul>
 <b>Motivation</b>	<p>The community aids in motivating the students especially when the beneficiaries are tempted to quit the course.</p>
 <b>Support</b>	<p>The communities support the centres and the PIAs at every step like providing with infrastructure, computer aids, books etc</p>

#### 6.1.4.4 Teaching resources from within community

One of the major outreach mechanisms and strategies by various PIAs has been to enrol teachers within the various minority communities who have been working as faculty members in the PIA. The benefit is in gaining the confidence of the beneficiaries, their families and communities at large right from mobilisation till the completion of the course and in case of successful completion, placements and post placement tracking.



#### 6.1.4.5 Process to capture and act on community feedback

Taking feedback is a relevant mechanism to constantly improve in the overall programme implementation which has been clearly indicated by PIAs as a measure for improving engagement with the community and making the entire approach towards the scheme participatory in nature.

Meetings with Parents	Meetings with Religious Leaders	Feedback Registers and Suggestion Box	Community Meetings
<ul style="list-style-type: none"> <li>• Parent Teachers Meeting</li> <li>• Verbal and Written Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Informal Meetings and Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• These are kept for visitors and community members</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is captured</li> <li>• Resolutions are discussed</li> </ul>

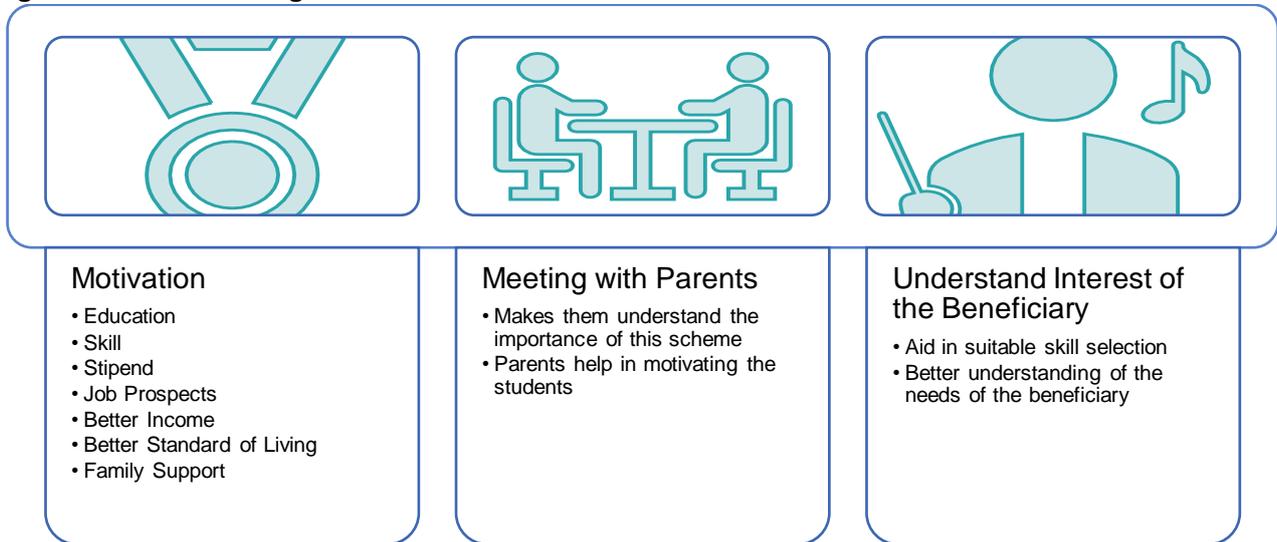
### 6.1.5 Counselling Process

#### 6.1.5.1 Counselling Process Adopted by PIA

Counselling forms the base of explaining to the beneficiaries as well as their families the various components of the scheme and how can they be beneficial to them. It is a stepping-stone through which PIA can identify

and enrol the beneficiaries in the scheme and enabling the beneficiaries a chance to uplift their lives through the scheme.

**Figure 6.13: Counselling Process**

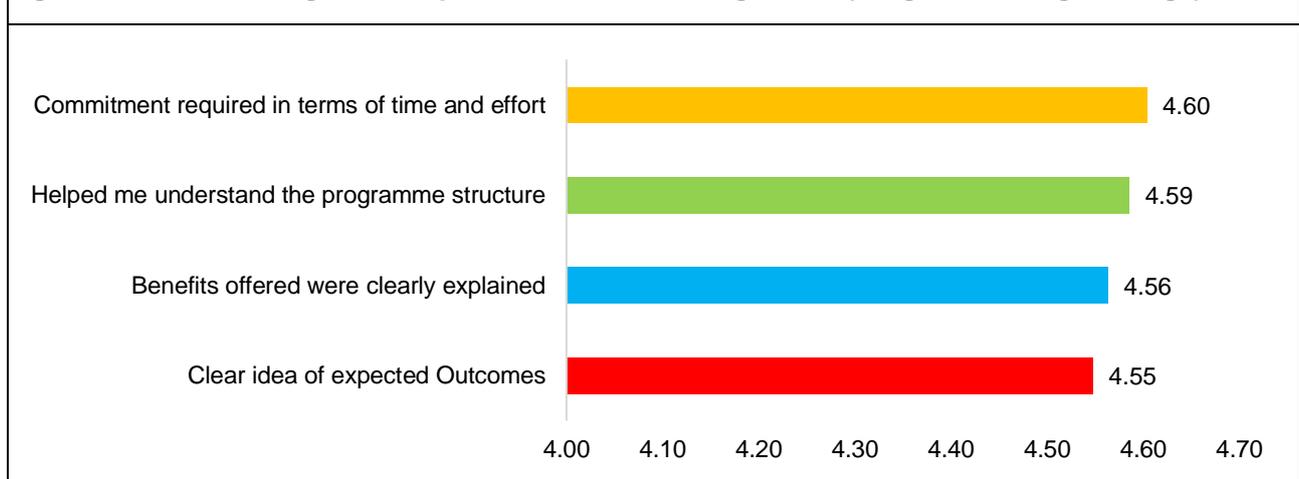


Source: PIA Data and MM Analysis

**6.1.5.2 Counselling Process prior to Start of the Programme (Beneficiary Perspective)**

Counselling by the PIAs form a major channel through which the beneficiaries can be explained and motivated to join Nai Manzil. Across all the regions where we have interacted with the beneficiaries, they have indicated that various components of counselling like programme structure, time and effort commitments, benefits offered, expected outcomes by PIA are very well understood, received by them thus leading them into enrolling with the PIA under the scheme. The weighted average rating for counselling process prior to start of the programme which lies between extremely satisfied (5 rating) and satisfied (4 rating), the same are depicted as graph with average rating value well over 4.5 rating points for each of the counselling components.

**Figure 6.14: Counselling Process prior to Start of the Programme (Weighted Average Ratings)**



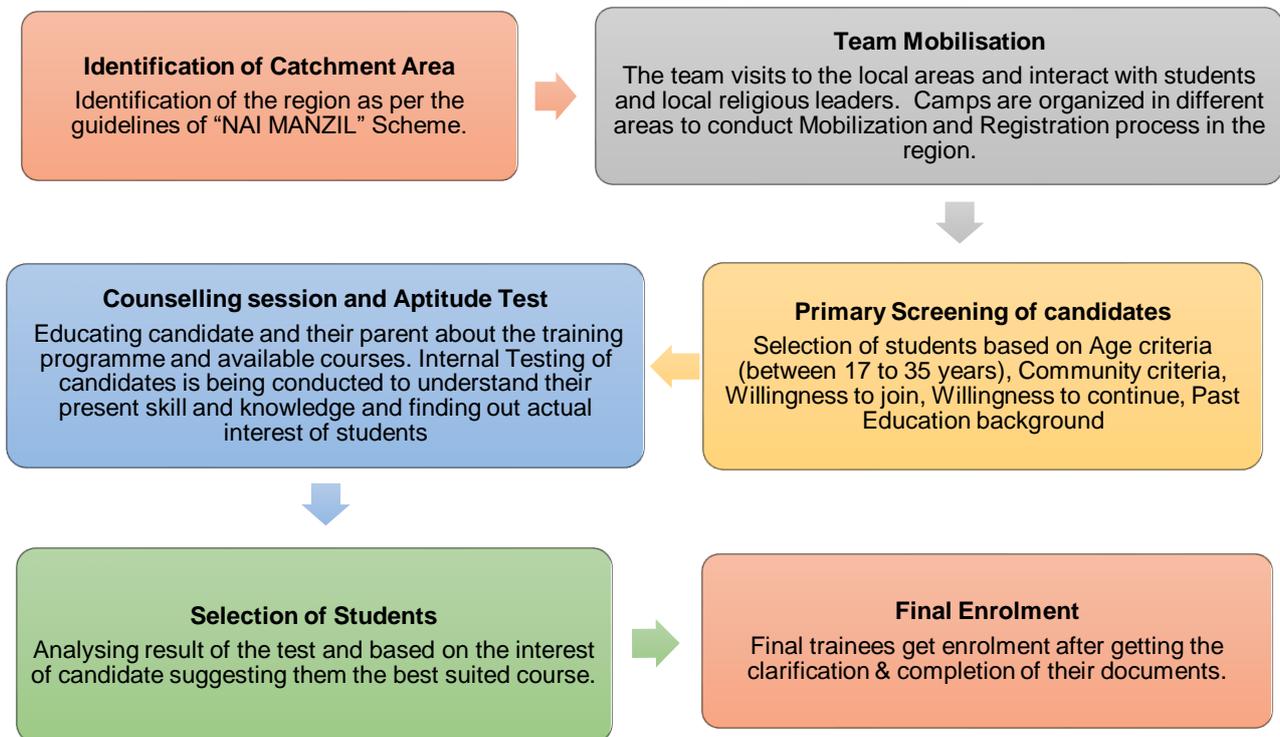
Source: MM Analysis

Sample Size: Beneficiaries 1214

### 6.1.6 Candidates Selection Procedure Adopted

Diagrammatic representation provided for candidate selection procedure that has been generically adopted by the PIAs is given below.

**Figure 6.15: Candidates Selection Procedure Adopted**

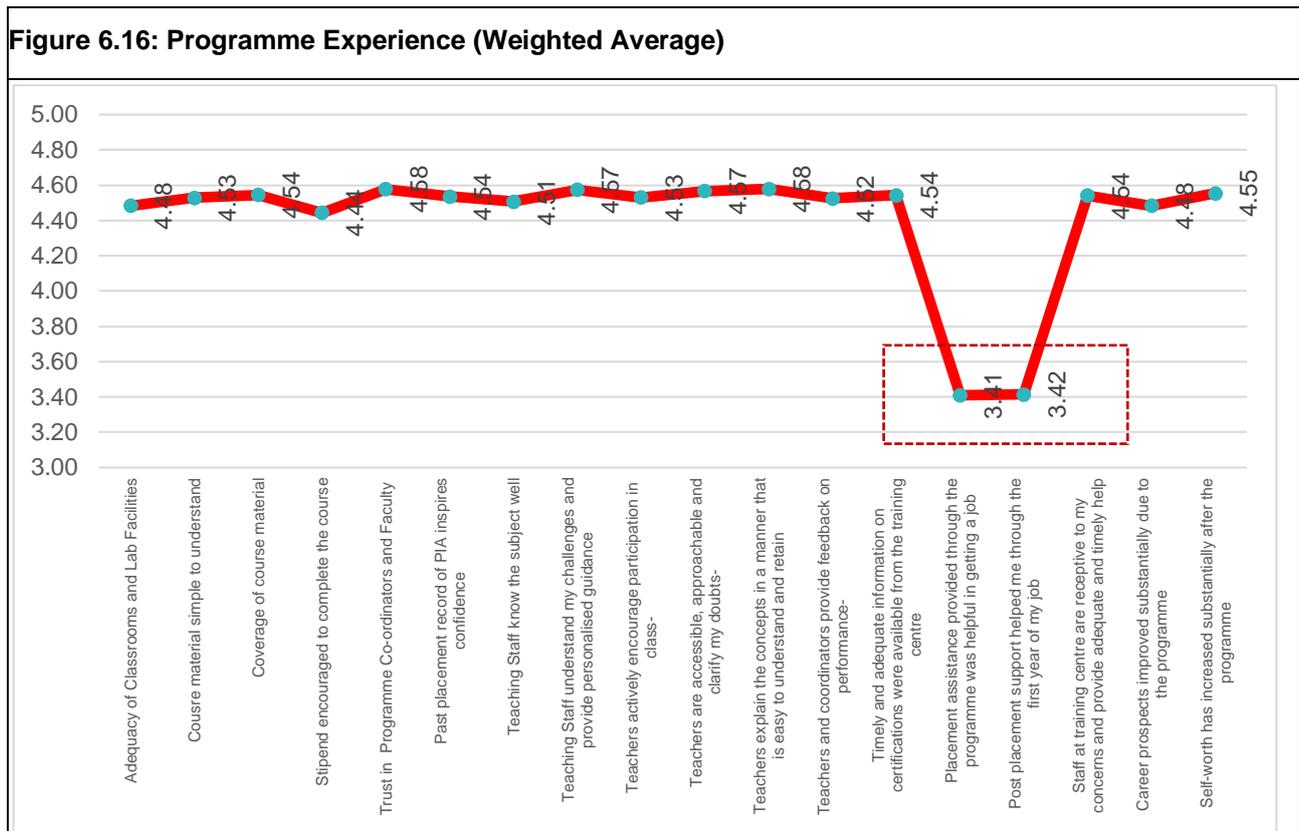


Source: PIA Data and MM Analysis

### 6.1.7 Programme Experience

Like the counselling process, the beneficiaries across all the regions have shown their satisfaction for various components of the programme experience. Components like teaching facilities, faculty knowledge about the subject, help provided to the beneficiaries by the training institute and teaching staff in understanding their hardships in subjects, trust in the programme co-ordinators/institute, help in providing information related to certification and education components, career prospects post the course completion, increase in self-worth is something that is resonating amongst the beneficiaries in terms of satisfaction and has been duly acknowledged. The weighted average rating for programme experience which lies between extremely satisfied (5 rating) and satisfied (4 rating), the same are depicted as graph.

However, there are some beneficiaries who have found that placement assistance and post placement support provided by the beneficiary is something that is not at the same levels as some of the other components of their programme experience. This might stem from the fact that either some beneficiaries have not got the jobs and correspondingly, might not be able to comment on the post placement support.



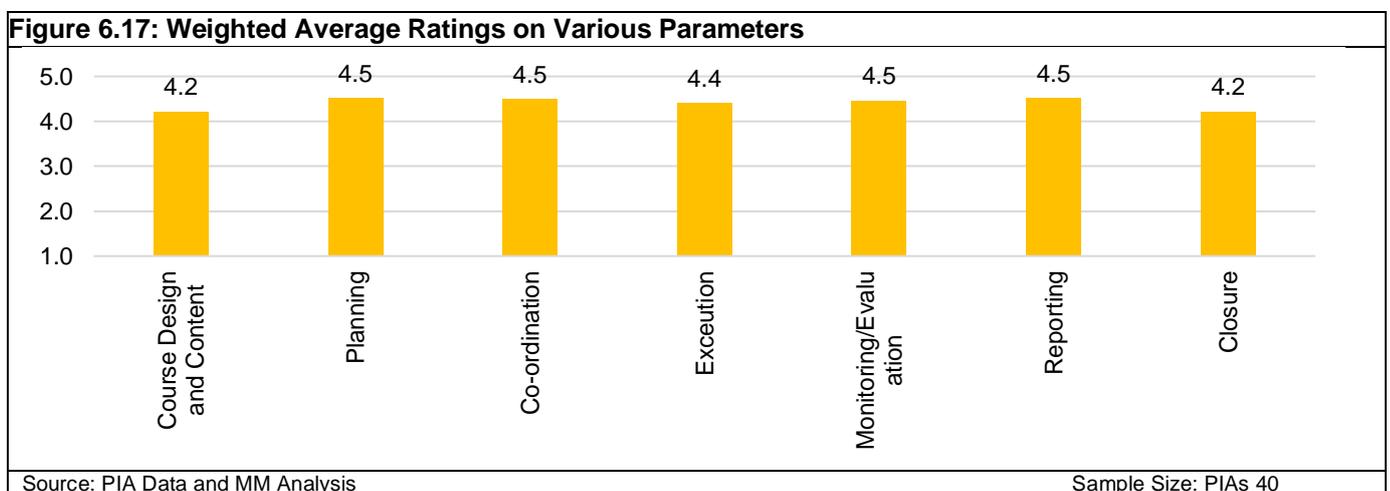
Source: MM Analysis

Sample Size: Beneficiaries 1214

## 6.2 Effectiveness

### 6.2.1 Various Parameters of Nai Manzil Scheme

PIAs have shared that the overall scheme effectiveness is very good which can be gauged from the ratings on various aspects of scheme like course content, planning, co-ordination with various agencies, monitoring and evaluation exercises, reporting including MIS and closure for the project which includes the final payment from MoMA to the PIA for completing the project. The weighted average rating for various parameters that lie between extremely satisfied (5 rating) and satisfied (4 rating), the same are depicted as graph.

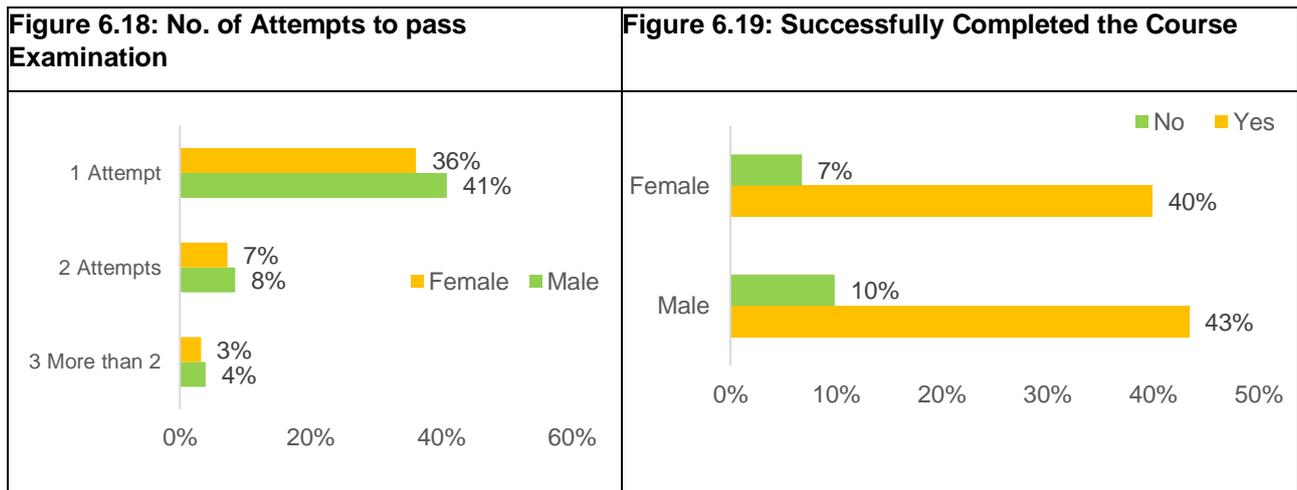


Source: PIA Data and MM Analysis

Sample Size: PIAs 40

### 6.2.2 No. of Attempts for Exam and Successful completion of the course

We have encountered limited number of beneficiaries who have taken up the course have attempted at least 1 attempt at the education certificate and have successfully completed the course. Majority of the beneficiaries whom we have interacted with have completed the course and have done so in their first attempt for both male and female category. However, there are cases as well in the sample covered where the beneficiaries despite taking multiple attempts have not been able to clear the certificate course and then they are not eligible for any placement process. This might indicate that the passing/examination criteria for Nai Manzil beneficiaries might need some tweaking to make such beneficiaries qualified to clear the exam.

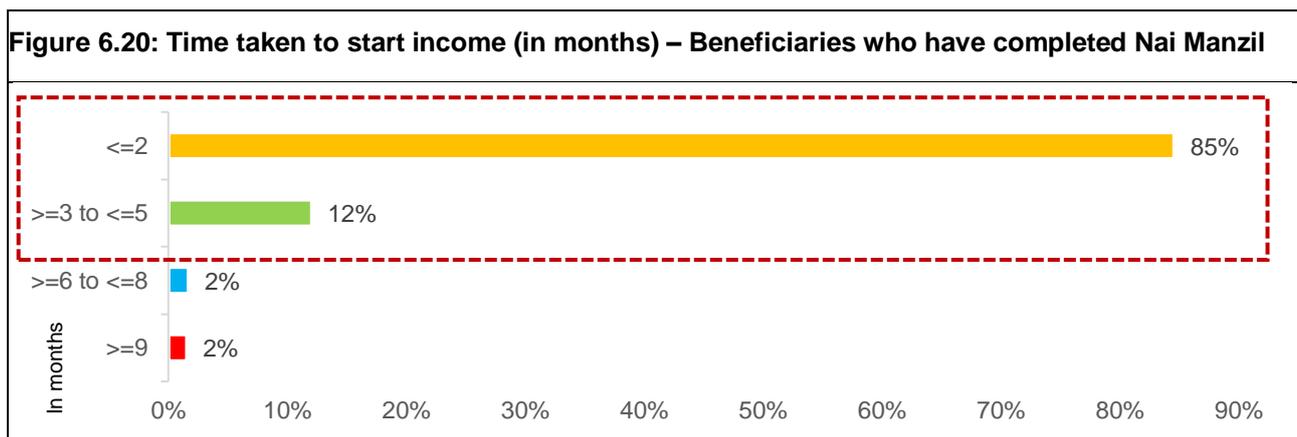


Source: MM Analysis

Sample Size: Beneficiaries 1214

#### 6.2.2.1 Time taken to start income– Beneficiaries who have completed Nai Manzil

On enquiry about the no of months taken for income to start for beneficiaries after completion of the Nai Manzil certification, it was mentioned by over 80% of the beneficiaries that the income started within 2 months, while 12% more beneficiaries started their income in between 3-5 months. Thus, it is a very good indication for success of the Scheme.



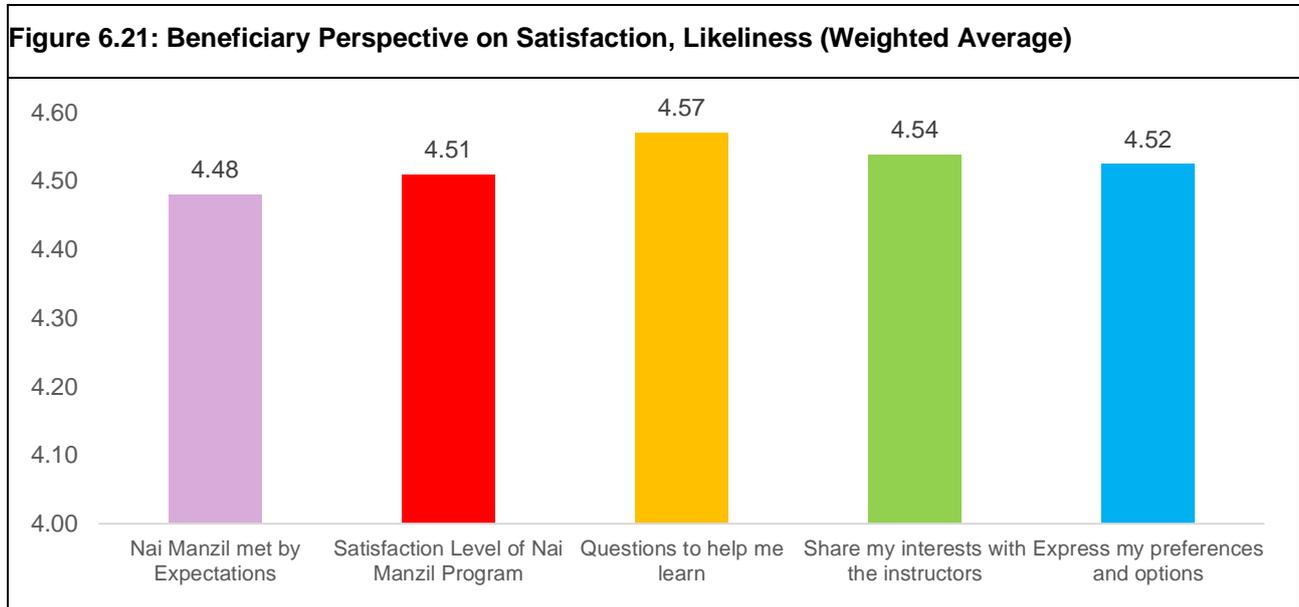
Source: MM Analysis

Sample Size: Beneficiaries 761

### 6.2.3 Beneficiary Perspective on Satisfaction on Scheme

To gauge the understanding of the beneficiary perspective, on satisfaction from the scheme, expectations met, course content, interaction with the instructions on preferences and options, we have calculated weighted average rating for Beneficiary perspective on satisfaction which lies between extremely satisfied (5 rating) and

satisfied (4 rating), the same are depicted as graph. It comes out that the beneficiaries are highly satisfied with how the scheme has come about and helped them in achieving their expectations, sharing their interest and preferences with the instructors/faculty members.



Source: MM Analysis

Sample Size: Beneficiaries 1214

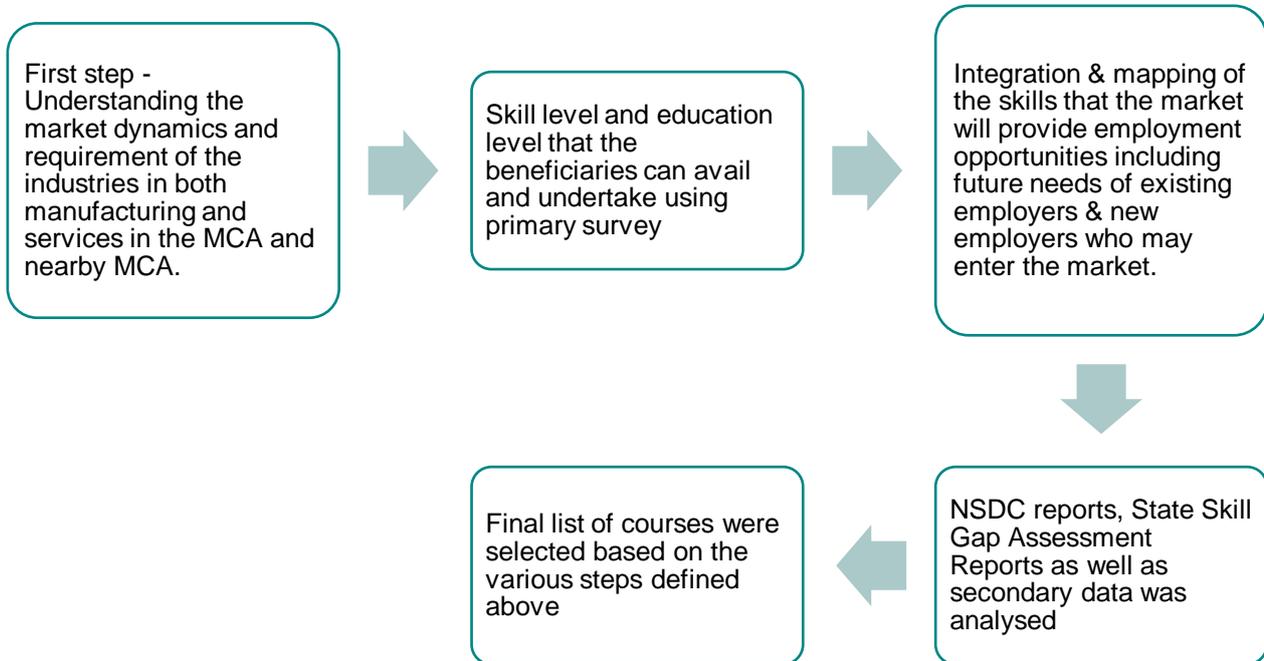
### 6.2.4 Awareness and Sensitization in Health and Life Skills

An important component of the scheme is awareness and sensitization in Health and Life Skills of the beneficiaries. PIAs as a part of their overall programme implementation have focussed and provided various modules under the program which are illustrated as per the figure below.

Health Improvement Practices	Program Conducted for Improving Life Skills
<ul style="list-style-type: none"> <li>•Conduction Health, Hygiene and Safety Awareness Sessions</li> <li>•Organising Health Check-up Camps</li> <li>•Teaching about Health and Safety practices through Videos and Presentations</li> <li>•Practising hygiene and cleanliness activities(like Hand Wash)</li> <li>•Awareness about Nutrition and Food Safety</li> <li>•Poster preparation and Pamphlet Distribution</li> <li>•Expert talks on various health related practices</li> <li>•Teaching about Water Sanitisation Program</li> <li>•Nutrition</li> <li>•Organising Yoga Classes</li> </ul>	<ul style="list-style-type: none"> <li>•Environment Awareness Sessions on various topics such as Global Warming, Swachh Bharat Mission etc.</li> <li>•Soft Skill Development Program</li> <li>•English Speaking classes</li> <li>•Educating about Labour laws and basic rights of citizen for overall welfare.</li> <li>•Organising Life skills Classroom training</li> </ul>

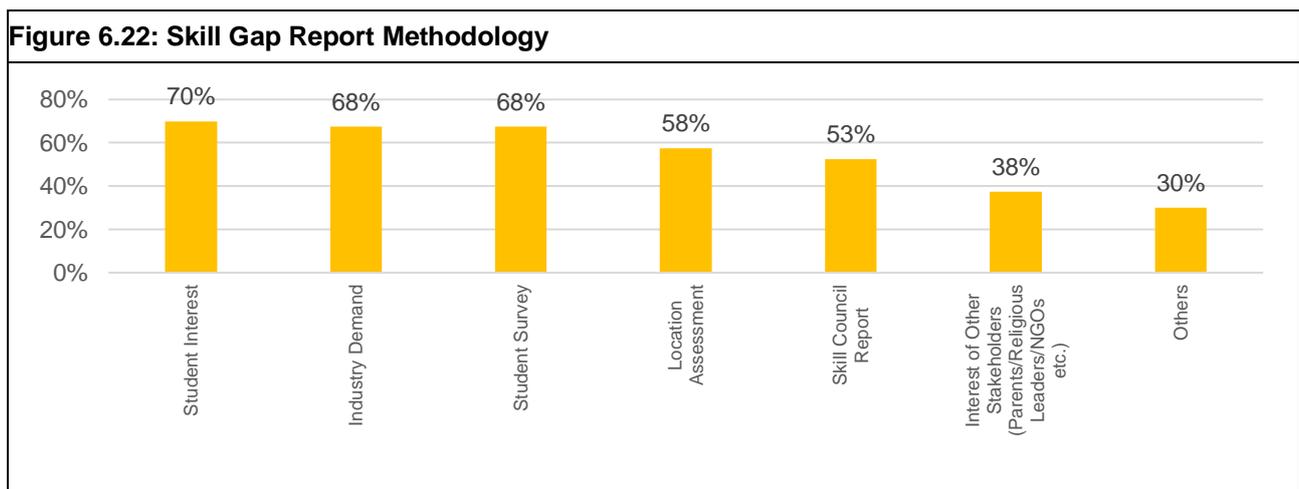
### 6.2.5 Skill Gap Report Methodology

Since skill gap assessment is a part of the PIA role, to define the trades and skill training courses, it was an important exercise. Overall amongst various PIAs the representation/illustration of the entire exercise is specified as below.



Source: PIA Data and MM Analysis

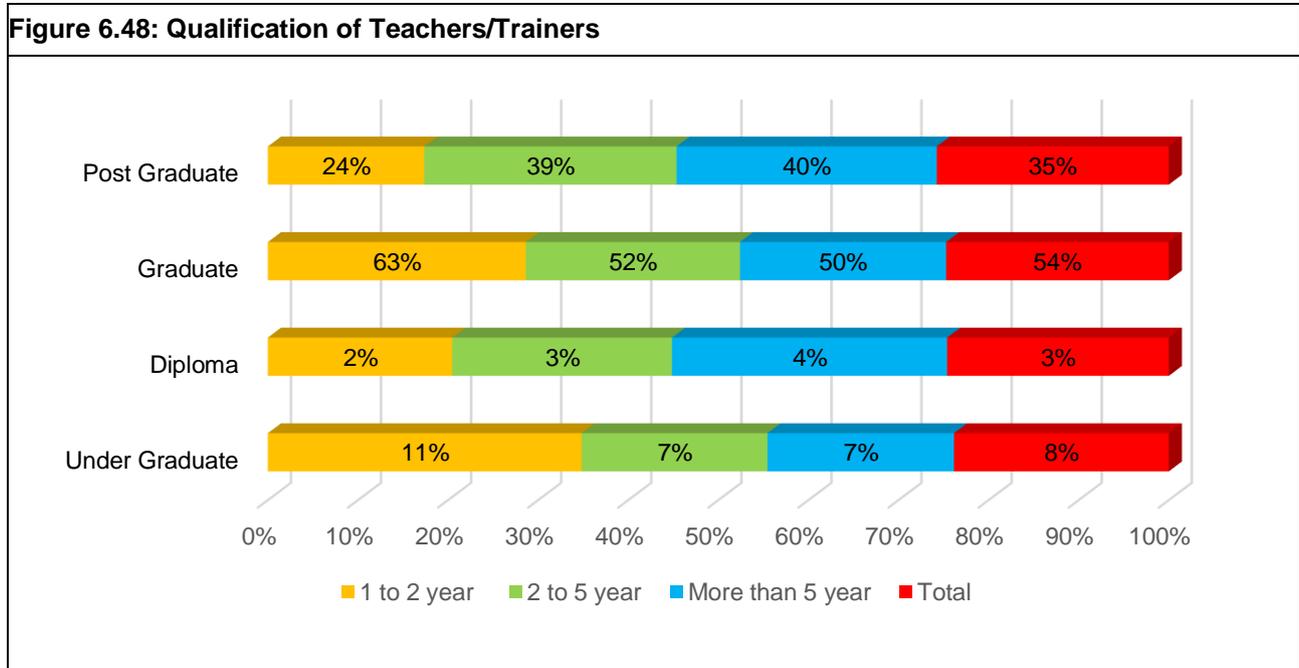
Since majority of the skill gap assessment activities are similar at the various PIAs, we have tried to come up with some primary areas of focus of PIAs when it comes to define the skill gap assessment part. It is clear that the student interests and industry demand go hand in hand whereas location assessment along with the sector skill council reports take importance. The representation of the various primary focus areas are represented in the figure below.



Source: PIA Data and MM Analysis (Others include baseline survey on basis of local economy, due to placement team and connect with the industry, in consultation with govt organisations, documentation of skilled and semi-skilled trades) Sample Size: PIAs 40

### 6.2.6 Qualification of Teachers/Trainers

Within the sample of PIAs surveyed, we can say that 54% of Teachers/Trainers are Graduates. We also see that 35% have Post Graduation qualifications. While 8% teachers/trainers are undergraduates without diploma and the remaining 3% are undergraduates with diplomas.

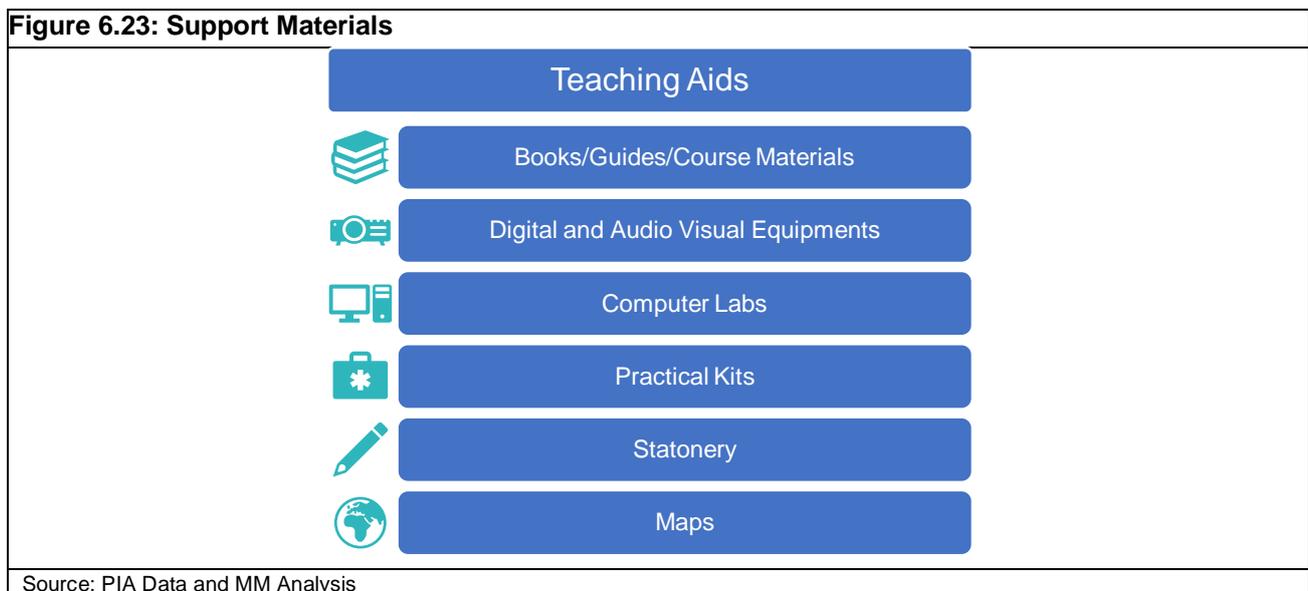


Source: PIA Data and MM Analysis

Sample Size: PIA Annexure Data, Teachers/Trainers 1113

### 6.2.7 Support Materials provided to Teachers/Trainers

PIAs have provided useful support and training material to the teachers, which are enlisted below:



Source: PIA Data and MM Analysis

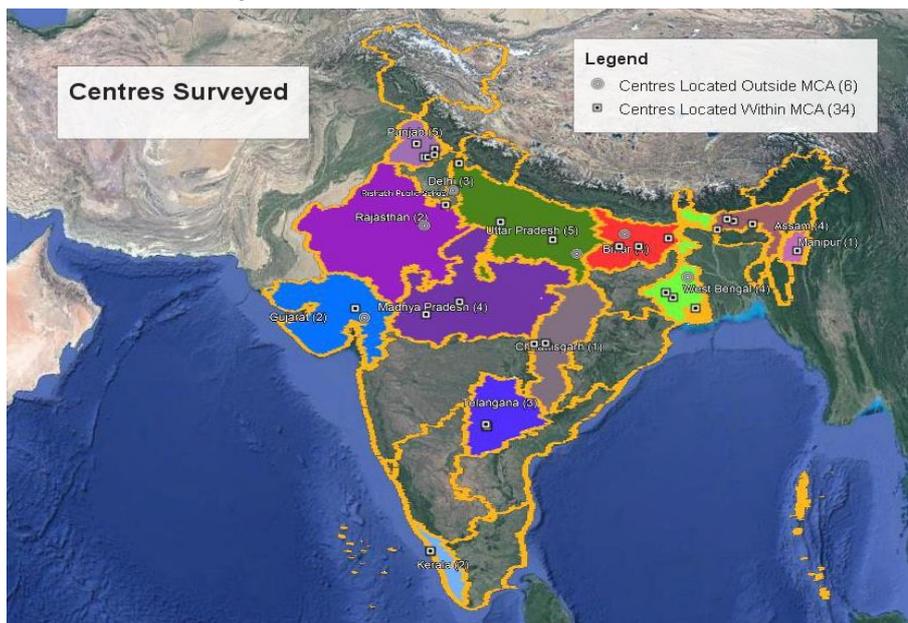
### 6.2.9 Training of Teachers/ Trainers

Role	Details
 <b>Induction</b>	Qualified teachers/trainers are: <ul style="list-style-type: none"> <li>• Introduced to the Nai Manzil Scheme</li> <li>• Given orientation towards the integrated approach of Education and Skill Training</li> <li>• Introduced about hand holding techniques required to teach dropped out students</li> <li>• Taught about techniques to motivate students</li> <li>• Soft-skills training is also provided</li> </ul>
 <b>Refresher Course</b>	Though the teachers are experienced and qualified, refresher courses are provided on respective subjects at regular intervals. This is done to update the teachers on new content, as well as refresh them about the course. These trainings are conducted by head trainers or experts.
 <b>Faculty Evaluation</b>	Faculty evaluations are done through 3 channels: <ol style="list-style-type: none"> <li>1. Student Feedback: Student is collected to note if the beneficiaries are facing any difficulty.</li> <li>2. Through head trainers/ PIA management: Performance of teachers in class is noted under various parameters by the head trainer or PIA management.</li> <li>3. Performance of the Beneficiaries: Beneficiary performance in internal as well as external exams are noted to evaluate the faculty.</li> </ol>

### 6.2.10 Location within MCA

Most of the PIAs with whom we have interacted with, have shared that they have their centres associated with the project within the MCA which has aided the beneficiaries.

**Figure 6.24: Location of Surveyed Centres**

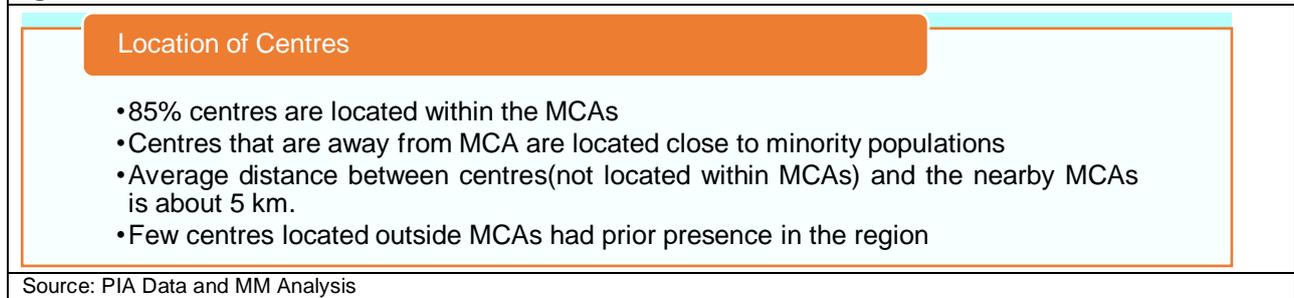


Source: PIA Data and MM Analysis

### 6.2.10.1 PIA Location within MCA

PIA location within the Minority Concentration Areas (MCA) has been one of the significant aspects at the time of selection of PIA by MoMA. It has come across that major PIAs have centres that are located in the MCA. Average distance is around 5km from the beneficiary household.

**Figure 6.25: Location of Centres**

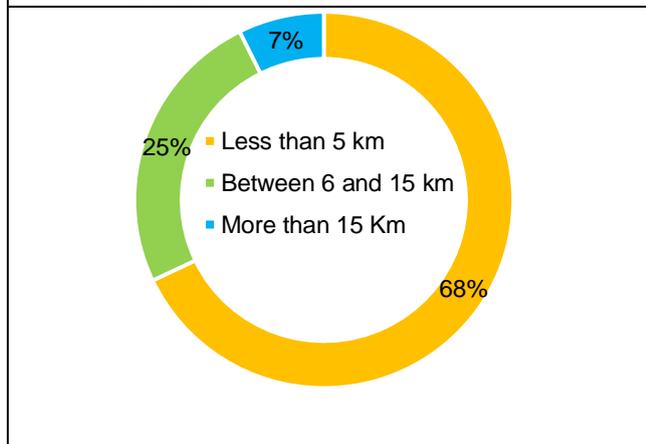


### 6.2.10.2 Distance and Travel time from Residence to PIA Centre

Since transportation is a major issue, we looked at distance of the beneficiary residence and travel time they take to reach to the PIA centre. The graph indicates that the distance travelled for about 1/3<sup>rd</sup> is 6km or more. Since we look at travel times, for the beneficiaries who take more than 30 mins, it seems to map with the numbers of beneficiaries who have cited transportation issue as a major area of difficult during the course.

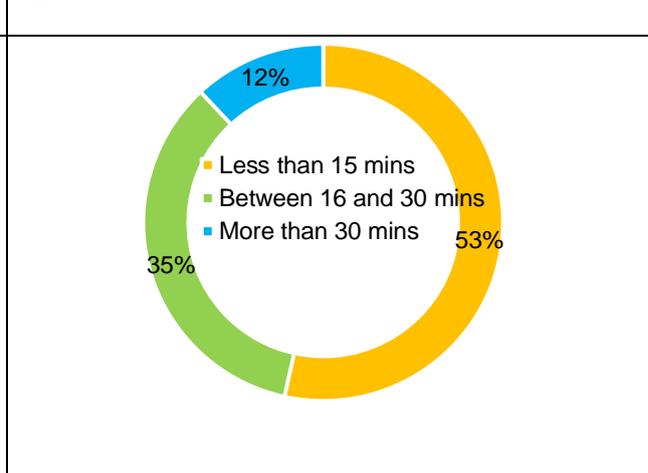
Majority of them have cited that use public transport for travelling to the PIA centre which makes the above reason even more realistic.

**Figure 6.26: Distance of Residence of Beneficiary from PIA Centre**



Source: MM Analysis

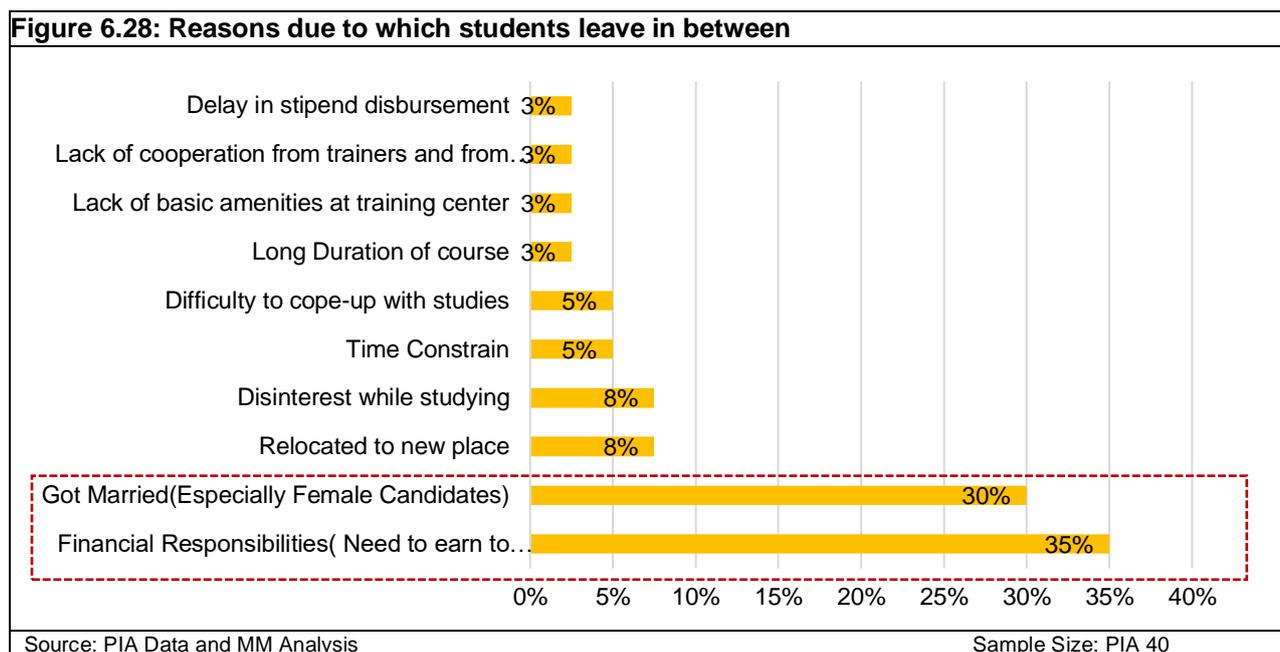
**Figure 6.27: Travel Time to PIA Centre**



Sample Size: Beneficiaries 1214

### 6.2.11 Major Reasons due to which Students Leave the Course

The reasons due to which students leave the course in-between are shown the graph below:



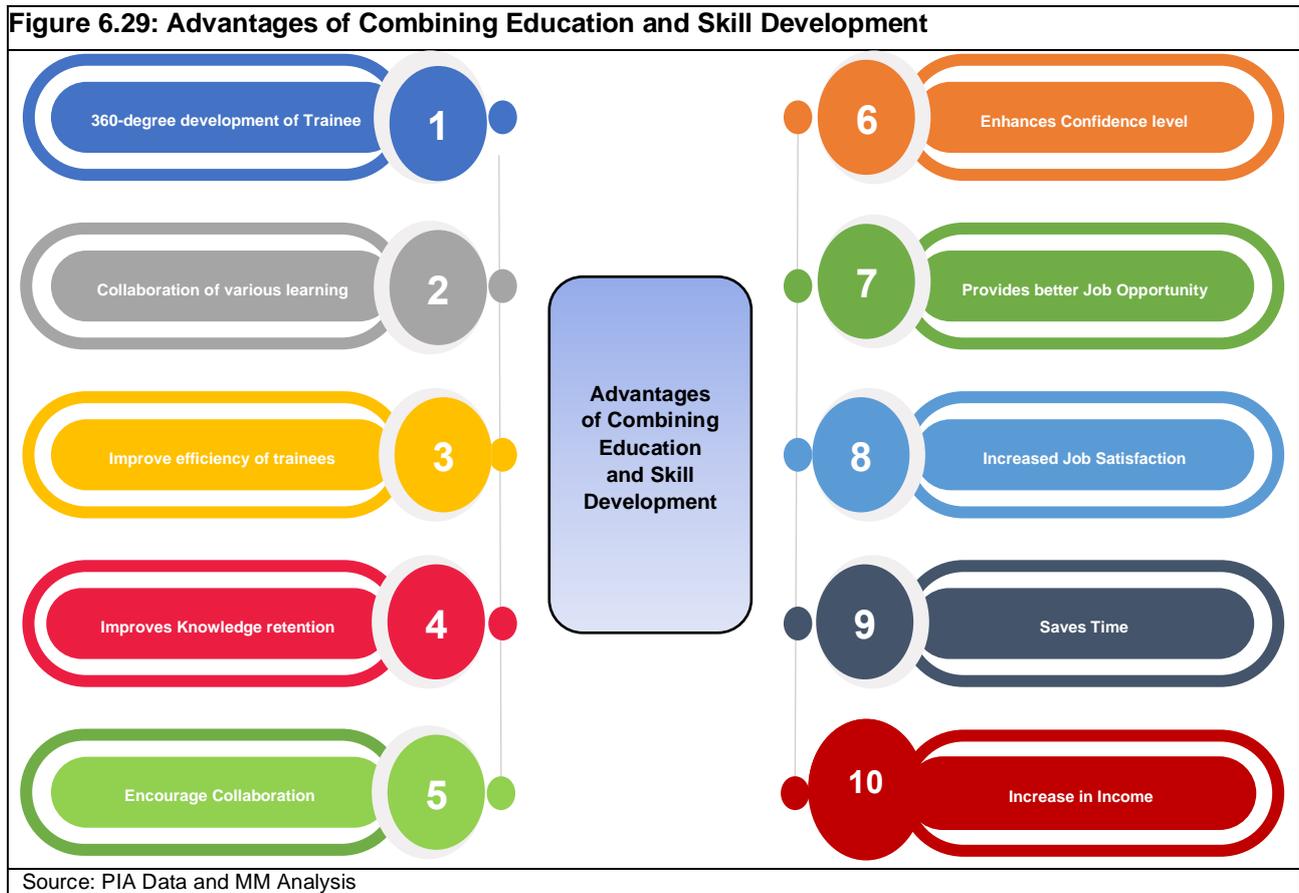
### 6.2.11.1 Suggestions to reduce the dropouts

Some of the suggestions that the beneficiaries as well as the PIAs have provided to reduce the dropout beneficiaries while they have enrolled for Nai Manzil course are given below. The same are not necessarily in any sequence but have been cited by the stakeholders which can help in better implementation of the scheme by reducing the chances of beneficiary dropouts.

#### Suggestions to reduce the dropouts of students from course

- Periodic counselling with Parents and students
- Timely payment of stipend to beneficiaries and increase in the total stipend amount
- Conduct in class counselling session to check the status of trainee's development and collect their feedback to examine the loop holes of the program.
- Improving counselling and screening process to ensure selection of interested candidates only
- Making sessions more interactive and organising motivation classes for beneficiaries
- Conducting evening /holiday batches to suit the beneficiary time availability for the classes
- Reducing overall study/training hours. Coinciding the course and providing flexibility to candidates to where they can complete the course at their own pace without losing their livelihood
- Engage the candidates in various other extra curricular activities, which increase their interest.
- Provide all necessary infrastructure and basic amenities at the PIA as per the respective guidelines.
- Providing training facilities within the centre that are in sync with formal education classes
- Providing transport facility to students coming from far distance.

### 6.2.12 Advantages of Combining Education and Skill Development



### 6.2.13 Disadvantages of Combining Education and Skill Development

Due to long duration of combined course, dropout ratio of beneficiaries increases. Also, long duration dissuades people with daily wagers.

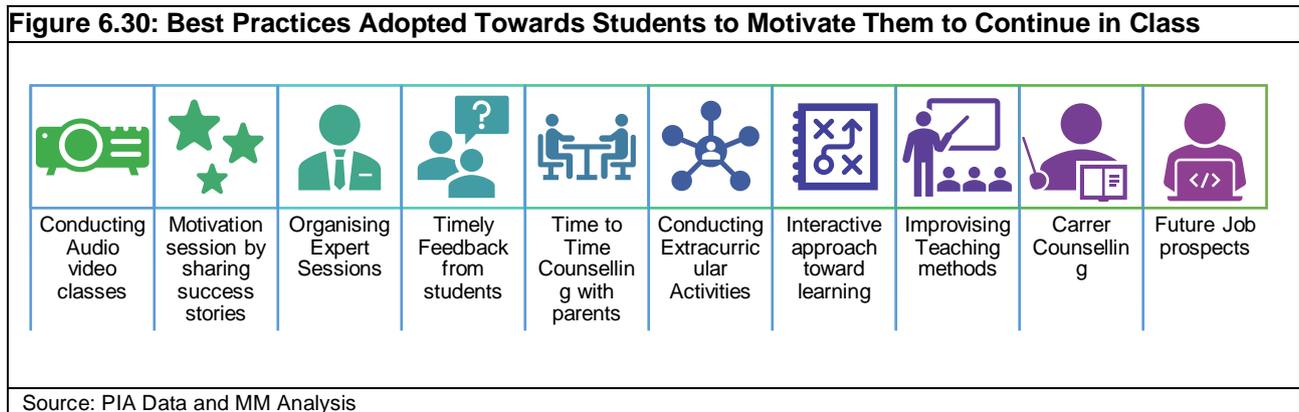
#### Disadvantages of Combining Education and Skill Development

Increase Timeframe of skill development, since such short time period is not enough to gain expertise in education or skill

Flexibility not available for candidates to choose either only education or skill development course

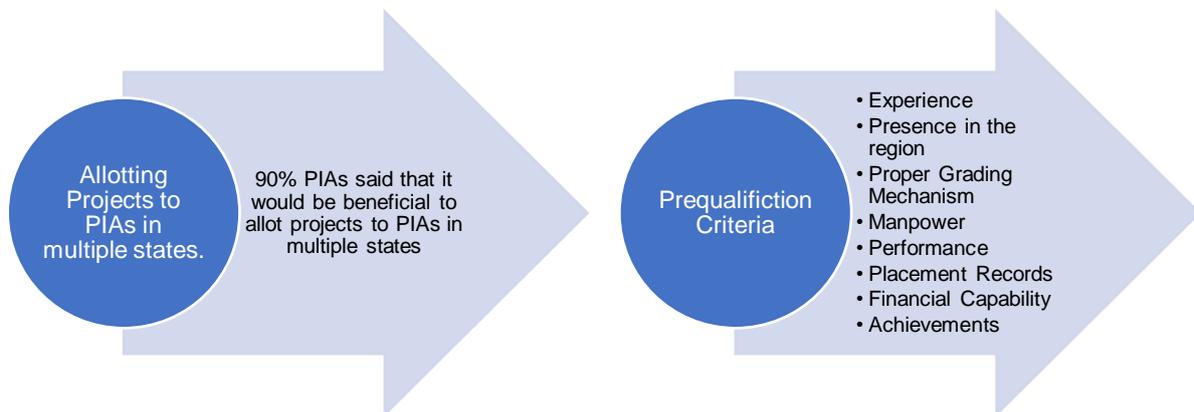
High technology setup and maintenance cost.

### 6.2.14 Best Practices adopted towards students to motivate them to continue in class



### 6.2.15 Allotting projects to PIAs in Multiple States

One of the aspects of the allotting the project to PIAs is to have centres in multiple states and the below mentioned charts and graphs represent the outcome of the same.



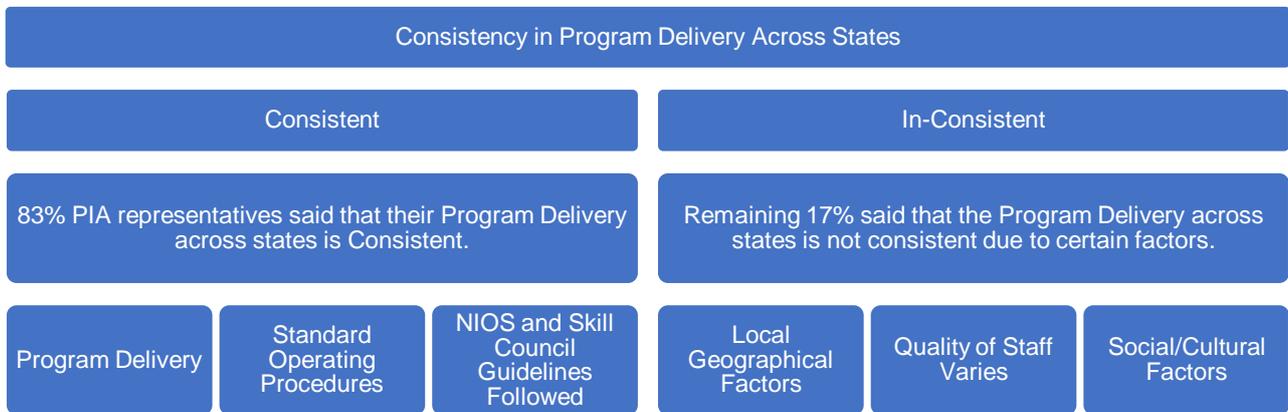
#### 6.2.15.1 Ability to Leverage Resources

Various resources can be leveraged to have PIAs in multiple states which can lead to successful implementation of Nai Manzil scheme.



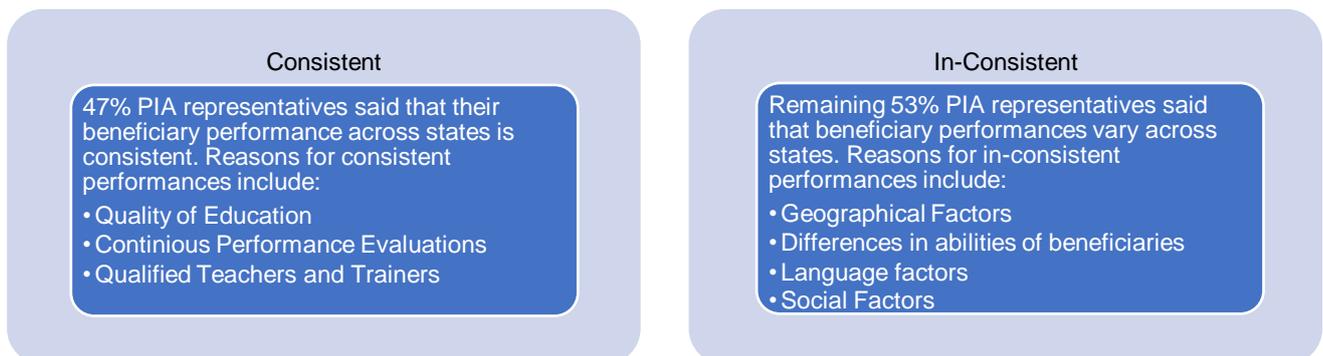
### 6.2.15.2 Consistency in Programme Delivery Across States

PIAs feel that there can be consistency in the program delivery across multiple states with factors and reasons indicated below. In some cases, where there may be inconsistencies there are certain apprehensions which are listed as well.



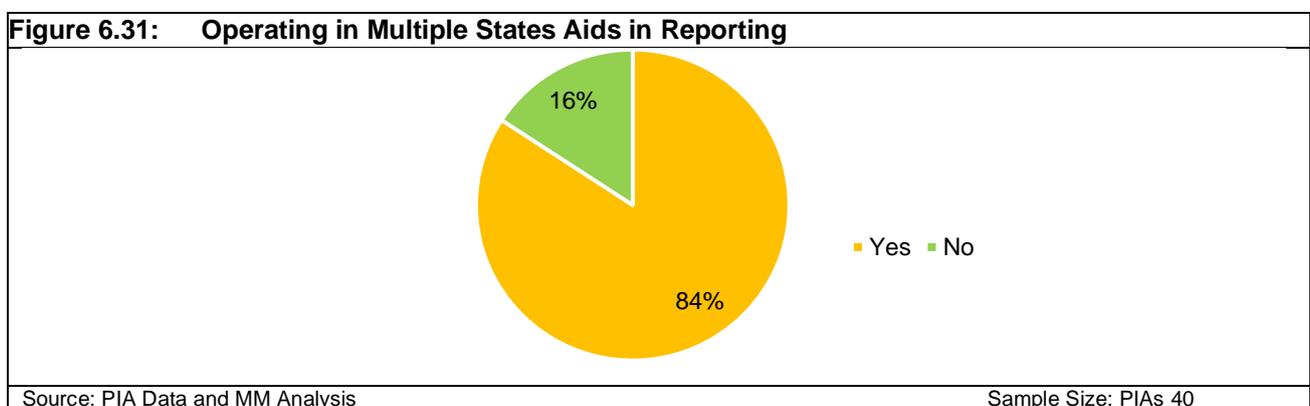
### 6.2.15.3 Consistency in Beneficiary Performance

Beneficiary performance can vary from location to location and the same are indicated as per the below mentioned/states reasons.



### 6.2.15.4 Operating in Multiple States Aids in Reporting

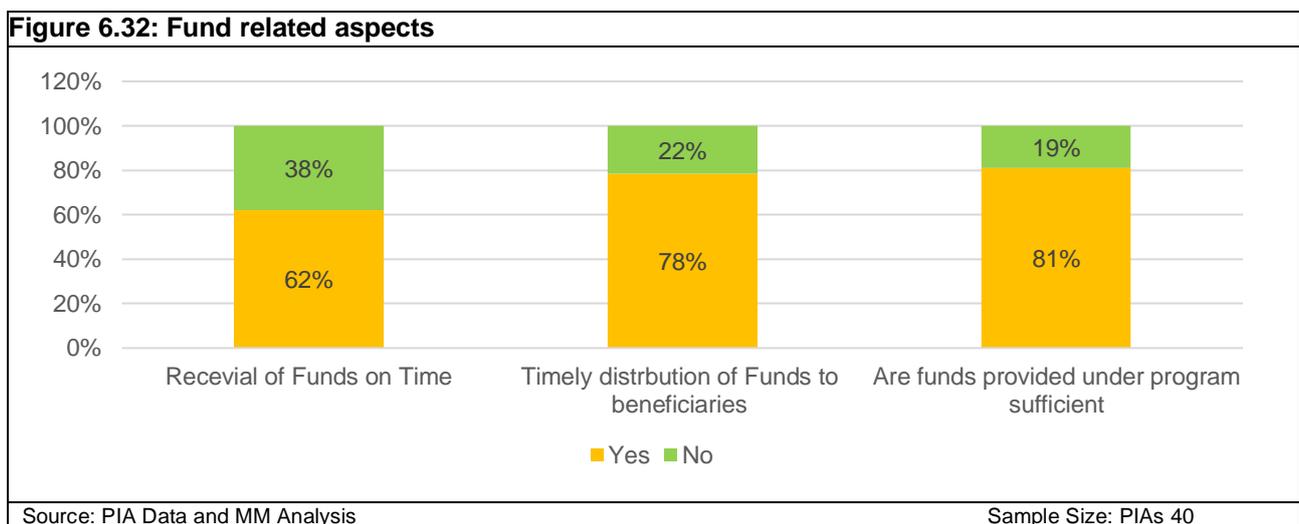
More than 4 out of every 5 PIA feel that operating in multiple states can aid in reporting. This can be understood by the fact that there are PIAs in our sample who are doing that such as MGlobal, Gras, ISDC.



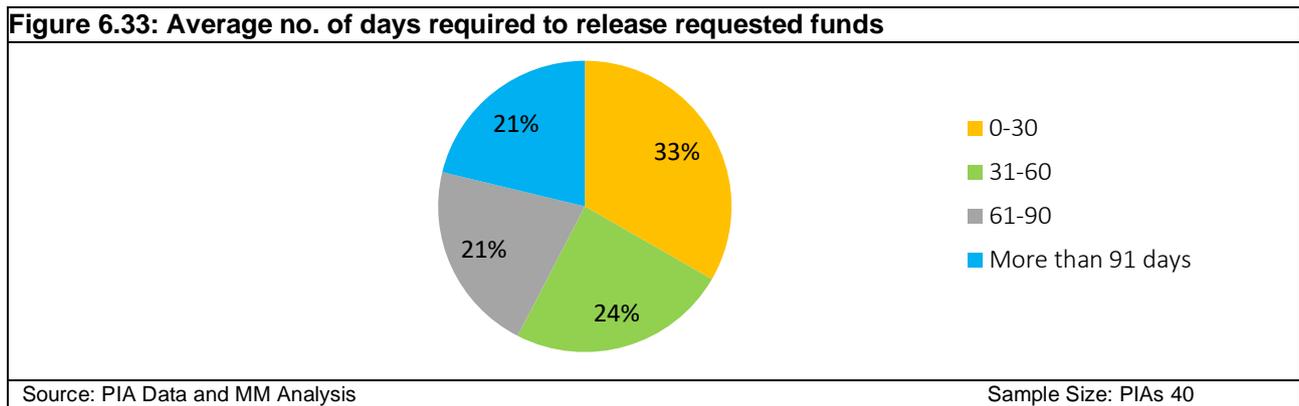
### 6.2.17 Receipt of Funds, Average no. of days required to release requested funds, Adequacy of Funds Provided under the Scheme

One aspect of the overall exercise was to gauge the fund related aspects of the scheme where in there were three major aspects that were enquired with the PIA.

- Timely receipt of the funds – PIAs have indicated that there were certain delays in the receipt of funds. However, the aspect of the reason of delay of funds was due to PIA or MoMA was not very clearly shared by the PIAs. It has been well established that with the Public Financial Management System (PFMS) in place, once the PIAs provide the requisite information pertaining to the utilisation of funds as per the previous milestone, the payment for the next milestone gets cleared within a span of a week (Source: PMU, Nai Manzil, MoMA)
- Timely distribution of funds to beneficiaries – This is another important component where the PIAs were inquired about the distribution of funds to the beneficiaries and there were certain elements that had come out like non availability of beneficiary bank account,
- Sufficiency of funds – Most of the PIAs (81%) are of the opinion that the funds required for the scheme are sufficient and there are about 19% who feel that 19% of the total surveyed PIA's said that funds provided under the program are not sufficient for successful implementation of scheme. As mentioned by the PIA's the key reason for the same are –
  - Few Implementing agencies need to use their own fund for covering all the expenditure of the schemes
  - The overall stipend amount provided to beneficiaries is in efficient and needs to be increased.
  - Delay in receival of stipend amount makes fund management very difficult
  - Late fees, NIOS issues and other such issues cause constraints.
  - Quality may be improved if more funds are allocated.
  - Location variable should be considered while allocation of funds due to cost differentials in different regions.

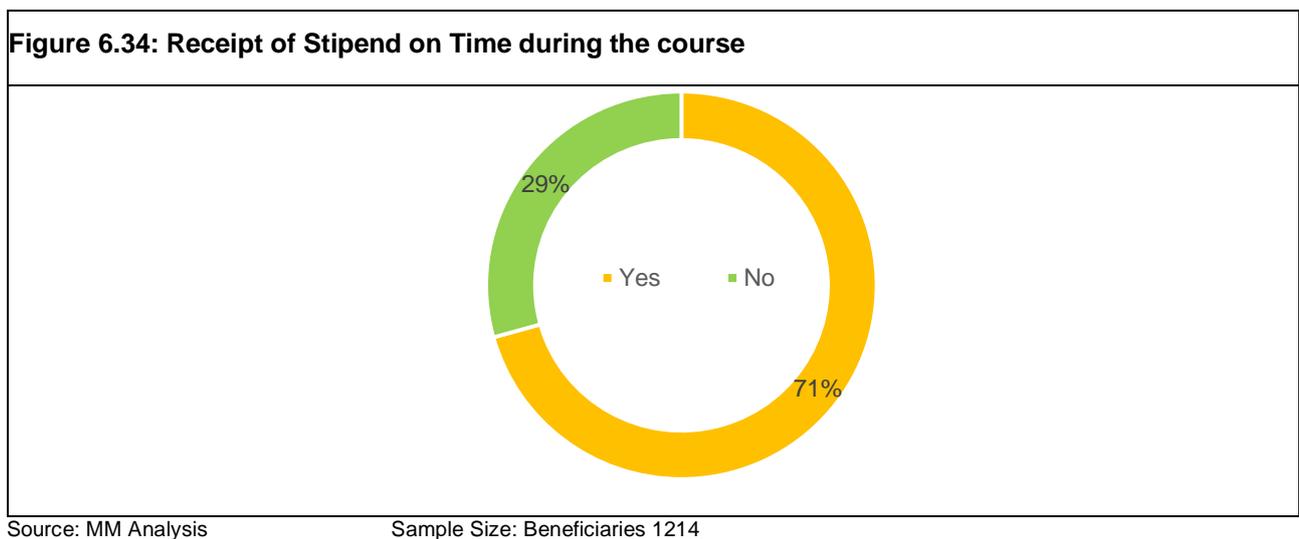


There is another aspect related to funds where the PIAs have responded that MoMA takes to release the funds as per the various milestones of the project where 33% have cited that they receive funds within a month, 24% receive between 31-60 days, 21% receive within 61-90 days and remaining 21% receive after 91 days.



### 6.2.17.1 Receipt of Stipend on Time (Beneficiary Perspective) and Post Placement

Stipend is a component in the Nai Manzil scheme, where the beneficiary is motivated to keep and go on and complete the course. We have inquired about the receipt of the stipend amongst the beneficiaries and about 71% beneficiaries have shared that they have received the stipend on time during the course and the remaining 29% have not received it only monthly basis but they have been paid later.



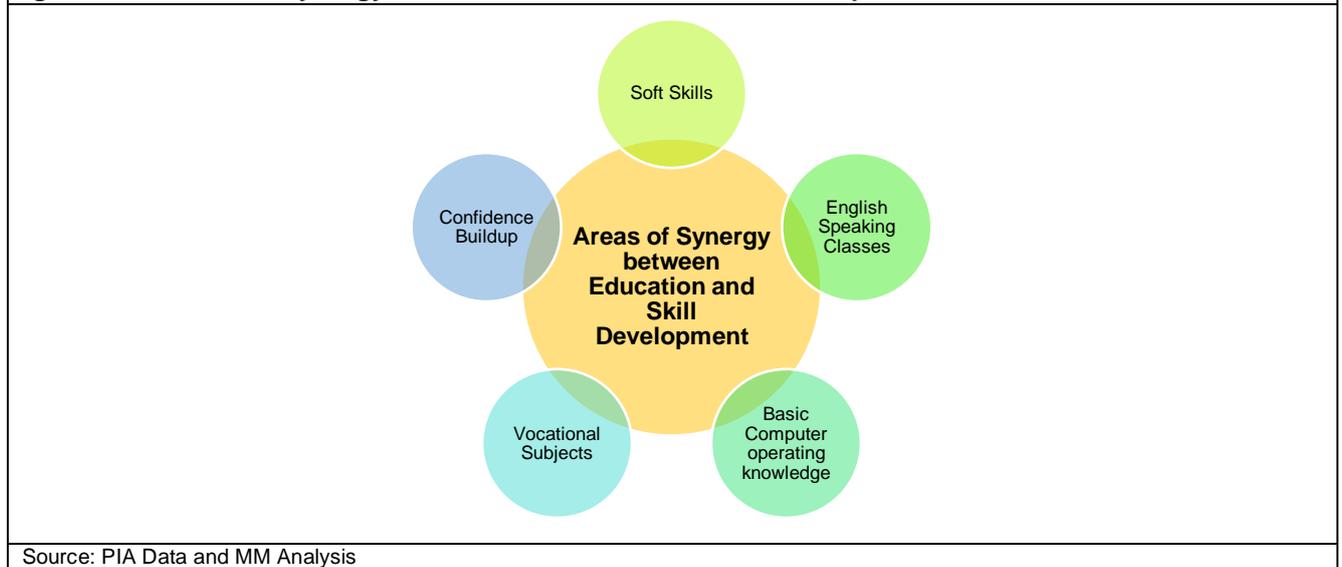
Similarly, when we inquired about the receipt of stipend post placement, we have found out that there are some instances where the beneficiaries have cited delay in receipt of stipend which is primarily due to the documentation delay with the PIA.

However, since this is an important aspect of the scheme, this requires necessary intervention and for better control over payment, it might be needed to be monitored better or maybe deployed by transferring the stipend through the DBT mode that can be implemented by Ministry of Minority Affairs.

### 6.2.18 Areas of Synergy and co-operation between education and skill development

Integrated approach of education with training is very helpful for upgrading the learning of candidates and preparing them for various employment opportunities available.

**Figure 6.35: Areas of Synergy between Education and Skill Development**

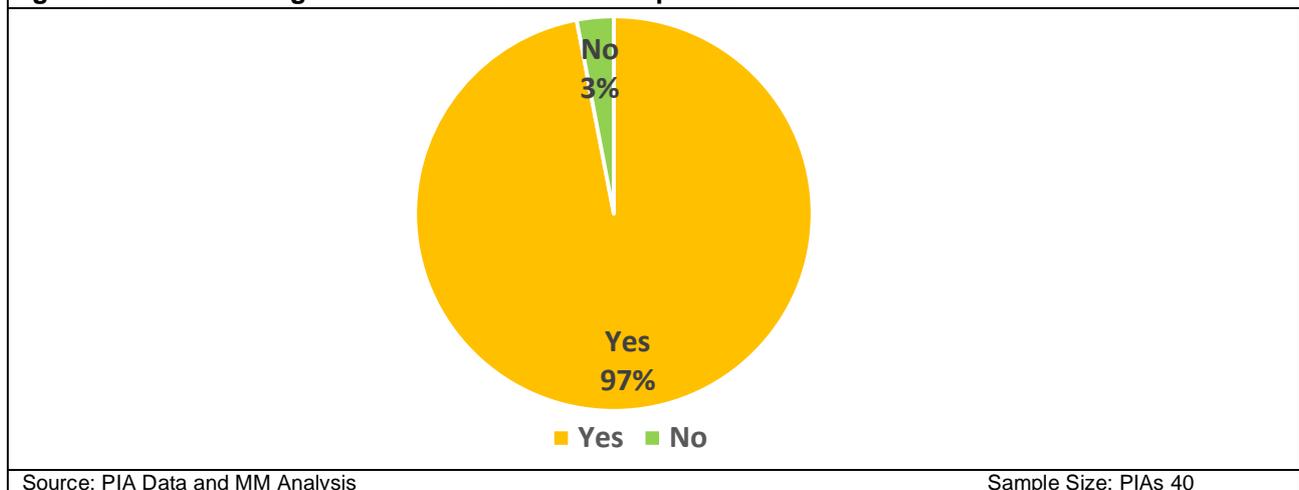


Education	Skill Development
<ul style="list-style-type: none"> <li>• Provides Theoretical Knowledge</li> <li>• Develop confidence in students</li> <li>• Helps in identifying student interest</li> <li>• Education acts a backbone to learn skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practical implementation of knowledge</li> <li>• Develops earning capability</li> <li>• Developing and honing the interest</li> <li>• Skill development improves their employability</li> </ul>

**6.2.19 Combining education and skill training development under the scheme**

PIAs feel that this is a good scheme where combining education with skill training come across as a very useful and progressive combination that integrates the requirement of the vulnerable communities targeted by the scheme to get into mainstream economy. The PIAs response on combining education and skill development under the scheme are depicted in the graph below:

**Figure 6.36: Combining Education and Skill Development**



# 7 Cross-sectional Thematic Assessment

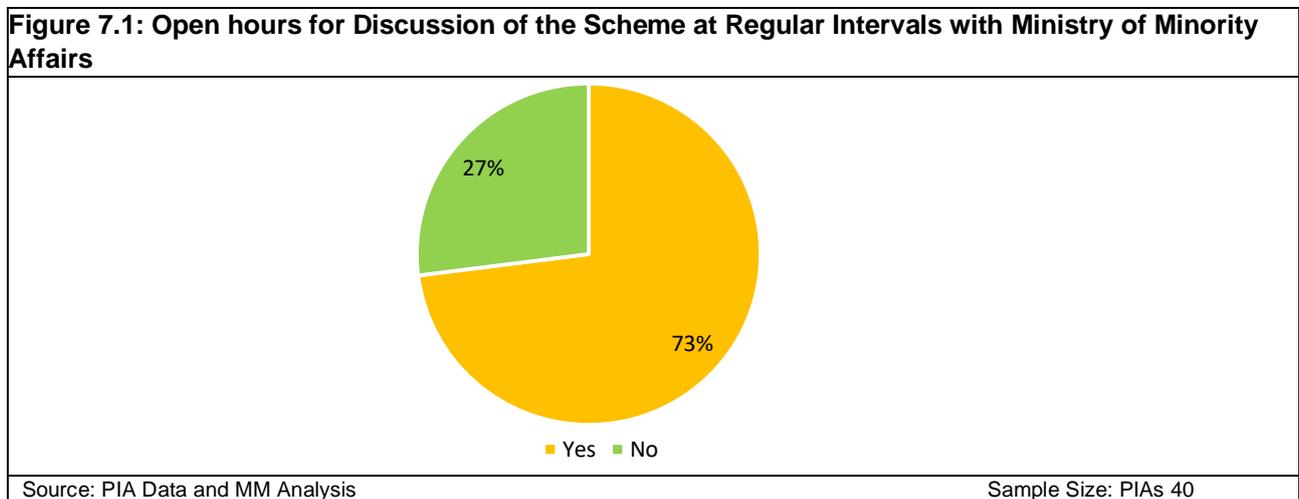
## 7.1 Accountability and transparency

For the smooth running of the scheme there needs to be proper accountability and transparency between various stakeholders within the scheme. The various methods through which

- Beneficiaries provide continuous feedback to the PIAs about faculties, their expectations, requirements

### 7.1.1 Open hours for discussion of the scheme at regular intervals with Ministry of Minority Affairs

PIAs have felt the need for discussion on various issued with MoMA and it felt that about 3/4<sup>th</sup> of them who have been surveyed want to have open hours for such discussions.

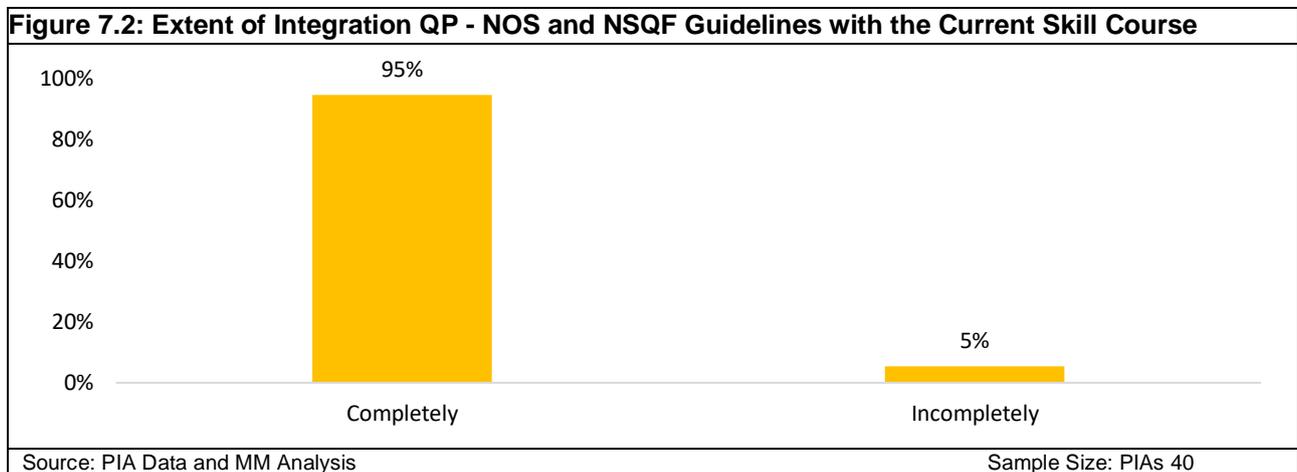


### 7.1.2 Success factors in Documentation and Reporting

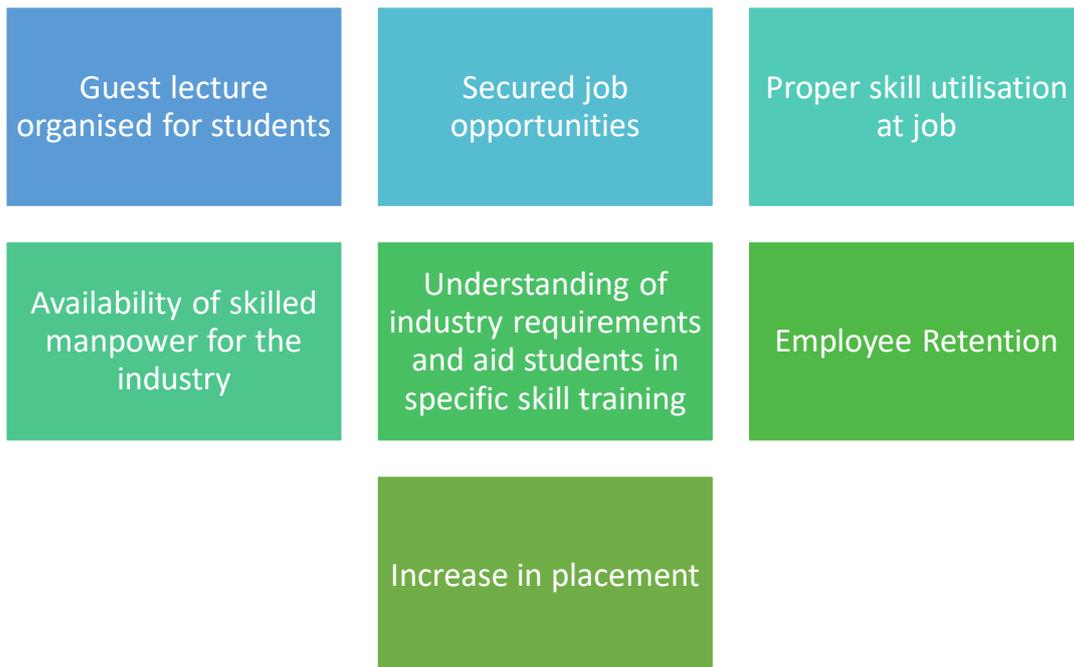


### 7.1.3 Extent of Integration to QPNOS and NSQF Guidelines

95% of the PIAs surveyed feel that the integration of the QP-National Occupational Standards and NSQF Guidelines with current skill courses/trades. This is significant since the industry defined parameters will aid the beneficiaries in getting jobs in the relevant sector.

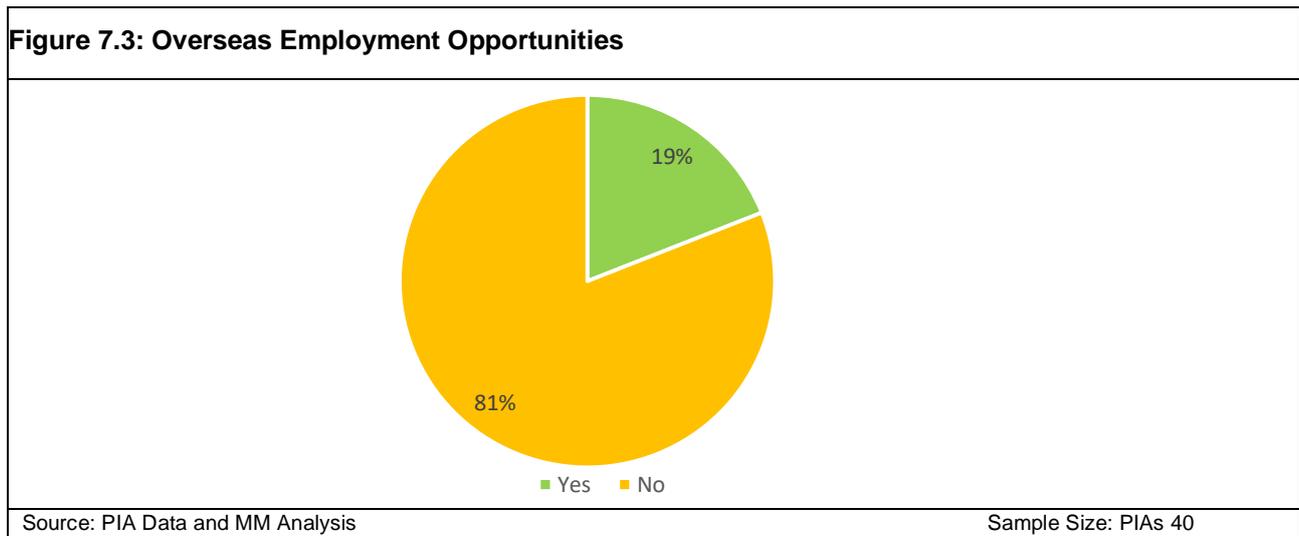


### 7.1.4 Benefits of Placement Tie-ups



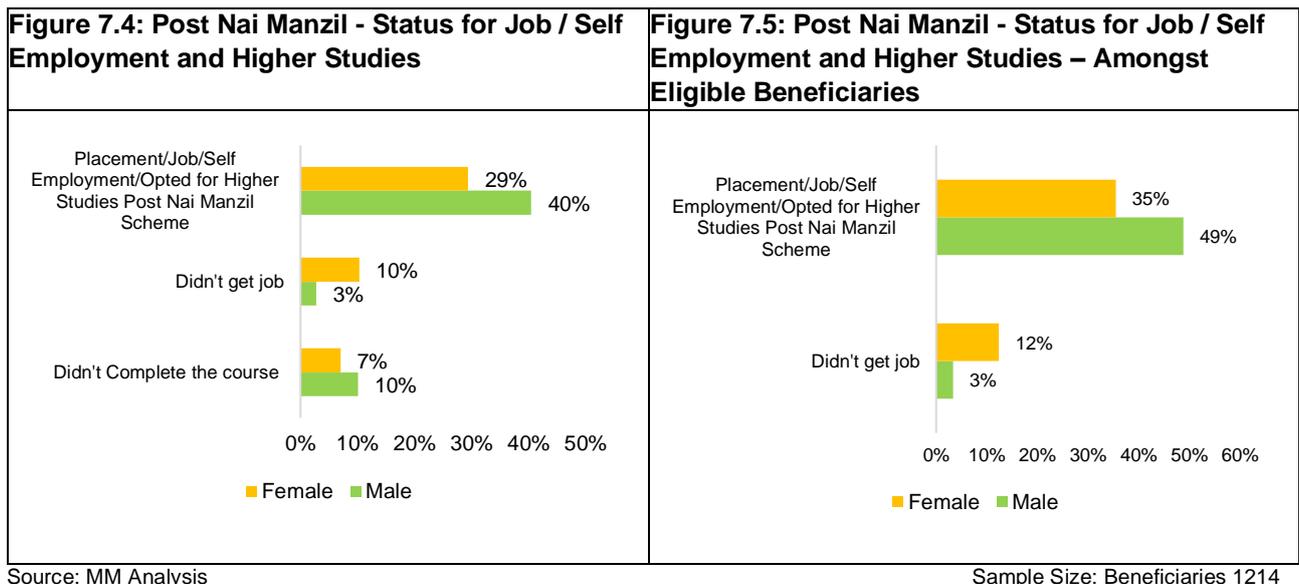
### 7.1.5 Overseas Employment Opportunities

Since the scheme targets providing opportunities in the industries in the region/area located within the catchment area of PIA, it can be easily understood that there will be very limited opportunities outside of the country. PIAs feel that there is scope and they try and engage with overseas employers for providing beneficiaries with such livelihood opportunities



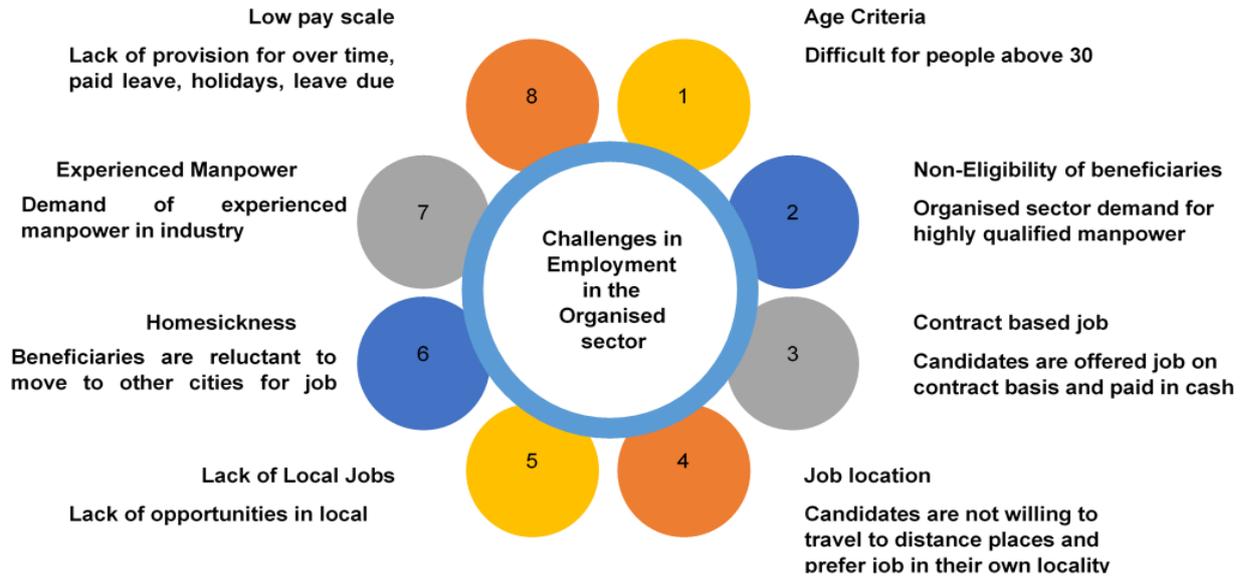
**7.1.6 Post Nai Manzil – Status for Job / Self Employment and Higher Studies**

The major reason why beneficiaries take up the course is to get into mainstream economy by either getting a job/get into self-employment and enrol for higher studies. It can be deciphered that the more than 70% beneficiaries whom we have interacted with have either got a job or have gotten into self-employment or have opted for higher education which indicates that the scheme has achieved some success in the intended objective/outcome part. However, there are some beneficiaries who have completed the course & post that they have not got any jobs (Some of these though include the females who have married off and are not allowed work by their families). As we can co-relate from the above graphs, 17% of the beneficiaries who have not passed, they are overlap with the same set who have not completed the course & not got any jobs. If we look at the data from the perspective of only those who have successfully cleared the education certificate examination, the numbers of those who have gotten into job/ get into self-employment and enrolled for higher studies, the number of beneficiaries benefiting from the scheme increase to more than 4 out of every 5 beneficiaries.



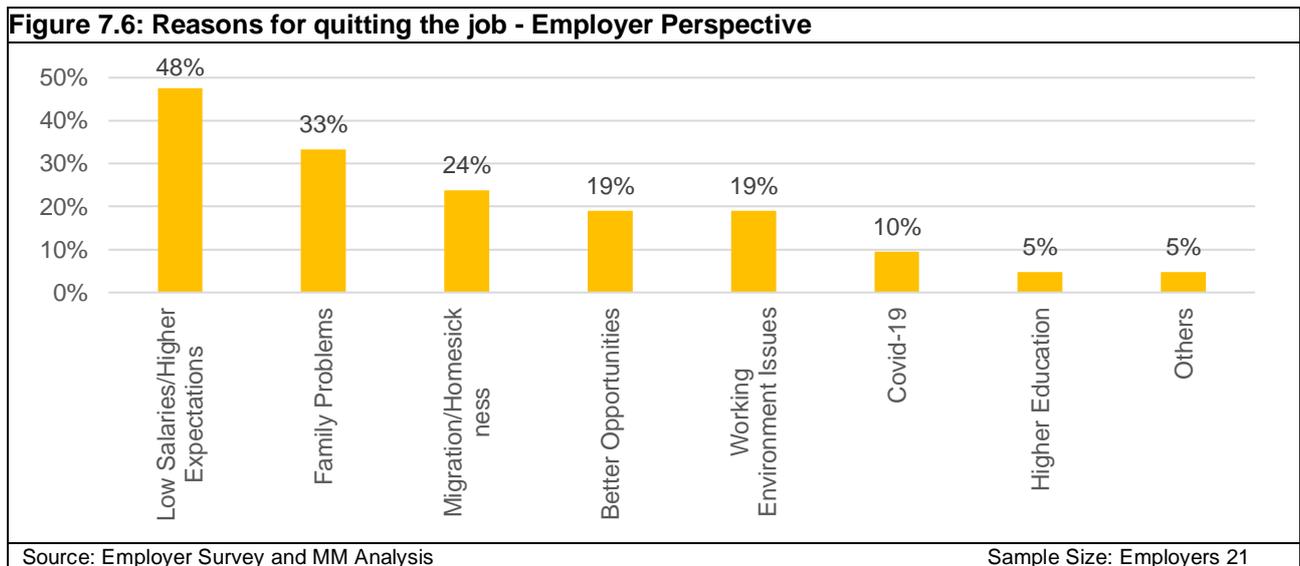
### 7.1.7 Challenges in Employment in the Organised sector

There are certain challenges which the PIAS face for placing the beneficiaries in the organised sector. The same are indicated below and there is no order of priority to them, they are just listed.



### 7.1.8 Reasons for quitting the job - Employer Perspective

Employers were questioned about the major reasons due to which beneficiaries of Nai Manzil Scheme have left their jobs in the past. The graph below shows that the beneficiaries have majorly left due to lower salaries or higher monetary expectations. 33% Employers also felt that the beneficiaries have left due to family problems.



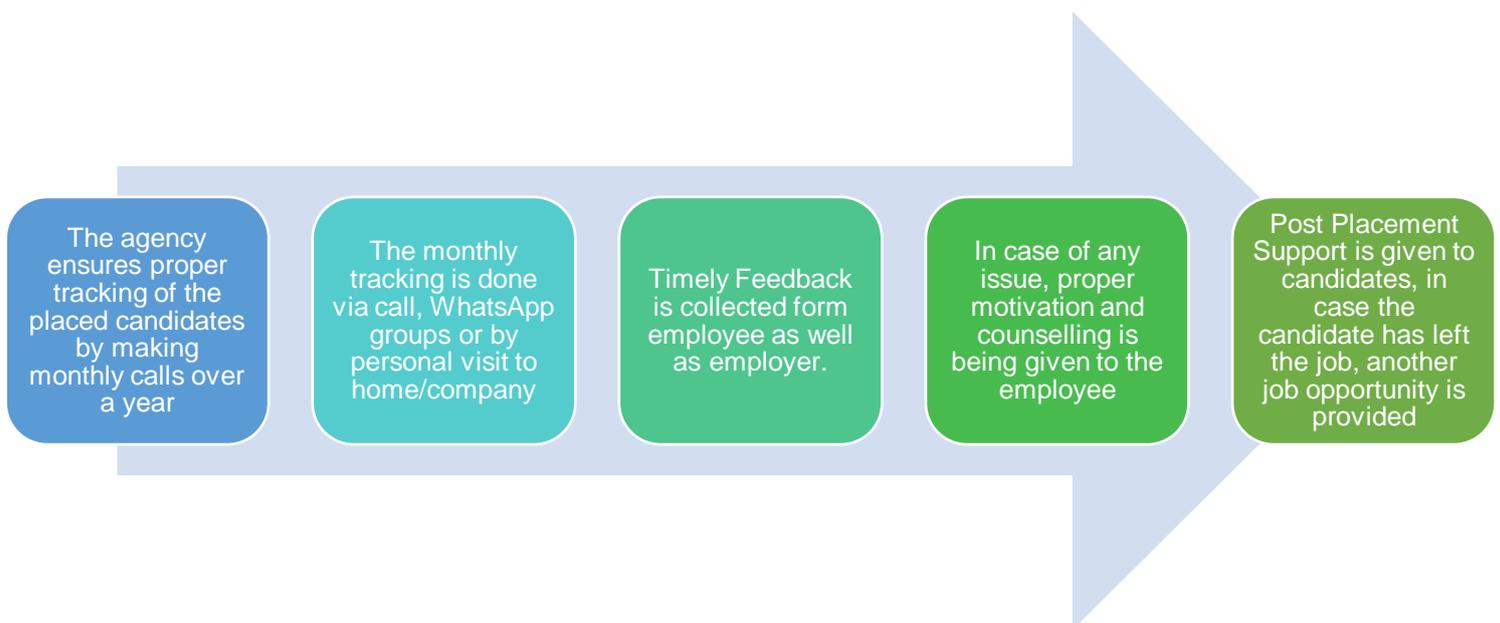
### 7.1.9 Post Placement Support and Retention

Post placement support forms an important aspect of the Nai Manzil Scheme, where the PIA has to keep tracking the beneficiary for about 1 year by constantly being in touch. This is being carried out by telephonic conversations, meeting employers/industries, taking feedback from both beneficiaries and employers. These are the major factors that help PIA in providing the post placement support and fulfilling their role as part of the Nai Manzil Scheme.



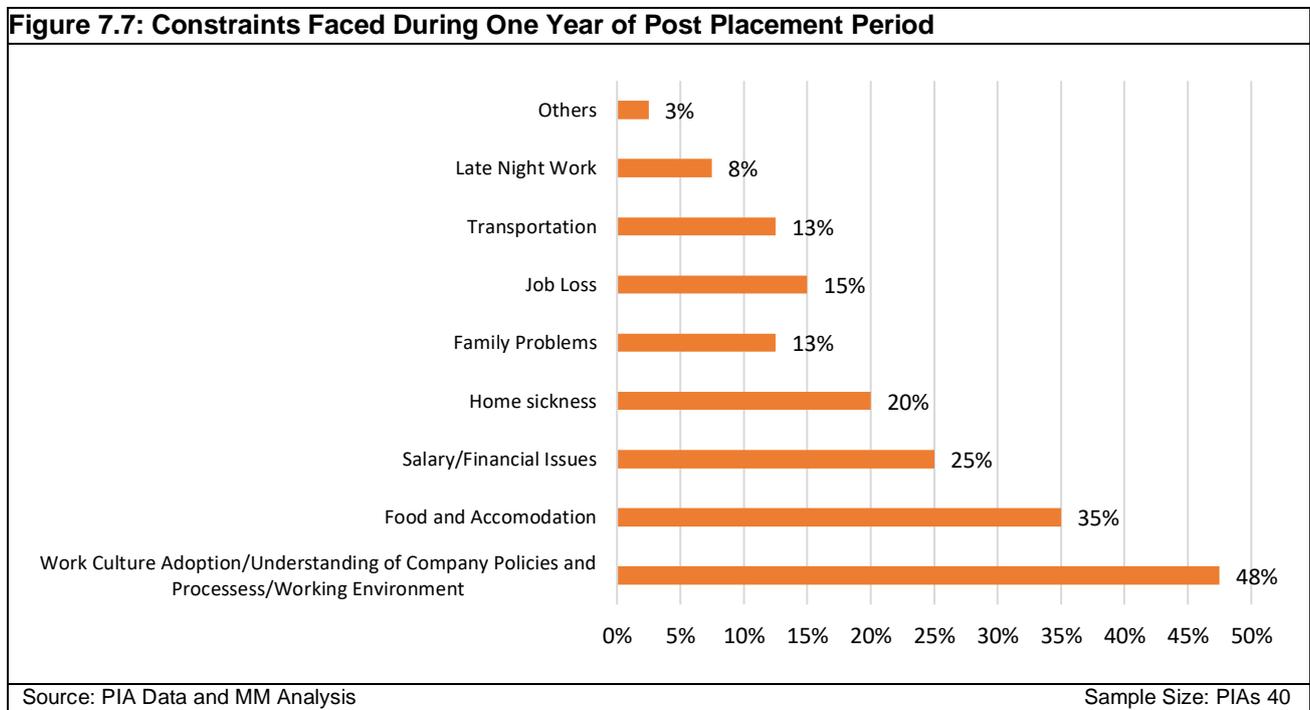
### 7.1.10 Tracking Mechanism

It is imperative that agency keeps in touch with the beneficiary over various platforms for tracking them. The entire process for the same is shared in brief in the below mentioned representation.



### 7.1.11 Constraints Faced During One Year of Post Placement Period

It has come across while interacting with the beneficiaries and PIA that work culture the main aspect which is cited as constrain faced by the beneficiary followed by food/accommodation issues, salary, homesickness. Constraints faced during the one year of the placement period are shown in the graph below:



Contact Numbers of the beneficiaries get change making communication difficult

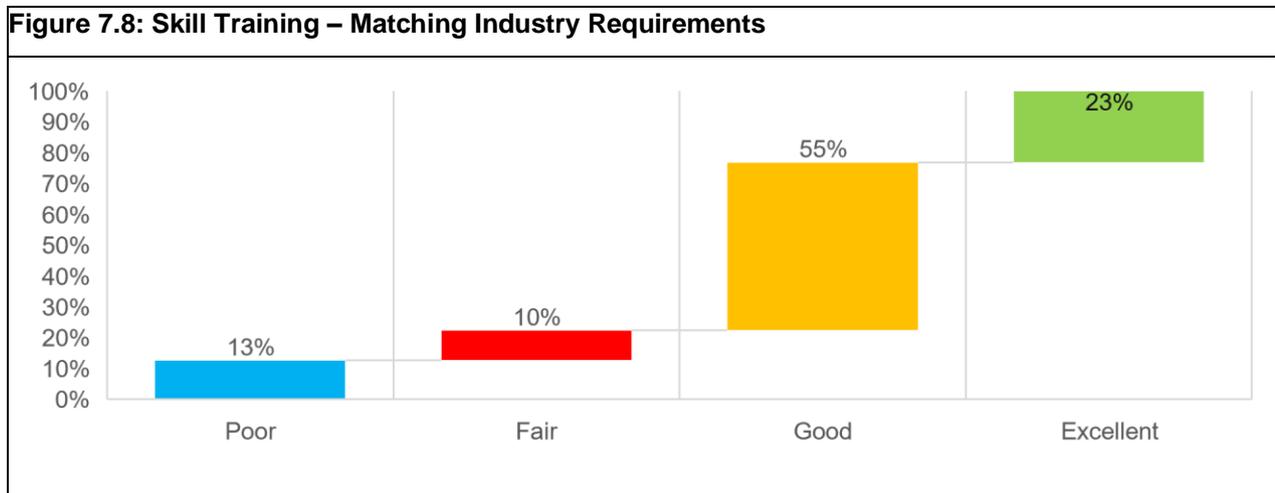
Employe retention - Candidates quitting the job

Candidates face lots of issues in job which results in lack of interest in job such as-

- Lack of transportaion
- Late Night Working Hours
- Total Working Hours
- Job location
- Demand of job on payroll
- Female Candidates getting married
- Accomodation issue in big cities
- culture adaptation issues.
- Working culture adoption issues
- language barriers
- High Salary Expectations

### 7.1.12 Skill Training – Matching Industry Requirements

Skill Training is the key aspect for a Nai Manzil Scheme and the beneficiaries have cited that they are matching with the Industry requirements. About 4/5<sup>th</sup> of beneficiaries who have got jobs with the industry are claiming the same. We can assume this because the beneficiaries have had enough experience of at least 1 year for working in the industry which provides them their understanding on this aspect of how industry functions.



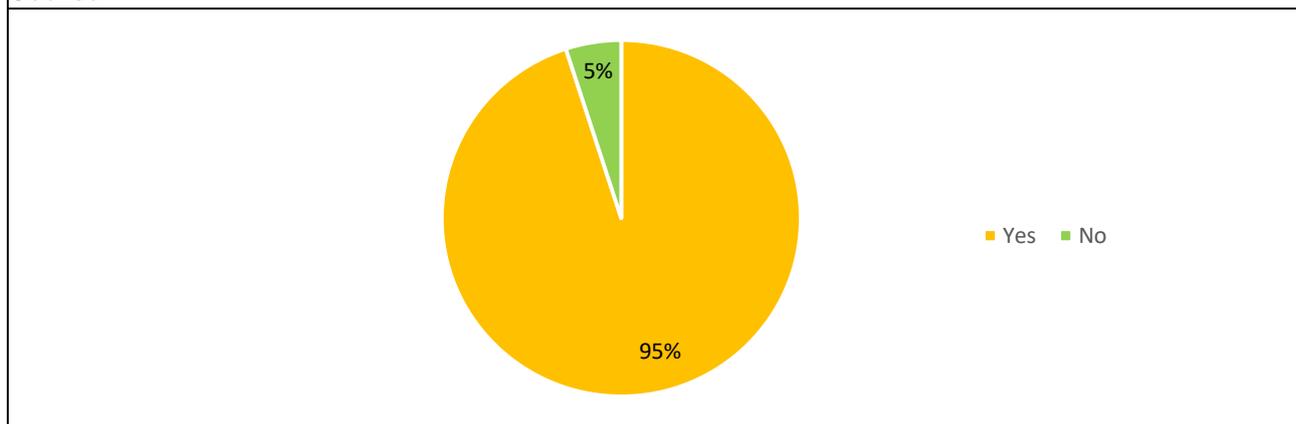
Source: MM Analysis

Sample Size: Beneficiaries 1214

### 7.1.13 Self-employment and Entrepreneurship Training

Self-employment, where one works for oneself rather than working for an organisation is perceived amongst the PIAs to be a very useful and beneficial tool for such categories of beneficiaries. PIAs have advocated that there should be components of self-employment and entrepreneurship that can be added to the training course, represented using the graph below training in the course

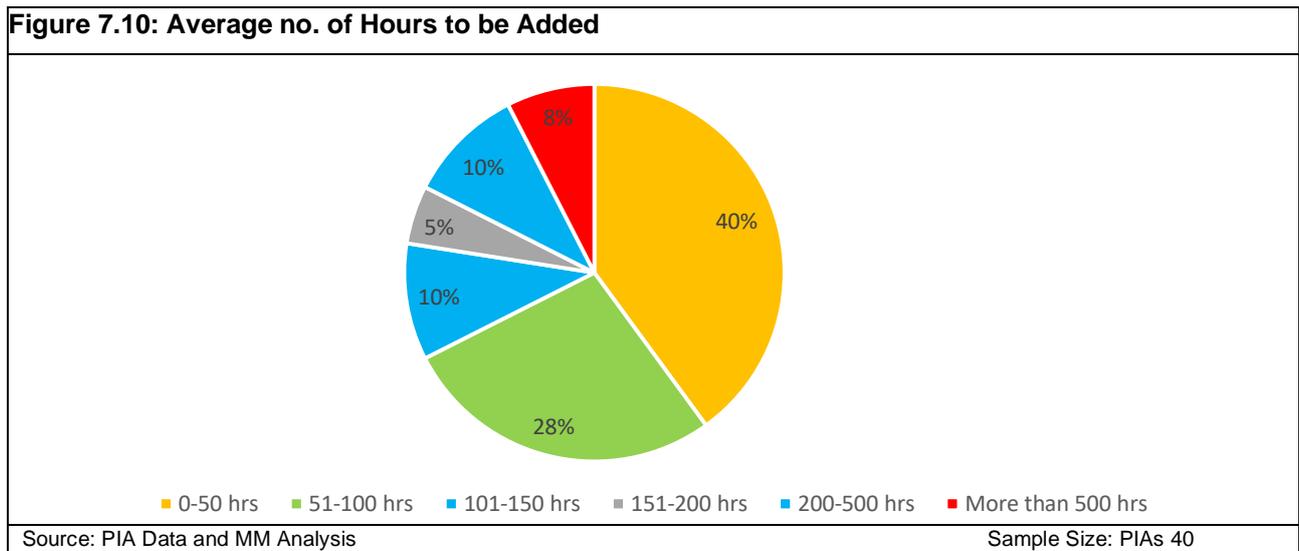
**Figure 7.9: Components of Self-Employment and Entrepreneurship Training Should Be Added in The Course**



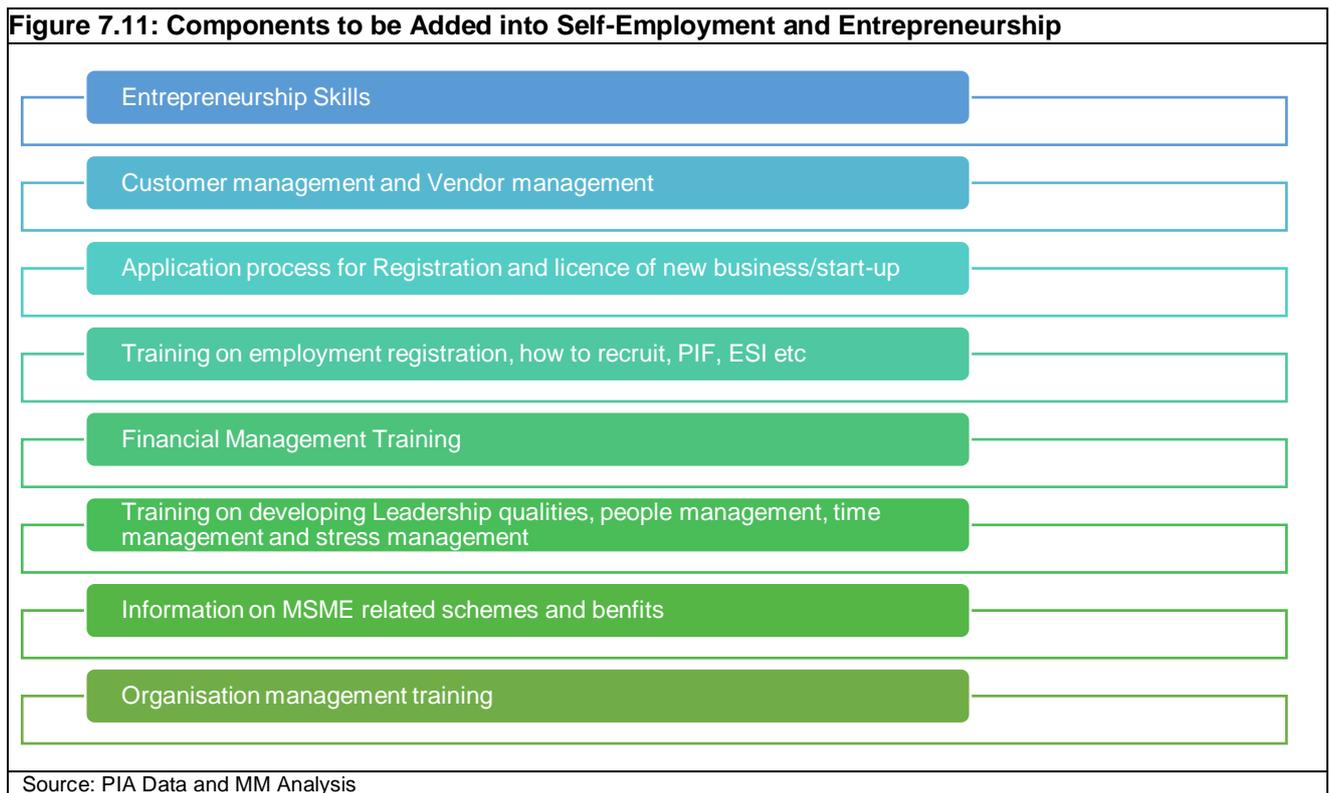
Source: PIA Data and MM Analysis

Sample Size: PIAs 40

PIAs believe that there are significant numbers of hours that need to be added to the training program. The same was checked with the PIAs and they have shared various hours/slots that should be incorporated as part of the self-employment and entrepreneurship training and beneficiaries are trained in the same.

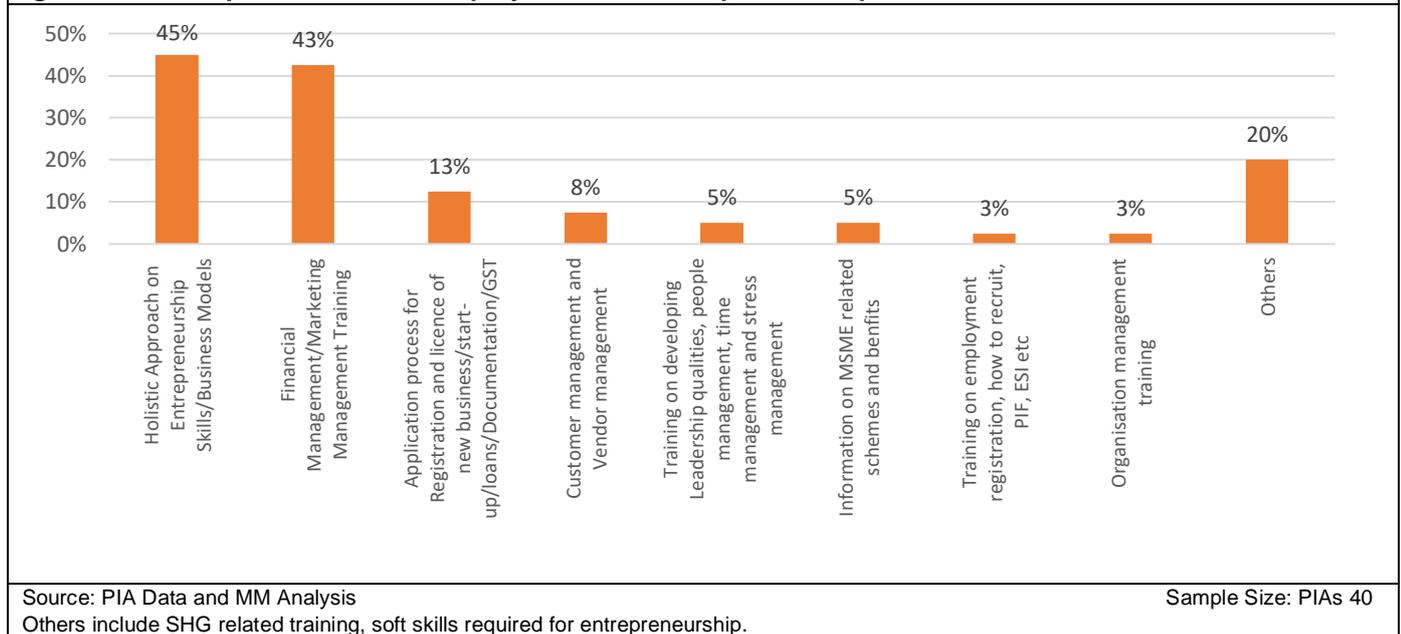


Various components that can be added into the self-employment and entrepreneurship training are provided below.



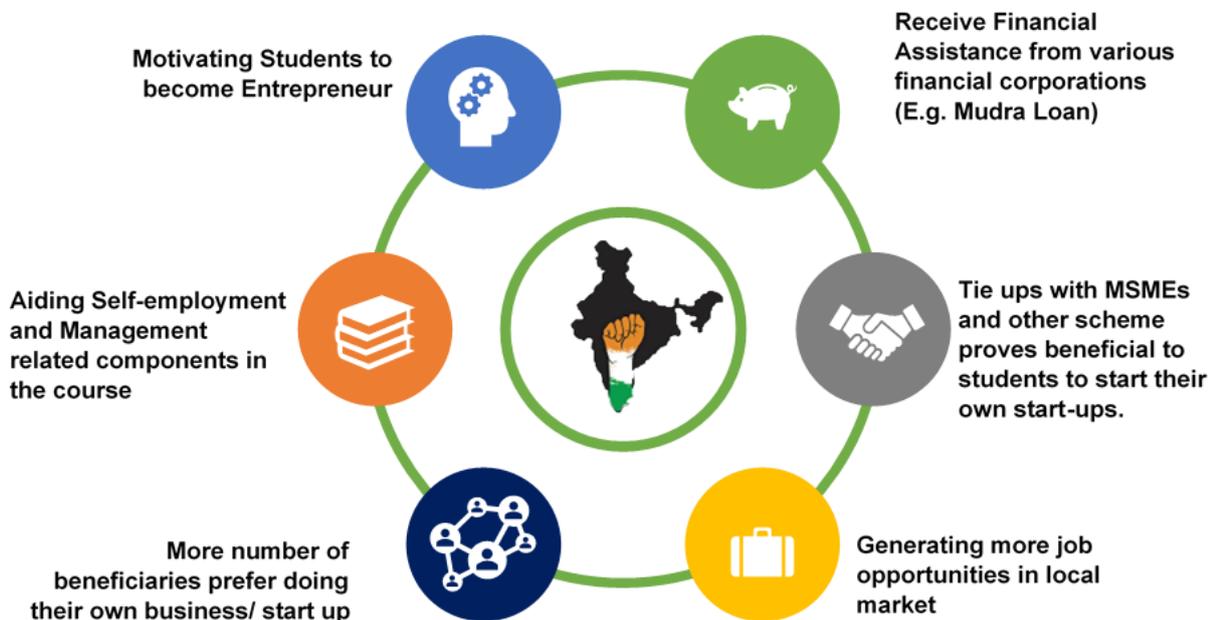
Holistic approach/business models, Financial management, Marketing management form the major components of training that should be provided to the beneficiaries under the self-employment and entrepreneurship training module

**Figure 7.12: Components of Self-Employment and Entrepreneurship**



**7.1.14 Influence of Atmanirbhar Bharat on Nai Manzil Scheme**

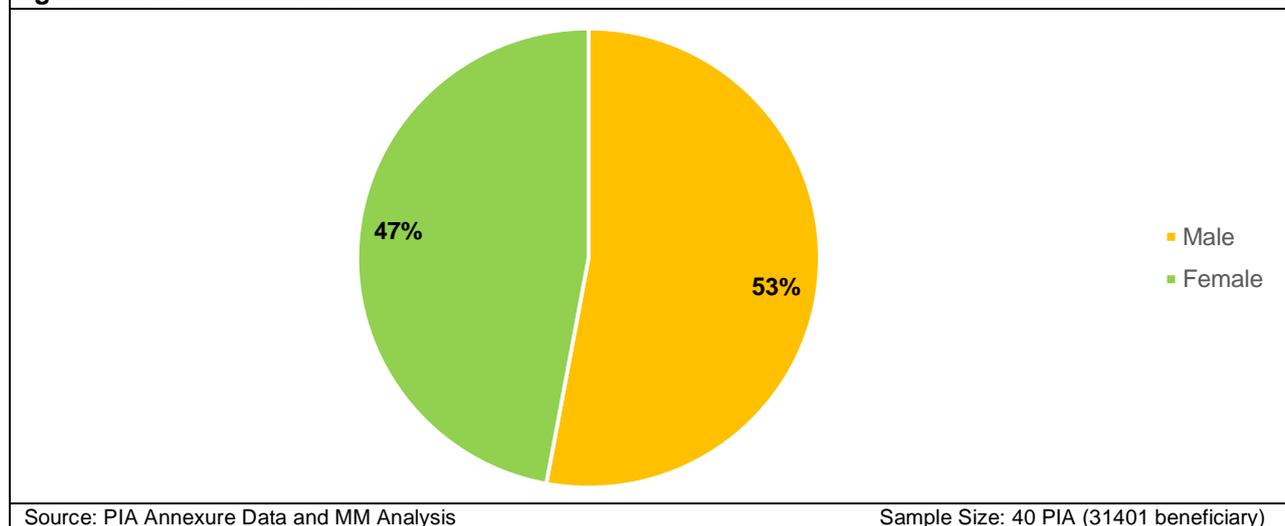
Atmanirbhar Bharat (Self Reliant India), is a call by Prime Minister of India, to make India self-sufficient and provide for all the domestic demand through the internal resources. Some of the aspects for the same are illustrated below for ease of understanding.



## 7.2 Gender mainstreaming

From the PIAs surveyed it was found that 47% of the beneficiaries were female which shows that females have good representation in the scheme. Although PIAs state are few issues with female placement, mobilization and retention, the overall percentage of females is good within the scheme.

**Figure 7.13: Gender enrolment**



For IEC activities - though local teachers aids are used in mobilization, “Nai Roshni” Women Leaders are not much leveraged into the program.

From the data it was also noticed that even though females face difficulties the dropout rate among females is slightly lower than males. From the PIA annexure (40 PIAs) data it was found that while the male dropout rate is 1.49%, the female dropout rate is 1.40% which is slightly lower.

We also noticed that the PIAs have started few gender specific courses as well and the same are noted below.

### For Females

	Sector	Course	Nos.
	Textile (14)	Self-employed Tailor	6
		Sewing Machine Operator	3
		Sampling Tailor	2
		Apparel (Tailoring)	1
		Fashion designing for females	1
		Tailoring Course for Girl Child	1
	Beautician (4)	Beauty Parlour Course	2
		Beauty & Wellness & Healthcare	1
		Nail Technology (Female)	1
		Housekeeping (Manual)	1
		Organic Grower	1
		Pest Controller for Hotels	1

### For Males

Sector		Course	Nos.
	<b>Electrical and Mechanical (8)</b>	Plumbing General	4
		Assistant Electrician	2
		Automotive service technician for 2 & 3-wheeler for males	1
		Field technician – other home appliances	1
	<b>Computer Course (1)</b>	Domestic Data Entry Operator	1
	<b>Sales (1)</b>	Retail Sales Executive	1

### 7.3 Special Considerations for Indigenous People

It was discussed with PIA about the considerations that they take for indigenous people and since not many took that while identifying the beneficiaries, their requirements, trades and skills, but for the ones who took them into consideration, they are represented below:-



### 7.4 Use of IT/ Technology in driving efficiency

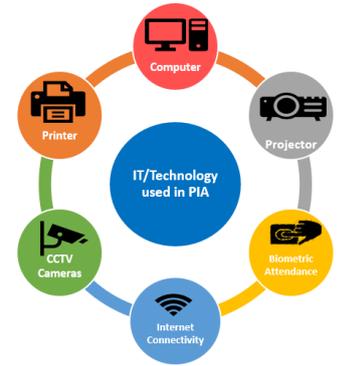
The IT/ Technology is the need and demand of the current generation. The use of IT/Technology has steered the development of smart classes in PIA.

**Use of projectors as a teaching/skilling method**

- To display to display subject related Videos, Audio lessons, YouTube videos to student.
- Displaying Health and Safety Related Videos, Motivational Video.
- In case of non availability of books, the same is projected on screen for all students.
- Used for Tutorial videos of training

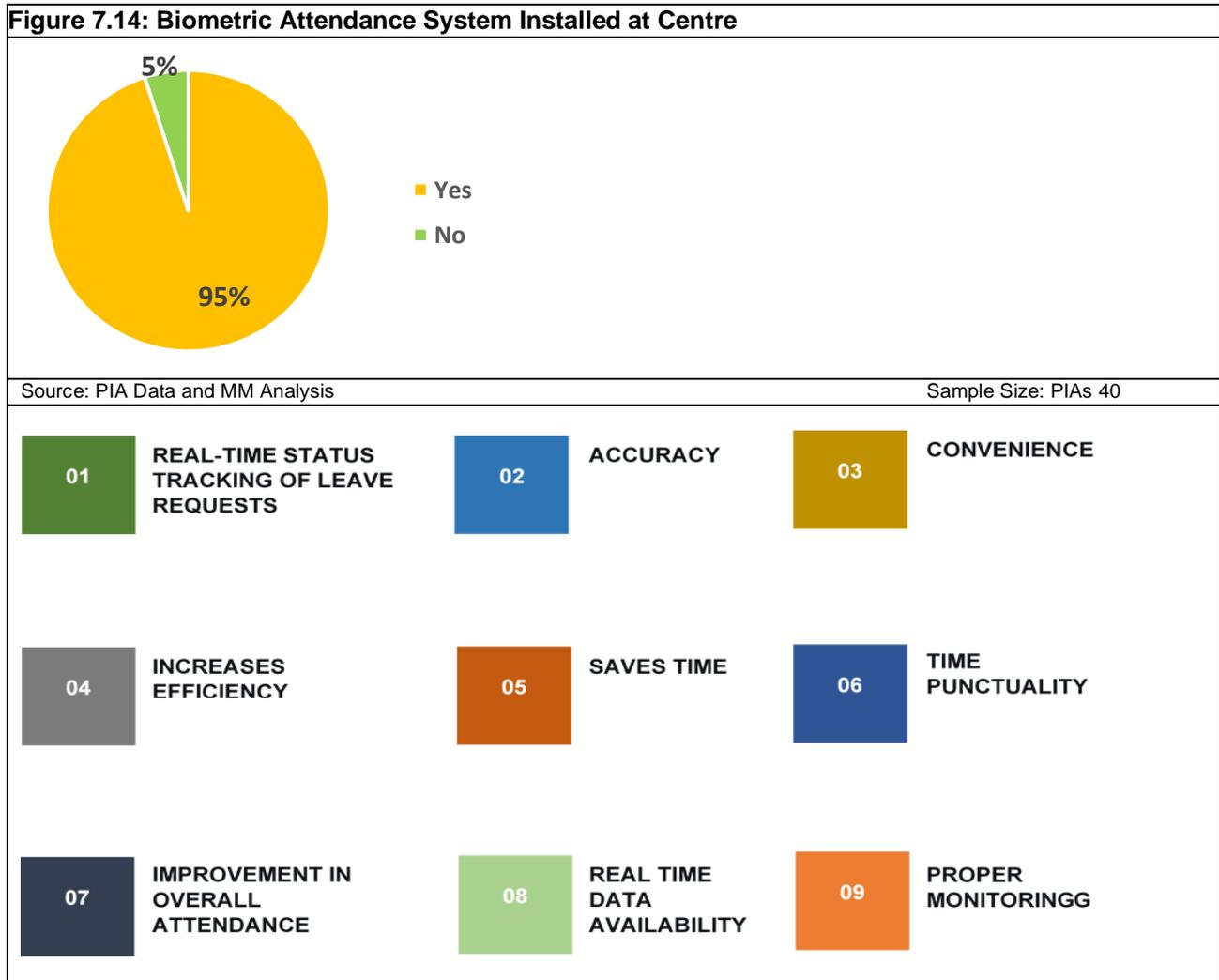
**Providing training on basic information about the Computer**

- Increase in productivity
- Save Time and Energy
- Increase Efficiency and Effectiveness
- Enhance their market approach
- Get more information about latest technology and various government programs or scheme which supports trainees in their upliftment.



**7.4.1.1 Biometric Attendance System and benefits as share by PIA**

As can be gauged from the responses by PIA, having Biometric attendance system installed at the centre has aided them in real time tracking of the beneficiaries.



## 7.5 Stakeholder and beneficiary behavioural change

### 7.5.1.1 Reason for Enrolment and Selecting the Nai Manzil Scheme

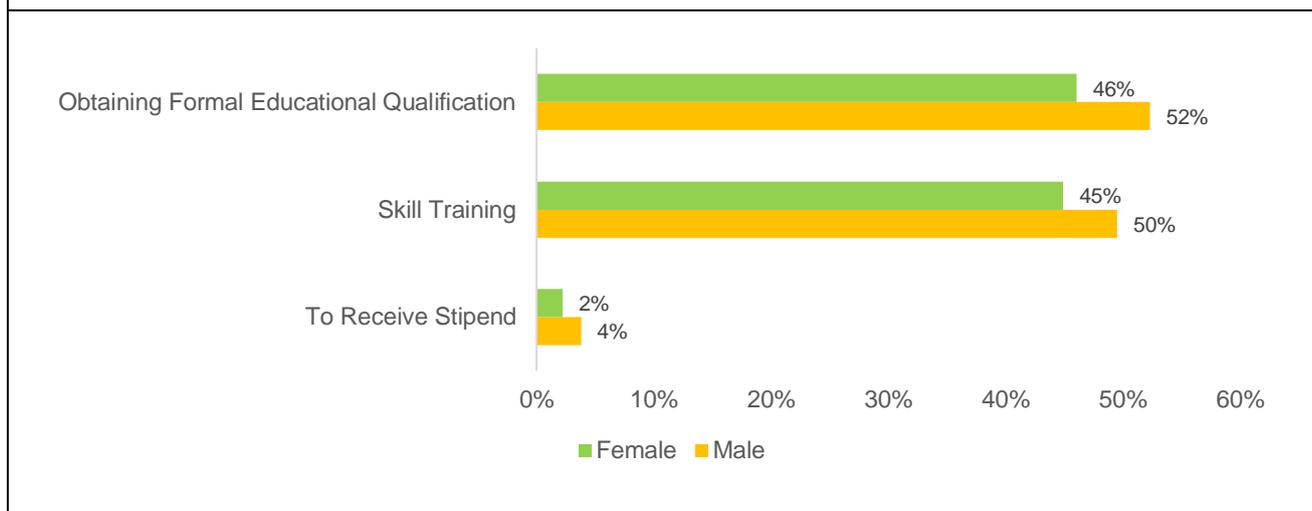
Nai Manzil scheme has the primary objective of providing employment opportunities to the beneficiaries which is the underlying point of the scheme based on which the beneficiaries are interested in the scheme in the first place.

Since the beneficiaries are mostly considering taking up jobs and livelihood opportunities to support their families, education certification is required as pre-requisite in the job market, which makes obtaining the formal education certificate by beneficiaries as the main reason for enrolment.

During interaction with the beneficiaries, it was found out that they are quite very aware of the benefits that skill training certificate provides in getting jobs/employment opportunities at the time of enrolment. As they have entered the job market, they have realised the importance of the how it has impacted their placements and job profile and it becomes an important reason which comes out as the reason for enrolment.

Since the component of stipend is a value add to the scheme design, the beneficiaries have not cited that as one of the major reasons for enrolling under the Nai Manzil scheme.

**Figure 7.15: Reason for Enrolment**



Source: MM Analysis

Sample Size: Beneficiaries 1214

## 7.6 Unlocking Synergies

Although there are many other schemes run by Ministry of Minority Affairs, Central and State Governments, Nai Manzil is unique as it combines both Education as well as Skill Component.

Few similar Skill Sector Schemes for minorities are:

- Gharib Nawaz Employment Scheme
- Seekho aur Kamao
- Ustad
- Nai Roshni

### Schemes & Initiatives through NSDC

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Rozgar Mela
- Pradhan Mantri Kaushal Kendras (PMKK)
- Capacity Building Scheme
- Udaan
- School Initiatives and Higher Education
- India International Skill Centres (IISCs)
- Pre-Departure Orientation Training (PDOT)

### Schemes & Initiatives through DGT

- Craftsmen Training Scheme (CTS)
- Crafts Instructor Training Scheme (CITS)
- Apprenticeship Training under the Apprentices Act, 1961
- Advanced Vocational Training Scheme (AVTS)
- Vocational Training Programme For Women
- Schemes for Up gradation of it is
- Flexi MoUs
- STRIVE
- Initiatives in the North East and LWE Regions
- Trade Testing
- Current Initiatives in the DGT Landscape
- Dual System of Training (DST)
- Polytechnics

### Schemes related to Entrepreneurship

- Pradhan Mantri 'YUVA' Yojana

### Other Schemes and Initiatives

- Skill Loan Scheme
- Indian Institute of Skills (IISs)
- SANKALP
- Academic Equivalence to Vocational Qualifications

## 7.7 Reforms and regulations

### 7.7.1 National Skill Development Mission

The National Skill Development Mission was officially launched by the Hon'ble Prime Minister on 15.07.2015 on the occasion of World Youth Skills Day. It was approved by the Union Cabinet on 01.07.2015.

The National Skill Development Mission was started to achieve the vision of 'Skilled India', the National Skill Development Mission would not only consolidate and coordinate skilling efforts, but also expedite decision making across sectors to achieve skilling at scale with speed and standards. It has been developed to create

convergence across sectors and States in terms of skill training activities. The Mission is being implemented through a streamlined institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE). Seven sub-missions have been proposed initially to act as building blocks for achieving overall objectives of the Mission. They are:

- (i) Institutional Training,
- (ii) Infrastructure,
- (iii) Convergence,
- (iv) Trainers,
- (v) Overseas Employment,
- (vi) Sustainable Livelihoods,
- (vii) Leveraging Public Infrastructure.

Nai Manzil aligns perfectly with the National Skill Development Mission

### 7.7.2 15 Point Programme for Minorities

Prime Minister Narendra Modi's New 15-point Programme for minorities, is a programme launched by the Indian Government for welfare of religious minorities. It was based on reports by committees such as the Sachar Committee Report, that highlighted that minorities (especially Muslims), in the country were often in a worse socio-economic and political condition. The 15-point program are is shown hereafter:

Enhancing opportunities for Education

1. Equitable availability of ICDS Services
2. Improving access to School Education
3. Greater resources for teaching Urdu
4. Modernizing Madrasa Education
5. Scholarships for meritorious students from minority communities
6. Improving educational infrastructure through the Maulana Azad Education Foundation

Equitable Share in Economic Activities and Employment

7. Self-Employment and Wage Employment for the poor
8. Upgradation of skills through technical training
9. Enhanced credit support for economic activities
10. Recruitment to State and Central Services

Improving the conditions of living of minorities

11. Equitable share in rural housing scheme
12. Improvement in condition of slums inhabited by minority communities

Prevention & Control of Communal Riots

13. Prevention of communal incidents
14. Prosecution for communal offences
15. Rehabilitation of victims of communal riots

These programs would enhance the living standard of minorities in India. Nai Manzil scheme enhances opportunities in Education, provides Equitable Share in Economic Activities and Employment, and also Improving the conditions of living of minorities. Therefore, the scheme supports the New 15-point Programme for minorities.

### 7.7.3 Impact for the National Education Policy 2020

The National Education Policy 2020 aims to transform the education landscape in India. The NEP is expected to put India on track to attain Goal 4 of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade. Significantly, the policy lays emphasis on four key areas of reforms viz. curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and, the need for systemic transformation.

NIOS which aids in the Education Component within Nai Manzil scheme has been given special sections in NEP. Open schooling would be further enhanced through the NEP which would aid the future beneficiaries of Nai Manzil Scheme as well.

### 7.7.4 Best practices and externalities

On discussion with the PIAs few best practices and externalities were pointed out.

Education and Skill at Remote Locations

Sharing of Resources

Use of IT and Technology

Share Local Success Stories

Pooling Strategies from Different Centres

Health Check-ups

Local Teachers aid in Mobilization

Local Teachers are able to connect with students better

Placement Support from Local Communities

Financial Knowledge is Imparted

Self Employment is Promoted

- PIAs feel that they can serve beneficiaries at remote locations where the beneficiaries did not have access to education and skill earlier.
- PIAs can share resources between their centres to aid beneficiaries in getting a better learning experience.
- Many beneficiaries see and use computer for the first time when they attended the course. Audio visual equipment's are used to teach the beneficiaries this keeps the interest of the beneficiaries.
- To motivate the beneficiaries, PIAs call local successful people or share their stories to motivate beneficiaries to continue their journey through the Nai Manzil scheme. Local success stories leave better impact since the beneficiaries can relate to it better.
- PIAs share the strategies used in new centre, to resolve issues in other centres as well. This helps in better problem-solving abilities.
- Many PIAs have provided free health check-ups to the beneficiaries as well as their families. This has helped boost the health of the beneficiaries as well as bring the community closer with the PIAs.
- Local teachers who are hired by the PIAs from within the community aid in mobilization as the candidates have more confidence in them.
- Local teachers are also able to connect better with the beneficiaries, this may be due to the language or common areas of understanding
- PIAs use help from local communities as well in placing the beneficiaries. Local business leaders are willing to aid the beneficiaries in placements where the tie-up for placements can be augmented.
- Few PIAs have brought personnel from banks or taught themselves about the various loans and financial instruments that may aid the beneficiaries if they wish to raise finance for their own start-up or self-

employment. Some basic training is also provided on online financial tools like net-banking, UPI transactions and frauds.

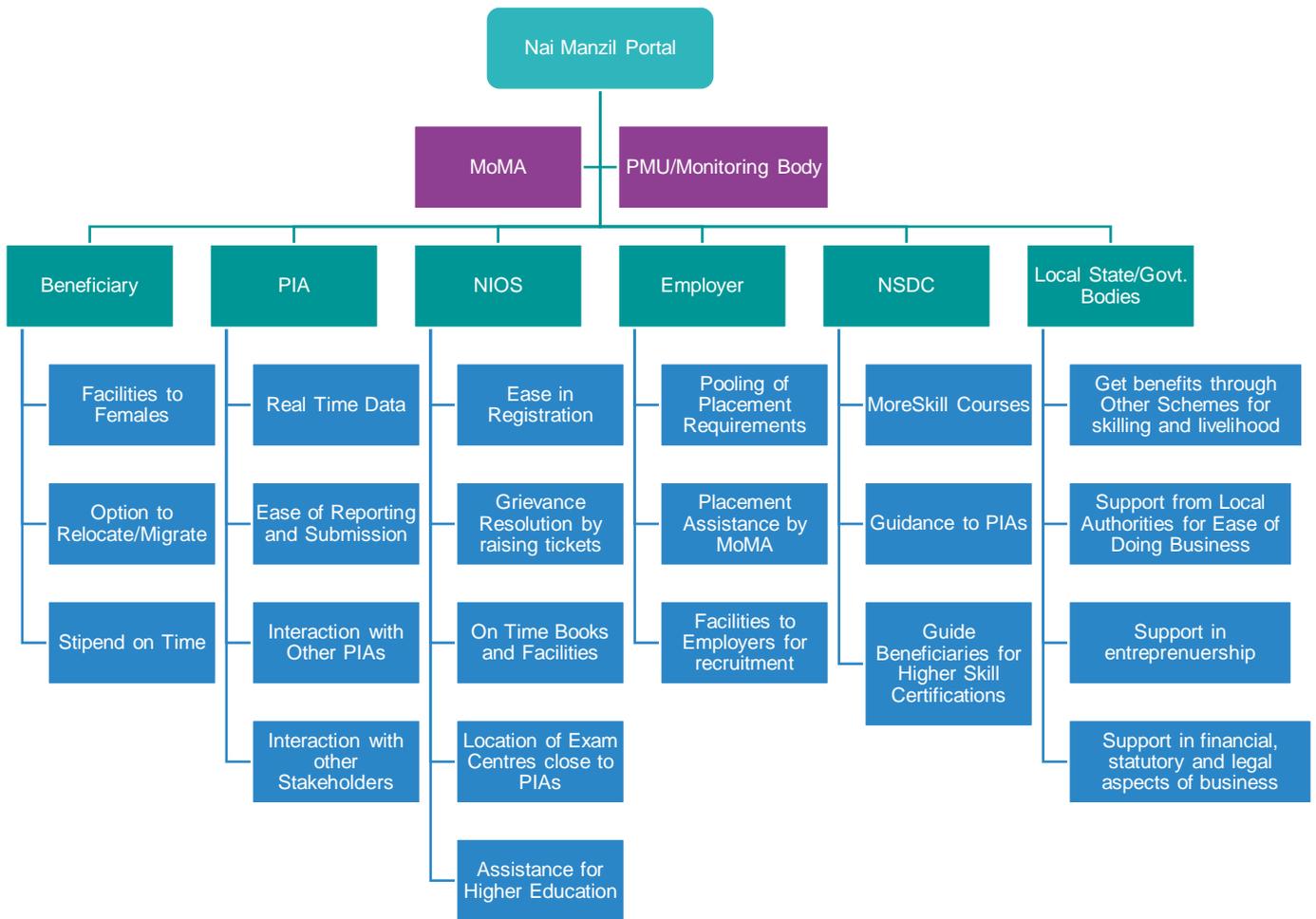
- PIAs have helped beneficiaries in generating self-employment. PIAs provide support as much as possible to guide the beneficiaries in case they wish to be self-employed. MGlobal Institute for skill Development & Entrepreneurship, Uttar Pradesh has aided a group of 30 beneficiaries to start a Self-Help Group that would aid

## 7.8 Programme harmonization

Nai Manzil Scheme is an integrated education and livelihood initiative for the minorities in India. The scheme targets youth in the minority community with comprehensive education and skill development programme, for those who do not possess a formal education certification for Class VIII or X. The scheme was rolled out by engaging Project Implementation Agencies (PIA) across the various Minority Concentration Areas (MCAs), which are as defined by Ministry of Minority Affairs, covering cover Blocks, District HQs and towns with the overall target of 100000 students to be enrolled in open school for education and providing skill training/development for employment opportunities. Along with the education component, beneficiaries were provided skill training for at least 3 months, PIAs selected those skill training courses that were compliant with National Skills Qualification Framework (NSQF). To aid the beneficiary, a component was also added as a part of the scheme, where the beneficiaries were entitled to get stipend @ INR 1000 per month and INR 1500 during the education certification and skill training certification stages respectively.

With the overall objective of the scheme to bring the minority youth in the mainstream economy, the program has done very well and can be continued by scaling up the scheme. Overall, the scheme has covered about 100000 beneficiaries and there are many more out there who require to be enrolled in the scheme for uplifting themselves and their families. One activity that can be taken up is to carry out a scoping exercise both using the primary survey as well as secondary information (through community related databases) where in the Minority Concentration Areas (MCA) the universe of the population that can be targeted to enrol and benefit under the scheme can be arrived at.

The scheme has found widespread optimism as well as keenness because of its unique offering. The same set of stakeholders have also given very positive feedback which points in the direction that the scheme needs to be scaled up by reaching out to as many beneficiaries as possible. To scale up the scheme, it is suggested that all the stakeholders are brought together through one common unified platform that connects the stakeholders. Illustrated is the various stakeholder engagement and roles that can help in reaching out to more beneficiaries as well as providing them with the opportunity to get into the mainstream economy by completing their education certificate as well as skill training and thus earning their livelihood



## 8 Recommendations

### 8.1 Observations

Nai Manzil scheme, with the objective of providing minority youths (age group of 17 to 35 years) with education and skill training so that they are employable and can have livelihood opportunities in the organised sector, has been well received both by the PIAs, who partner Ministry of Minority Affairs in implementing the scheme. Even amongst the other stakeholders of the scheme, like certification and accreditation bodies like NIOS officials, NSDC officials feel that the Nai Manzil scheme is a very unique program which aims to reach out to the vulnerable section of the society and can bring about the change in their lives by providing them with opportunity to complete their education and have skill training to take up jobs in the market. Over and above, these stakeholders have shown their full support to co-ordinate and work together with Ministry of Minority Affairs to reach out to more beneficiaries and aid them in their education and skill training program so that more and more beneficiaries can be impacted positively through this scheme.

Since the entire scheme hinges on the performance of the PIAs, it is found that the PIA and their representatives have quite a good sense of their role in the scheme. Some of the observations from the Impact Evaluation Study are enlisted below: -

Aid beneficiaries in receiving formal education and completing the education certification	Be the transformational agents of change for the beneficiaries in overall development of education, skill, job and provide motivation and support whenever required
Aid beneficiaries by providing skill training and making them employable in the job market	Providing mentorship for beneficiaries for life
Aid beneficiaries getting jobs and get into mainstream and organised sector	Increasing self-confidence of beneficiaries so that they can face any challenge in their lives
Providing social awareness amongst the community so that the minority youths can be empowered and support their families	Making girls independent by training them and providing them job opportunities

Employers/Industry partners associated with PIAs, who have employed the Nai Manzil beneficiaries in their organisations, feel that the beneficiaries who have been trained under the scheme are well versed in their trades and have a positive outlook towards their lives which makes them train and engage them such that the beneficiary can perform better and feel empowered working with them.

#### **Key Takeaways from the scheme**

Considering the impact evaluation of the scheme on various parameters, the consultant recommends persistence with the scheme with few modifications as suggestions by consultant. The main reasons based on qualitative and quantitative analysis for extending the phase of the scheme are listed hereunder:

- The scheme fulfils its objectives of providing the opportunity of education and skill training certification which leads to employable opportunities to the vulnerable section of the society.
  - The beneficiaries who have dropped out earlier have shown interest in enrolling for the scheme, which can be verified by weighted average scores of above 4.5 satisfaction levels (with 5 being the absolute highest value) on: -
    - Counselling process prior to start of the programme

- Expectations met by Nai Manzil Scheme

- 43% of the beneficiaries are between 21-25 years followed by 28% between 17-20 years, as such the scheme is catering largely to (71%) young beneficiaries under the scheme.
- A good gender balance has also been achieved by enrolling 47% of women beneficiaries under the Scheme, against a target of 30%. Usually in the socio-economic category which the scheme is targeting, it was found that the females who were not allowed to pursue education have been encouraged to participate which is a good sign going forward for the community at large and indicates the success of the scheme.
- Beneficiaries hail from the families where the highest earning member in the household/family is unskilled labourer about 52%, this gives us an indication that the scheme has touched upon on the life of beneficiaries from the strata which the scheme intended to target.
- 52% beneficiaries enrolled under the scheme are coming as a first learner in their families. Thus, the scheme has given a chance to study to several beneficiaries coming from illiterate families and improve their lives and provide livelihood/employment opportunities which the scheme has targeted.
- 30% female beneficiaries and 28% male beneficiaries have enrolled after a gap of 5 years of leaving their education, while 15% female and 11 % male have joined under the scheme after a gap of more than 10%. Thus, the Scheme has been able to initiate a formal education to a large chunk of beneficiaries after a long gap. Once again this confirms that the Nai Manzil scheme has touched the targeted set of beneficiaries for uplifting.
- 53% male and 47% female has enrolled under the Nai Manzil Scheme to get formal education qualification, while 50% male and 45% female joined to get skill training. This provides a good indication that the beneficiaries are interested in joining and taking benefits of the Nai Manzil scheme.
- 63% of the beneficiaries has obtained employment post completion of the course which indicates that the Scheme has contributed to get employment/self-employment to over 2/3rd of the beneficiaries.
- One of the scheme outputs has been providing employment to the beneficiaries who have completed the Nai Manzil scheme. It has been observed that those beneficiaries who have completed the Nai Manzil scheme, for 85% of them they had started income within 2 months of completion of course, while 12% more got job within 2 to 5 months. Thus, Scheme could able to get employment to over 97% beneficiaries in short time. This indicates the success of Nai Manzil in providing livelihood opportunities to the beneficiaries who have undergone training.
- Out of the beneficiaries who have got jobs/employment, about 68% of beneficiaries have got their first job and started earning because of Nai Manzil scheme. while in case of remaining 32% beneficiaries, all of them have reported increase in income and 20% beneficiaries reported increase in income by more than 20% compared to their previous income.
- Nai Manzil was launched to impact the beneficiaries where at an overall level, 94% beneficiaries have indicated that Nai Manzil scheme has impacted the family, helped the family. The benefits of the scheme are both tangible and intangible which at large have helped the beneficiaries and their families in improving their socio-economic condition
  - 62% beneficiaries had reported increase in self-confidence as well as of family members.

- 37% beneficiaries reported to improve in family standard of living as well as increase in family income.
- 37% beneficiaries have cited that due to Nai Manzil scheme there is increase in family income which has helped them
- 28% beneficiaries feel that due to Nai Manzil scheme, there is improvement in their self-worth and self-value
- 20% beneficiaries feel that increase in family status amongst the community and society at large post enrolling in Nai Manzil scheme

The Nai Manzil platform provides the beneficiaries with requisite educational and skill certifications that lead them to approach employers for job/employment opportunities and help their families in social and economical upliftment.

- About 90% beneficiaries were found to have achieved their expectations by enrolling under the Scheme. This proves that the scheme has resonated with the targeted beneficiaries which is making them seek and look forward to a better life and more opportunities in their lives and hence uplifting themselves and their families and be part of the mainstream economy.
- 95% PIAs had been found to have 10 years of experience, while 16% PIAs had over 20 years of experience in implementing social sector schemes. Thus, the success of the program can also attribute to the selection of experienced PIAs.

## 8.2 Consultant recommendations

The scheme has been designed quite well to provide equitable development of beneficiaries and aid them in sustaining themselves post successful completion of education and skill training certification thereby providing them with an opportunity to be employed in an organised sector. Consultant recommendations to help make the scheme more effective are listed hereunder:

### Education and Skill Training

- Existing duration of the skill training can be increased from 3 months to about 4 to 6 months to make the beneficiaries more adept at the skill training courses, as per the industry demands and requirements.
- The scheme can consider including higher secondary certification course to beneficiaries who successfully complete the 10<sup>th</sup> standard as well as dropouts in the community. This will help in applying for jobs where the minimum requirement is higher secondary certification in both the government sector as well as the private sector.
- Secondary Education level certification or higher may require more than 6 months to complete the education especially since the beneficiaries are drop-outs which can be reassessed
- Education and skill training courses can be run simultaneously which can help achieve the objective of the training the beneficiaries to become more skilled and employable at a faster pace. This can lead to augment the increased number of hours of education and skill training to be provided to the beneficiaries and hence this can help in quick turnaround time for the beneficiaries to become employable and start earning quickly.
- Regional languages can be used as a medium of instruction for education and skill training as well as the language for conducting exams. This can prove to provide impetus to both increase in enrolment

numbers and can help in achieving better/more beneficiaries getting certification for both education and skill training courses.

- Introduce reward/award to be provided to beneficiaries for performing well in their exams/certifications. This can motivate the beneficiaries to complete the scheme where there are dropouts during education/skill training.
- To encourage the PIAs to perform and accomplish the task of successful implementation of training and certification by providing incentives upon successful completion of certification of beneficiaries and accomplishing the placement targets can be introduced.
- As a number of beneficiaries have enrolled to get formal education certificate or skill training after leaving their previous occupation, it is suggested that the stipend need to be enhanced so that they could be compensated for their loss of income to some extent.
- With online adoption of classes becoming prevalent in the education and skilling sector post the pandemic, this can be thought of an option in cases where the beneficiaries have to travel larger distances.
- The training centres should be located near to residence of community, so that the beneficiaries are required to travel long distance to attend the course. If required PIAs may be asked to open additional centres for training.
- The age bracket of enrolment under Nai Manzil can lowered to 14/15 years to enable the dropout beneficiaries of minority youth communities achieve education and skill training at an early age. Under the Child Labour (prohibition and regulation) Amendment Act 2012, that has been passed by both Rajya Sabha and Lok Sabha in July 2016, where children about 14 years can be employed only in certain sectors and job profiles, can aid the beneficiaries to get a job and eventually helping their families to augment the household income as well as improve their socio-economic standing in the society.

#### **Co-ordination with Stakeholders like PIA/NIOS/NSDC**

- Inter-PIA migration facility to be looked at as one of the options where beneficiaries who are dropping out due to migration related issues can be accommodated. This may be quite useful in cases of female beneficiaries who migrate post their marriage.
- Separate NIOS portal may be developed and deployed for Nai Manzil with collaboration with NIOS, which can help in better co-ordination and implementation of education certifications.
- The online portal may be made more robust to developed to capture real-time beneficiary status from PIAs. Sometimes, it has been observed that due to delays in documentation from the PIAs the beneficiary stipends get delayed.
- Sometimes beneficiaries do not receive stipend on time due to delays in submission of documents by the PIAs. To ensure that there is no delay, a robust mechanism should be made to make sure that the beneficiaries receive the stipend on time which can be implemented by transferring the money directly to the beneficiaries account and same deducted from the PIA's next payment milestone upon submission of documents.

## Placement/Self-Employment/Assistance

- A real time mobile app can be set up to a single platform that to connect stakeholders MoMA, PIAs, industry/employers and beneficiaries which would help in:
  - PIAs in connecting with the Industry for real time employment opportunities
  - Industry availing the features for recruitment and internship of trained employees
  - Beneficiary data available with the Industry
  - Understanding the skill training needs from the industry
  - Training modules/guest lectures/presentations can be held by industry representatives at PIA centres to train and improve the knowledge/skills of the beneficiaries
- Self-employment/entrepreneurship can be looked at one of the pivotal aspects that can help beneficiaries in the existing social and economic strata to start earning and providing for their families.
- Placement assistance cell can be set up by the MoMA that can aid in placement through some incentives and reaching out to the beneficiaries.
- Convergence with other Ministry of Minority Affairs schemes as well as other central ministries/state departments like MSME, Finance etc. for availing of credit facilities, market linkages, capacity building programs, procurement, MIS and Reporting etc.
- Start-up funds may be provided to beneficiaries to promote self-employment and entrepreneurship. This would also require mentorship from experts to guide the start-ups.
- The ministry can consider starting an incubation centre or having tie-ups with other incubation centres in the location where the beneficiaries can be provided the benefits of starting up and participating in Atmanirbhar Bharat.

## Female Specific Components

- For female gender specific skill training courses along with providing the equipment's training can help them to peruse income generation activities. For example, for tailoring courses, sewing machines may be provided to aid the beneficiaries which can be provided either in collaboration with the local industry or partnering with CSR arms of either PSUs or corporates.
- In case, it is not possible to reduce the period of the education, some course modules may be conducted online, so that the women beneficiaries are required to go out of their residences for a long period.
- For female beneficiaries, some additional facilities or allowances may be looked into like transportation allowance, flexible timings etc
- In order to help the women participants after their marriage, it is suggested that the portability of their course from one PIA to other may be considered, so that they can avoid dis-continuation of their studies.

## Other Scheme Aspects/Components

- Scheme awareness needs to be increased amongst the larger sections of the minority community. Currently the scheme awareness is limited to certain sections of the community which needs to be penetrated. This can be done by community engagement activities.
- To augment and include the youth from the minority communities specifically those beneficiaries who have shown willingness to join and participate in Nai Manzil scheme, it is imperative that demand assessment exercise be carried out by Ministry of Minority Affairs in co-ordination with PIAs who are the on ground implementors of the scheme. This will provide for a scoping of the interested candidates in the various minority concentration areas across the entire country and they can participate in the later phases of the scheme.
- There are cases where beneficiaries who have completed the training and have not been able to clear both the education and skill training certification but have cleared one of the two certifications have gained some knowledge/skill during the Nai Manzil training program. This has come out as one of the requirements to put them in the job market. If the industry is willing to take beneficiary even post completion of education certification, the PIA can be mandated to assist the beneficiary get the placement in the industry and thus improve in providing livelihood opportunities to the beneficiary and hence increase the number of youths in the job market. The beneficiary can then be given time to complete the requisite skill training certification post they start earning and providing for their families.
- Components like capacity building, PFMS training, MIS training and reporting of PIA to Ministry of Minority affairs to be regularly conducted which should aid in scheme implementation. Online modules and training methods to be devised for the ease of availability and understanding amongst the beneficiaries.

## Way forward for the scheme

India, one of the fastest growing economies in the world with population around 135 crores, has larger working-age population (between 15-64 years of age) than the dependant population as per the definition of United Nations Population Fund (UNFPA). It is expected that the phase where the working population is larger than the dependent population will last till around the year 2055 which is most likely to take India from a developing economy to a developed economy. Historically, this phase leads to growth in the economy and has enormous potential for providing livelihood opportunities to the working population.

Minority youths comprise a huge chunk of the working population who have not been able to participate in large numbers in the current economic upsurge since the liberalisation has kicked in. This has been mainly due to the limited opportunities and unequal social and economic growth opportunities that are available to the minority community where participation in the labour market is low, which leads to limited earning and livelihood opportunities and one of the main reasons is the low education and skill development amongst the community.

Much of the employee workforce in the country especially amongst the minority communities don't have education qualifications as well as have obsolete and/or irrelevant skills; be it in blue-collar, white-collar or the informal jobs and hence are either working on low wage/low paying jobs or remain unemployed.

It has been identified that the significance of education and skill development is enormous which can help achieve poverty mitigation, improve the socio-economic condition of the minorities, provide them with economic growth, decrease the challenges faced due to social inequality and participate in the economic and development of the country.

The union government has been actively pursuing the 'Skill India' mission with the aim to provide skill training to approximately 40 crore youth in the country by 2022 under different skills/trades, which also includes minority youths. There is also a New Education Policy (2020) which has comprehensive framework for education from elementary to higher education including the vocational education/training programs for the entire country which has been considered to augment and drive the requirements as per the changing dynamics of the world.

Growth will require concurrent and innovate practices including schemes and programs which can help survive the dynamic forces in the job market. To take the advantage an educated workforce is required that is both more efficient/productive skilled to secure the new opportunities.

Nai Manzil scheme under Ministry of Minority Affairs, which is an integrated education and livelihood initiative for the minority communities has been launched in 2015 with assistance from the World Bank. Nai Manzil has been a results-oriented scheme with the entire design of the scheme done in a manner that caters to this unmet demand where youths from minority communities who are school dropouts are given skill training and education and increase the livelihood opportunities in the mainstream economy. This is one the innovative and pioneering schemes of its kind in the country which has integrated component of education and skill training built in.

It can be noticed that the study has shown encouraging results about the scheme during the short phase of its implementation. The scheme has in its short run tried to fulfill its objectives of providing the opportunity of education and skill training certification which leads to employable opportunities to the vulnerable section of the society which can be inferred from the study to be quite successful.

Beneficiaries have shown their appreciation for the scheme in terms of their need/requirement, the course content both from the perspective of education and skill training aspect, placement assistance and post placement follow-ups which include the stipend part.

Similarly, Project Implementing Agencies (PIA) who have been the on ground implementors playing the role of agents of change in the lives of the beneficiaries having experience in the education and skilling ecosystem have cited that this is a ground-breaking scheme which has integration of both education and skill training along with the well designed and implemented monitoring mechanism from the Ministry.

Employers/Industry players interacted with during the scheme evaluation feel that through this scheme they get a good resource pool of employees in the locations where they get placed.

NSDC through their Sector Skill Councils and NIOS who are supporting the scheme by providing the skilling and education training course material, conducting exams and certification are willing to provide better co-ordination and further support to make the scheme more successful.

With a wide spread of the minority population in the country, there is ample scope of such a scheme to be taken to different parts of the country. Each state in the country has different resources, industries, cultures, practices, traditional markets and hence different requirements of educated and skill trained workforce which can be catered to by employing a large section of minority educated and trained youth.

It is therefore, recommended that the Nai Manzil Scheme should be extended going forward by providing the opportunities to the minority youth in the minority concentration areas to be brought into the mainstream economy after completing their education and skill training certification. The population of minority youths is quite large across the country and they require constant thrust and push to enable them to obtain employable skills and this is prevalent not just in the existing Minority Concentration Areas but also in the other areas with less concentration of minority communities. The scheme can incorporate to have another feature where the enrolment of the previous dropout candidates or those beneficiaries who were not enrolled in the previous phases thereby providing ample opportunity to them to uplift their socio-economic condition.

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## A. Case Studies

### A.1 Tasmina’s Sapno Ki Udaan - (सपनों की उड़ान)

Academy for Computer Training (Gujarat) Private Limited, (hereafter known as ACT) is a Project Implementation Agency empanelled under the Nai Manzil Scheme, an integrated Education and Livelihood initiative for the Minority Communities by Ministry of Minority Affairs (MoMA), Govt of India.

ACT has implemented the Nai Manzil scheme across 6 centres in Gujarat, one of the oldest institutes based out of the state of Gujarat, is engaged in imparting education and training service has been working closely with the beneficiaries under the Nai Manzil Scheme.



Source: MM Field Survey

One beneficiary at the institute, Ms. Tasmina Sheikh, a young girl, aged 20 years hailing from a Muslim family, currently stays with her parents and 2 younger brothers. The family stays in a minority dominated area in the city, Jamalpur-Behrampura, about 8 to 10 kms from the Nai Manzil centre.

With only one earning member in the family, her father works as a driver barely managing to make ends meet, the family had faced challenging times due to limited financial inflow. This led to Tasmina dropping out of the school when she had failed in her class 10 examinations. She tried taking up odd jobs to help her family provide financial support, but due to some family constraints and her incomplete education, she was not able to manage to land a job.

While carrying out the IEC activities for the project, ACT met Tasmina at Jamalpur-Behrampura, Ahmedabad, which is a minority residential area, through community volunteers during door to door activation. Tasmina was fit as per the beneficiary criteria defined by MoMA for Nai Manzil Scheme.



Source: MM Field Survey

ACT provided counselling to her along with her family to enrol and avail the benefits of the Nai Manzil scheme through which she would be able to secure a better future for herself and her family members. Tasmina was convinced and she wanted to pursue her studies again under the Nai Manzil Scheme, but the financial condition of her family was proving to be a hurdle. ACT counsellors did multiple rounds of interaction with her family members especially parents who were explained in detail about the scheme and made to understand the benefits Tasmina could gain after completing her education and skill training course. They were convinced and allowed Tasmina to join the Nai Manzil scheme and supported her wholeheartedly throughout her association with ACT.

Tasmina registered for the Secondary Certificate Course which included an induction program with NIOS was conducted wherein a selection of the five subjects required for completing the course was made and she started her education course. She was glad that along with her education to support her financially Nai Manzil Scheme had a component of stipend which helped her manage her travel and study material expenses. Tasmina shared that she regularly attended the lectures as well as participated actively in the classroom sessions having discussions with the faculty members, who supported her in matter related to education as well as challenges faced apart from Nai Manzil scheme in her life.

Tasmina passed her education certificate and was very hopeful about her career, future and life in general with her revived education degree. She wanted to improve her vocational skills by taking training in the Retail and Sales trade provided by ACT, and she shared that post completing the skill training course, she felt confident about herself and capable to take up a job. She also shared that now she can hope for a better life and an enhanced respect in her community.

After completing the integrated program of education and skill training, Tasmina was placed through ACT with Shifa Dispensary/Clinic as a Receptionist that helped her earn & support her family.

She exudes a sense of gratitude towards Nai Manzil for supporting her for integrated education and skill training program together to be able to get job that helped her earn which is ensuring that she is able to augment the Household income and provide for her family. She believes that the integrated scheme has capability to be the game changer for providing education and skill together and ultimately growing the self-confidence, self-worth and earning potential, not just for her but millions of girls out there in the country. Tasmina has coined a very interesting term for the Nai Manzil Scheme and she calls it “Sapno Ki Udaan” - (सपनो की उड़ान)

## A.2 कबिलयत की जीत - Kabaljeet Kaur

Mass Infotech has four training centres in Punjab. They had successfully enrolled 413 beneficiaries under Nai Manzil Scheme in the year 2017-18.



Kabaljeet Kaur belongs to poor financial background having 6 members in her family. Her father is a farmer and with his meagre income is not able to provide enough resources to sustain their family. She was unable to complete her education because of unfavourable financial conditions.

She came to know about the scheme through a door to door campaign, which was done by the PIA. Her interest and curiosity also lead her to learn about the benefits of the scheme through orientation programmes with the help of Sarpanch of the village.

The benefits of the scheme were explained to her as well as her family. This motivated her to join the programme, her family supported her in this endeavour. Although, her place of residence was 7 km away from the centre, she was determined to continue through the course.

She completed her Secondary Education level certification as well as Skill certification course of Self-Employed Tailor. Combining both Education and Skill certifications has helped her reach her aspirations through Nai Manzil scheme

Kabaljeet is now placed in Anand Cloth House with monthly salary of Rs.8300/-



Kabaljeet Kaur and her father feel that she is now self-confident and motivated. She supports her family financially as well. Her family was very excited and thankful to the Ministry of Minority Affairs for providing their daughter a ray of hope so she can continue her studies. They feel that Nai Manzil emerged as a bridge to reach her destiny.

Her parents were full of support to her during the program and said that such programme should continue in future, they also feel that there should be a Senior Secondary program. She is an inspiration to many aspiring candidates in her community to take benefits of such schemes.

She is a guiding light in her community, she guides and motivates the people surrounding her. Nai Manzil has transformed her life and she feels very enthusiastically about Nai Manzil with the view that this project emerged as a new hope especially for the weaker sections of the society.

### A.3 Sahana Bano

MGlobal Institute provided Education & Skill Training to 940 below poverty line, school dropout students of minority community in its 6 centres across Uttar Pradesh State.

Sahana Bano is one such beneficiary, living in Saurikh, District Kannauj, Uttar Pradesh State, just a kilometre away from the centre. She is 22 years old and has 7 family members, her father is the sole earning member. Earlier, she was unable to continue formal schooling due to poor financial situation of the family and she had dropped out of schooling after 7th standard.



She learnt about the Nai Manzil through pamphlet distribution drive by MGlobal in her neighbourhood. Little had she known then that the piece of paper would transform her life.

Although she was sceptical at first, she joined the counselling process to understand the details of the scheme.



The PIA explained her the details of the course and motivated her to join. Her family members supported her decision to join the course as it would improve her educational qualification and aid in skill certification.

It was difficult for her to manage both household chores as well as the course under Nai Manzil scheme. As she progressed through the course, her self-confidence improved, she completed OBE level education certification. She also completed skill certification in Sampling Tailor.

She felt that skilling certification aided her in improving her skills and prepared her for employment. Education was also important in many aspects as she now has the option to pursue higher education. She was amazed at the dedication and resourcefulness of the teachers as well as the way the subjects were explained to ease her understanding.



She has seen her fellow mates improve through the course as well.

After her certifications, she received placement through PIAs help at Ammar Traders. She is earning Rs. 10,300 per month which is helpful in supporting her as well as her family.

Her family is very thankful to the Ministry of Minority affairs, Govt. of India for taking such a good initiative to improve lives of their community. They are of the view that more such schemes should be brought in and beneficiaries themselves should put his/her full effort for self-improvement. Her community elders, teachers and parents are amazed at the transformation in her which is due to Nai Manzil scheme.

## A.4 Omar Hossen

IL&FS Skills Development Corporation (ISDC) is one of the largest Institutes in India. They have a very robust infrastructure and aid in multiple programs like Nai Manzil.

Omar belonged to a humble economic background, stayed in Raghunathpur / Bhangar area of South 24 Parganas district of West Bengal State. His father is only earning member in the family, worked as a daily wage labourer with a monthly income approximately 4000-5000 per month. With such meagre income, his father could hardly make both ends meet and ensure the education of his children. Omar had to quit his studies in order to help his father and to take care of the family.

During the door to door visit by PIA's mobilization team, reached out to Omar Hossen. The PIA team had interacted with the Omar's parents on benefits of the scheme. PIA team has motivated Omer Hossen and his parents to enrol in the program and has ensured the necessary support during the training program

Omar Hossen was an extremely shy student at the beginning of the training program. However, with the intervention and engagement of the teachers, he could work on his inhibitions and got adjusted with the fellow students. He was a participative student in the class and would listen to the teachers with eagerness and was always eager to learn more and gain more knowledge along with developing his skills.



Omar successfully passed his secondary examination through NIOS and completed skills training in Inline Checker job role. Since he did not want to move out of his parental home and migrate to a new city, the PIA provided him with an employment opportunity in M/s. SN Enterprises with a monthly remuneration of around Rs. 7000/- which has helped him and his family in improving their financial situation.

Nai Manzil has opened ample opportunities for Omer and his family. With successful completion of the training program, he could secure employment for himself and contribute to the household income. He feels that he can support his father and ensure that his siblings do not discontinue their studies. The household income has increased, and the money earned by Omer is also contributed to meet the family expenses.

## A.5 Mohammad Saqlain

Jahanvi has expertise in imparting education and skilling for more than 15 years. They have three centres in Bihar, namely in Augan, Balia Lakhminia and Samastipur.

Mohammad Saqlain from Teghra, Begusarai, Bihar was enrolled under the Nai Manzil Scheme in the year 2016-17, he was just 18 years old. His father is a farmer and due to his low earnings, Saqlain was unable to complete his matriculation, as he was the eldest son and he had the responsibility to take care of his family. Since his farmland was small and he had no additional skills which made it difficult for Saqlain to get decent job.

He came to know about the Nai Manzil Scheme through his friend and he visited Jahanvi, where he was explained about the scheme. He was counselled by the PIA and they enrolled him under the scheme.

Saqlain started to attend classes at Jahanvi's Nai Manzil centre every day. He was a fast learner; Saqlain was groomed well and he gained his confidence as well. He completed his Secondary Education Certification, he also completed skill certification.

After successfully completing his training, Saqlain got placement through the PIA close to his home as a computer operator earning Rs.7000 per month.

Now, he can take care of his family and is able to send his younger brothers to study in the nearby school. He is extremely satisfied to see his life changed.

Now he is more optimistic about his life, family and livelihood and is thankful to the Ministry of Minority Affairs for providing him an opportunity through Nai Manzil scheme.



## A.6 Kaniz Zahra

IL&FS Skills Development Corporation Limited (IL&FS Skills) is a joint venture between IL&FS Education and Technology Services Limited (IL&FS Education) and National Skill Development Corporation (NSDC).



Kaniz Zahra is the beneficiary of Nai Manzil Program supported by Ministry of Minority Affairs. Hailing from Muzaffarpur, Bihar, she enrolled herself for the program in the year 2016-17. She came to know about the program through the mobilization drives conducted by the community Engagement team of IL&FS under Nai Manzil Scheme, where she and her family were briefed about the various benefits of the program.

Coming from a very humble economic background, Kaniz had studied till Class 8th and had dropped out after that due to financial constraints. She helped her mother to take care of the household work and other siblings. However, her desire to study further and support of her family helped her avail the opportunity. She qualified the entry assessment for the program and enrolled for the training program

Kaniz would regularly attend the classes and also helped her fellow students to navigate through the training course. She was enrolled in higher secondary class through the Bihar Board of Open Schooling and qualified the examination in the first attempt. She also took up the Sewing Machine Operator job role as part of skills training and qualified the assessments as well.

After the successful completion of the training program, she was offered employment opportunities and was employed in Westside with a monthly remuneration of Rs. 9000/-. She has been a source of motivation for several fellow youth in the program. With her determination and zeal to excel she is bound to reach greater heights. She feels that such schemes and programs need to reach out various community members including female who can help transform their lives as well as that of their families.

## A.7 Mirsa Shakeel ki Misaal

Diamond Charitable and Educational Trust had enrolled 413 candidates under the Nai Manzil scheme in the year 2017-18. They have an experience of 15 years in education as well as skill development.

Miss Mirsa Shakeel of Kozhikode District, Kerala hails from poor financial background. Her father Mr. Abdulla Koya is a porter working on coastal areas. Mirsa Shakeel belongs to Muslim Community. She also has a brother who is

studying, and her mother is a housewife. Mirsa Shakeel had completed her 7th from Corporation School, but she was unable to continue her education due to financial problems.



The Nai Manzil scheme which has two components - formal education and skill training was perfect for her to pursue her goals. She took admission in SIOS under Nai Manzil Scheme as she wished to continue her education and thereby help her family. She completed the education and skill training form the trust and passed the exam.

After the completion of education and skill training in Traditional Hand Embroidery from Diamond Charitable and Educational Trust, she is working in an organised sector organisation and thus supporting her family.

She is also supporting her brother at his studies. The training and placement have also raised her standard of living. She has grown more confident now as helps her family financially. She thanked Ministry of Minority Affairs, Govt of India for starting Nai Manzil Scheme for the benefit of the poor, downtrodden minority community and thanked Diamond Charitable and Educational Trust for providing her the job. Due to this course the financial condition of Minority Community is uplifted

## A.8 Parveen Begum

Parveen Begum is a beneficiary of Nai Manzil Scheme, she was enrolled by PIA - Datapro Computers Pvt. Ltd. in the year 2017-18. Parveen Begum is 24-year-old, she resides in Sriramnagar, Yousufuguda area and belongs to a Muslim family.

She is a Housewife and lives in a nuclear family with five members. Her husband was the sole breadwinner of the family and worked as labour in making false ceilings.

The family was purely dependent on a single person and the income was not enough to meet their family needs. Because of the family and cultural issues, as the women are not allowed to go out for work even though there are opportunities/work avenue outside.

Earlier she had dropped out from 5th class. She had a lot of inclination/urge to continue her studies during her childhood, but the family economic condition and the early marriage compelled her to leave the school at an early stage.

She learnt about the scheme through a Religious Leader and went to the PIA centre to learn more about the details of the scheme. She was intrigued by the benefits of the scheme and convinced her family to let her join the course. With the intervention of the scheme, her dream of pursuing education came true. The classes were conducted at their convenient timings and faculty members helped them to pursue their goals in a smooth manner. She was able to understand the concepts, and her communication skills improved a lot along with an increase in confidence levels.

She is now helping her children in 'education at the school and tends to her family. She has undergone the skill training in tailoring course wherein she learnt stitching and embroidery skills.

At present she is self-employed and takes orders from companies on piece work basis at household level and earns a gross income of Rs. 300/- per day. She can supplement the income to her family members by earning around Rs. 8000-9000/- per month.

Parveen is amazed at the benefits provided under the scheme. She says, there are many girls like her in her community who missed this opportunity, so more beneficiaries should be enrolled under this scheme. She feels that with more such schemes the minority in India can be helped.



## B. Questionnaire

## C. Final PIA Selected

SI No	PIA Name	State
1	Gras Education & Training Services Pvt. Ltd.	Gujarat
2	Academy for Computer Training (Guj.) Pvt. Ltd.,	Gujarat
3	Comtech Institute of Technology	Rajasthan
4	MGlobal Institute for Skill Development & Entrepreneurship	Rajasthan
5	Datapro Computers Pvt Ltd	Telangana
6	Cap Foundation	Telangana
7	Thredz Information Technology Pvt. Ltd.,	Telangana
8	Al-Ameen Charitable Fund Trust, Nagpur	Kerala
9	Diamond Charitable & Educational Trust, Nagpur	Kerala
10	Manav Vikas Evam Sewa Sansthan	Uttar Pradesh
11	Gras Education & Training Services Pvt Ltd	Uttar Pradesh
12	MGlobal Institute for Skill Development & Entrepreneurship	Uttar Pradesh
13	JPS Foundation	Uttar Pradesh
14	Center Of Technology and Entrepreneurship Development (CTED)	Uttar Pradesh
15	National Institute for Technical Training	Punjab
16	Mass Infotech Society	Punjab
17	Sum Drishti Education Society	Punjab
18	I-Pick Solutions India Pvt. Ltd.	Punjab
19	Society for Development & Training	Punjab
20	Indian Institute of Skill Development	Delhi
21	Orion Edutech Pvt Ltd	Delhi
22	St. Joan's Education Society	Delhi
23	E-Herex Technologies Pvt Ltd	Madhya Pradesh
24	Ambica Shiksha Samaj Kalyan Samiti Bhopal	Madhya Pradesh
25	Shri Krishna Gramoutthan Samiti	Madhya Pradesh
26	Ajmal Foundation	Assam
27	Education Research & Development Foundation, Guwahati	Assam
28	CPIT Edutech Private Limited	Assam

SI No	PIA Name	State
29	All India Society of Education	Assam
30	Mualana Azad Educational Technical & Vocational Society	Manipur
31	IL&FS Skills Development Corporation (ISDC)	Bihar
32	Jahanvi	Bihar
33	Baba Saheb Ambedkar Technical Educational Society	Bihar
34	Visionary Knowledge & Management Services Pvt. Ltd.	Bihar
35	Sure Foundations Samiti	Chhattisgarh
36	Human Welfare Organisation	Chhattisgarh
37	IL&FS Skills Development Corporation (ISDC)	West Bengal
38	Society for The School of Medical Technology	West Bengal
39	Cradle Life Sciences Pvt Ltd	West Bengal
40	Britti Prosikshan Pvt Ltd	West Bengal

Source: Shortlisted in consultation with the PMU, MoMA

## D. Glossary

<b>AHI</b>	Annual Household Income
<b>APR</b>	Annual Performance Reports
<b>BPL</b>	Below Poverty Line
<b>CAPI</b>	Computer assisted personal interviewing
<b>CBO</b>	Community Based Organisations
<b>ESI</b>	Employee State Insurance
<b>FGD</b>	Focussed Group Discussion
<b>HH</b>	Household
<b>IEC</b>	Information, Education & Communication
<b>IFR</b>	Interim Financial Reports
<b>IT</b>	Information Technology
<b>IVA</b>	Independent Verification Agency
<b>KPI</b>	Key Performance Indicator
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MCA</b>	Minority Concentration Area
<b>MIS</b>	Management Information System
<b>MM</b>	Mott Macdonald
<b>MoMA</b>	Ministry of Minority Affairs
<b>NDP</b>	National Development Plans
<b>NGO</b>	Non-Governmental Organization
<b>NIOS</b>	National Institute of Open Schooling
<b>NSQF</b>	National Skills Qualifications Framework

<b>PAD</b>	Project Appraisal Document
<b>PDO</b>	Project Development Objective
<b>PIA</b>	Project Implementing Agencies
<b>PMU</b>	Program Management Unit
<b>RFP</b>	Request for Proposal
<b>SC</b>	Scheduled Caste
<b>SDG</b>	Sustainable Development Goals
<b>SIOS</b>	State Institute of Open Schooling
<b>SPSS</b>	Statistical Package for The Social Sciences Software
<b>ST</b>	Scheduled Tribe

