

Skill Development Programme in Construction Sector

Joint Initiative by
CREDAI & PNBHFL



Impact Assessment Report 2018

TABLE OF CONTENTS

Executive Summary	1
Structure of the Report	3
1.1 Introduction	4
1.2 CREDAI and Skill Development	5
1.3 About PNBHFL	6
1.3.1 PNBHFL's Social Interventions	6
1.4 PNBHFL and CREDAI Skill Development Programme	6
2.1. Background	8
2.2. Objectives of the Programme	8
2.3. Purpose of the Impact Assessment	8
2.4. Deliverables	9
2.5. Proposed Outcomes of Impact Assessment Study	9
3.1. Methodology	10
3.2. Sampling Methods	10
3.3. Methods of data collection	10
3.4. Techniques for data analysis	11
3.5. Study Tools	12
4.1 Empirical Context	13
4.2 An overview of skill development Trainings 2017-19	13
4.2.1 Skill development Trainings during 2017-18	13
4.2.2 Skill development Trainings during 2018-19 (Up to August 2018)	14
4.2.3 Overall Absent and Failure percentage	14
4.3 Socio-Economic Profile of Beneficiaries	15
4.3.1 Gender Profile	15
4.3.2 Experience level of Trainees/Workers	15
4.3.3. Educational qualifications of the Trainees/Workers	15
4.3.4. Social Categorization of Trainees	16
4.4. Socio-Economic Profile of Respondents	16
4.4.1 Gender Profile of the Respondents	16
4.4.2. Domicile Status	17
4.4.3. Marital Status of Respondents	17
4.4.4. Educational background of Respondents	17
4.4.5. Social background of Respondents	17

TABLE OF CONTENTS

5.1. Impact Analysis	18
5.2 Section A: Responses of trainees from Off-site skill development centres	18
5.2.1. Learning environment – Impact	18
5.2.2. Training and Employment preferences of the Respondents	19
5.2.3. Impact of Skill Development – Willingness to migrate	19
5.2.4. Placement Opportunities	19
5.3 Section B: Responses of trainees from On-site skill development centres	20
5.3.1. Personal and Employer satisfaction	20
5.3.2. Usefulness of Training and Impact	20
5.3.3. Socio-Psychological impact	21
5.3.4. Impact on Income and Expenditure	21
5.3.5. Impact of Skill development – Family / Household consumption	22
5.3.6 Impact of skill development Urban Assimilation and Adaptability	22
5.4 Perception of Site Manager/Head	22
5.4.1. Changes in skill level of workers	23
5.4.2. Promotion of workers	23
5.4.3. Interaction with training partner	23
5.5. The role of Training providers	24
5.5.1. Infrastructure facilities	24
5.5.2. Learning environment	24
5.5.3. Counseling and career guidance	25
5.5.4 Placements and Monitoring	25
6.1 Summary and Conclusion	27
6.2 Impact on Workers (On-site & Off-Site)	27
6.3 Reflections of Training partners	28
6.4 4X4 Matrix	29
6.5 Other Recommendations:	30
7. Case Studies	31
Study 1	31
Study 2	32
Study 3	33
Study 4	34
Study 5	35

Executive Summary

Evidently, India is among one of the world's biggest construction market today. The share of construction in national GDP is around 8% and in employment generation it is 14% of employable citizens. Despite a substantial increase in the past few years, demand for skilled workers still exceeds supply by a large margin. The traditional methods adopted in the Indian construction industry may not suffice the needs of this dynamic environment, as they have produced large inefficiencies. Construction sector thus requires a strong impetus to overcome these deficiencies through strategic and structured skilling initiatives for the workers.

According to KPMG report for the National Skill Development Corporation (NSDC), the Real Estate and Construction Sector in India needs 500 lakh additional skilled manpower over the next 10 years. The need for skill development programmes thus becomes a fit case; given the shortage of skilled manpower in the construction industry on the one hand and high levels of unemployment in the country on the other. It is in this background, CREDAI has been focusing on skill development in construction and related sectors in a strategic way. CREDAI's skill development programme is aimed at mobilizing large number of workers to take up skill training, become employable and earn better livelihood. With a mix of 'on-site and classroom training', the programme is designed to develop technical and soft skills that enhances productivity and quality.

In 2015, CREDAI partnered up with PNB Housing Finance Limited (PNBHFL) to undertake on-site and off-site skill trainings of construction workers. The training programme is being supported by PNBHFL under its Corporate Social Responsibility initiative. The programme aims to upgrade skills of the construction workers to meet global benchmarks, which in return shall increase the productivity of the workforce. The trained labour gets engaged at construction sites of members of CREDAI, thereby completing the cycle of forward and backward linkages.

Notably, the skill trainings have helped the construction workers to gain better and more remunerative work opportunities. Once they undergo these trainings, unskilled workers would look forward to handling semi-skilled jobs and semi-skilled workers to jobs requiring skilled manpower. Nevertheless, the wage enhancement is assured for all undergoing skill trainings, without having to be enforced or stipulated in any formal manner.

Thus, the programmatic effectiveness, out-reach, strong pan-Indian linkages and network of CREDAI has enabled PNBHFL to improve lives of the construction workers and their families. Through its CSR initiatives, PNBHFL is continuously working towards upgrading skills of construction workers; provide them with necessary trainings and creating a conducive working environment for them. Undoubtedly, collaboration with CREDAI is one such step towards PNBHFL's continued efforts aimed at overall up-liftment and empowerment of construction workers across India.

As, it has been three years since CREDAI and PNBHFL joined hands to create a programmatic synergy and meaningful impact on the lives and livelihoods of construction workers. Both the organizations would like to analyse and understand the impact made through this programme. The independent assessment study is therefore initiated to measure the impact of the programme on the skills and livelihood of the workers at selected construction sites.

CREDAI-PNBHFL skill development training programme has not only skilled/up-skilled construction workers, but, has also resulted in improved work quality and reduction of wastage at construction sites. This programme has led to marginal increase in wages, income levels of the workers as a result of the newly acquired competencies and skill sets. The impact study also noted a significant improvement in the livelihood of the trainees with an increase in family income and consumption. Alongside, employability, awareness on safety, working conditions have also been improved among the workers. Programme reinforce the prior learning of workers thereby include them in the mainstream workforce to provide benefits of sustained employment. The study also highlighted the need for more engagement from the developers to ensure benefits of skilling are envisaged and incremental gain wages are also ensured.

On the whole, the study illustrates several positive impacts of CREDAI and PNBHFL skill development programme. Over the years, the programme has empowered the construction workers with enhanced skill sets and better livelihood opportunities. The programme has enthused confidence level of workers with global benchmarks and increased productivity.



Structure of the Report

The Impact Assessment report has been divided into 6 chapters.

- 1** **Chapter 1** provides general information about, CREDAI, PNBHFL and other key stakeholders.
- 2** **Chapter 2** illustrates the background and context within which this impact assessment study has been conducted.
- 3** **Chapter 3** provides details on research methodology of the impact assessment study.
- 4** **Chapter 4** deals with Socio-Economic profile of the beneficiaries and respondents.
- 5** **Chapter 5** of the report is divided into two subsections in which, the impact on off-site trainees and on-site workers has been elaborated. The chapter also vividly describes a handful of case studies on selected trainees/workers who have been positively impacted by this skill development programme.
- 6** **Chapter 6** provides summary and conclusion. Alongside, the chapter also offers some recommendations for future skill development endeavors, along with a 4 X 4 Matrix.



INTRODUCTION

1.1 Introduction

Construction industry plays an important role in developing and enhancing economic sector of the country. Rapid Industrialization and population explosion in India has led to the migration of people from villages to cities which has thus increased human settlement in India's growing cities and towns. The construction industry is the second largest industry of the country after agriculture. The construction industry generates substantial employment and provides growth impetus to other sectors through backward and forward linkages especially in rural areas.

Construction industry is unique as it:

- Absorbs large number of rural / seasonal labour.
- Absorbs unskilled labour.
- Permits large scale participation of women workers.
- Supplements the workers' seasonal income from farming.
- Has the High percentage of migrant labour.

Indian construction industry is rapidly growing at a rate of 9.2% as against the world average of 5.5%. Although the construction industry contributes to the economic development but at the same time it suffers from major time and cost overruns. Data from Government and industry reports suggest that projects suffer from 20% to 25% of time and cost overruns.

Despite a substantial increase in the past few years, demand for trained manpower in the sector still exceeds supply by a large margin. The traditional methods adopted in the Indian construction industry may not suffice the needs of this dynamic environment, as they have produced large inefficiencies.

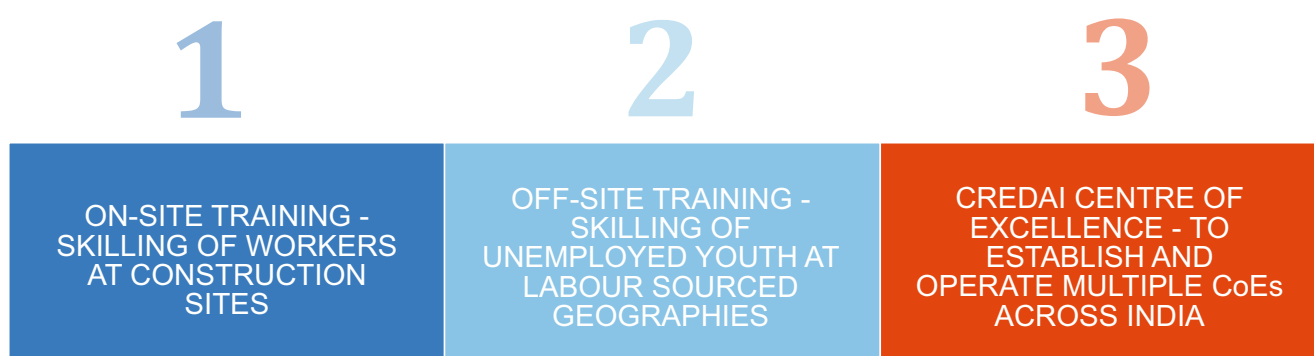
The basic goal of construction project is to enhance quality of product within the right time and at the right cost, which will require amongst others, a highly skilled and committed workforce. Construction sector thus requires a strong impetus to overcome these deficiencies through strategic and structured skilling initiatives for the workers.

1.2. CREDAI and Skill Development

Confederation of Real Estate Developers' Associations of India (CREDAI) is the apex body of private real estate developers in India. CREDAI represents more than 12,000 members spread across 204 cities in 23 states. CREDAI forayed in the arena of Skilling with its training programme "Kushal" in 2011 at Pune in collaboration with National Skill Development Corporation (NSDC). Since then, CREDAI is conducting regular On-site and Off-site training programmes for construction workers through its member developers and training partners. The training is a fusion of 'Classroom' and 'On-the-job training' conducted at the construction sites for a period of about 6 weeks. CREDAI has so far trained more than 1,00,000 trainees in 500+ construction sites across 55 cities. CREDAI aims to undertake Skilling for at least 1 lakh Construction Workers during 2018-19.

CREDAI, with its principal interest in Housing and Habitat, is primarily concerned with skill requirements of the industry. It is in this background that CREDAI has focused on skill development in the construction and related sectors. As an industry body, CREDAI has core competencies in understanding of required skills which need to be developed. Thus, CREDAI is in a position to easily absorb the trained resources in the industry itself through its members. Hence, an excellent opportunity for Industry to meet its own requirements vis-a-vis contribution to Nation building.

CREDAI played a crucial role in the initial formation of NSDC & CSDCI and holds 5.1% and 33% in these organizations. To facilitate direct implementation of skill development programmes, CREDAI affiliated as an Industry partner with Construction Skill Development Council of India (CSDCI), Indian Plumbing Skill Council (IPSC) and NSDC. The following model reflects CREDAI's approach for skill development of construction workers.



Recognizing CREDAI's efforts in up-skilling of construction workers across the country, NSDC, Ministry of Skill Development & Entrepreneurship (MSDE)-GoI appointed CREDAI as the Lead Partner to train construction workers in the field of Brick Laying and Wall & Floor Tiling for the World Skills Competition.

1.3. About PNBHFL

PNB Housing Finance Limited (PNBHFL) is a public sector housing finance company (HFC) headquartered in New Delhi with branches in major cities across India.

PNBHFL through its Corporate Social Responsibility initiatives aims to be a catalyst that enables the marginalized community to become capable and self-reliant. The company has embodied the principles of corporate responsibility in business philosophy and operations. Over the years the company has built a sustainable business model and created value for stake holders.

1.3.1 PNBHFL's Social Interventions

PNBHFL has collaboration with Mobile Creches and various real estate developers to offer day care services to the children of construction workers on various construction sites and provide them with education, hygiene and nutrition.

The intervention not only ensures a holistic development of the children but also enables the workers, especially the women workers to focus on their work and enhance their productivity.

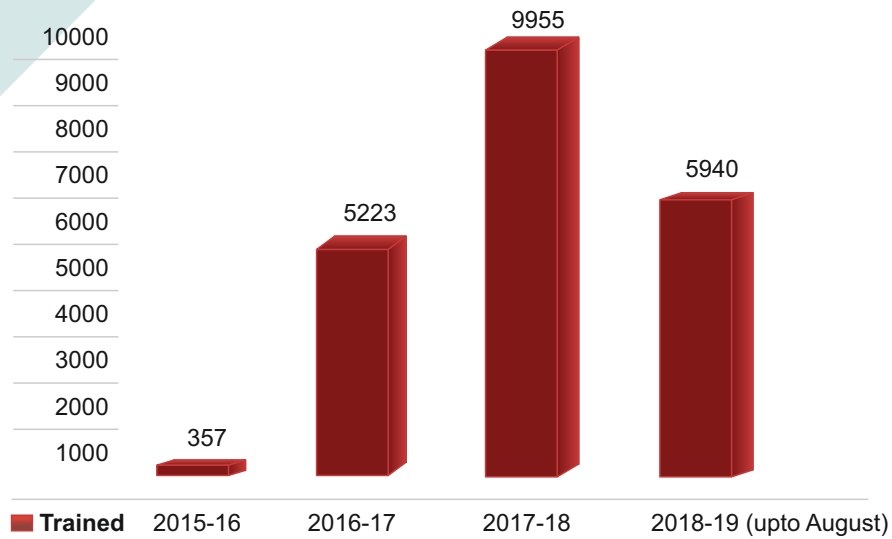
PNBHFL also works on empowerment of construction worker through its CSR initiative. The company believes that skills and knowledge are the driving forces of economic growth and social development of any Industry. They have become even more important given the rapid pace of globalization and technological changes that are taking place.

1.4 CREDAI & PNBHFL Skill Development Programme

Supporting the commitment of improving the lives of construction worker, PNBHFL has partnered with CREDAI to conduct the skill development training programmes for construction workers. The training programme aims to up-skill the existing construction work force to meet global skill benchmark, which in return will increase quality and productivity of work. The skill training is provided in various trades like Masonry, Bar bending, Shuttering Carpentry, Electrician, Painting etc.

The partnership begun in 2015, since then, under this collaboration, CREDAI is continuously working towards upgrading the skills, necessary trainings and creating a conducive working environment with an aim to not only enhance their professional capabilities, but also to improve the quality of life of construction workers. The trainings have also led to reduction of wastage of material and a distinct improvement in the quality of work. The programme also includes soft skills training, health and sanitation awareness, aspects of workers safety etc. The assessment is carried out by the Sector Skill Council (SSC).

Candidates Trained



The above graph represents the year wise data of the workers/beneficiaries trained in the skill development programme conducted by CREDAI under CSR Initiative of PNBHFL.

Detailed analysis of CREDAI and PNBHFL association, skill development programme across the various locations / states is illustrated in the subsequent chapters. It has been three years since CREDAI and PNBHFL joined hands to create a meaningful impact on the lives and livelihoods of construction workers.



2.4. Deliverables

The following are the deliverables:

- Interview of Project Manager/Supervisor at each construction sites.
- Response capture from 102 trained workers from previous batch through face-to-face interactions, and rest of the trainees will be interviewed through telephonic/video consultations.
- Interview of Training partners.
- Interview/Feedback/Suggestion of trainers in terms of content modification.
- Capture of positive socio-economic impact of skill development trainings on the family of construction workers (quality of life).
- An analysis of challenges, gaps and areas of improvement.

2.5. Proposed Outcomes of the Impact Assessment Study

- The Impact Study would quantify and enables verifying the results in a statistical manner.
- Results of impact assessment would provide justification and necessity for existing/future skill development interventions.

The study would also identify gaps in existing programmes and critically analyse mechanisms to overcome those deficiencies.



BACKGROUND

2.1. Background

The importance of construction Industry to national economies of the world over cannot be over emphasized. According to the study, by 2020 construction will account for 13.2% of world GDP indicating an upward trend. Despite the documented positive gains brought by the construction industry, there are negative attributes which are associated with construction work. Construction work is dangerous, the International Labour Organization (ILO) estimates at least 60,000 fatal accidents a year on construction sites around the world that is one in six of all fatal work-related accidents. Keeping numerous concerns in view, through this skill development programme, CREDAI attempts to enhance the knowledge, increase the skills and capacity to access resources, examine the factors, rectifying the measures in the construction sector.

CREDAI is currently operating the programme through two models: On-site training and Off-site training. On-site training model is a mix of 'Classroom' and On-the-job training' (OJT) conducted at the construction sites itself. These trainings are based on National Occupational Standards (NOS) & Qualification Packs (QP) of NSQF aligned for industry specific job roles.

Off-site centers are established in the geographies from where the construction labour is traditionally sourced. The idea is to skill the unemployed youth there and then to tie up with the labour contractors to deploy such workers at CREDAI's members sites. Aim is to make construction workers earn better remuneration, and to ensure they gain self-confidence.

2.2. Objectives of the Programme

Following are the broad objectives of the Programme:

- Skill enhancement of construction workers resulting in enhance pay.
- To improve the quality of life of the construction workers through improved social skills.
- Reduction of wastage at construction sites with improved and high quality of productivity
- To create a learning environment that is willingly embraced by construction workers from all over the country that will help them progress, prosper and achieve.

2.3. Purpose of the Impact Assessment

The proposed impact study is a descriptive cross-sectional survey carried out by using participatory tools, that intends to provide qualitative as well as quantitative information on the impact of skill development trainings undertaken by CREDAI. The following are the broad objectives of study:

- Impact created through short term skill development training on target population, namely construction workers.
- To study the current status and progress of these trainings and capture feedback from all stake holders.
- To analyse the impact on socio-economic development of beneficiaries.
- Identify gaps in the existing model and suggest correctional steps.

METHODOLOGY

3.1. Methodology

This chapter presents a description of the process adopted and the methodology used to assess impact significance. The impact assessment study employed combined methods of data collection through participatory assessment tools to obtain all possible information required to make a comprehensive analysis of impact.

3.2. Sampling

The purpose random sampling was followed for identification of beneficiaries for conducting impact assessment.

The following table illustrates the chosen sample (covered through face-to-face consultations) for the impact assessment study.

State	City	No. of Trainees	Developer/ Site Head/ Manager
Maharashtra	Pune	36	3
Maharashtra	Nashik	20	1
West Bengal	Maldah	20	1
Tamil Nadu	Chennai	8	2
Uttar Pradesh	Gr. Noida	18	2
	Total	102	9

Apart from the above; the study also includes inputs collected through telephonic consultations and mailed questionnaires.

3.3. Methods of data collection

The study uses Exploratory Research Design method with Research tools as Semi-Structured Interviewing/Conversational Interviewing, Focus group discussions and personal observation. The following are tools and techniques for data collection.

- **Individual survey**

The study adopted individual survey method guided through structured questionnaire as primary tool for collecting data. The questionnaires have been employed during Face-to-Face consultations with trainees at the identified field locations in the selected cities. The questionnaires enabled to collect individual responses of the trainees with regards to impact of the skill development programme.

- **Focus Group Discussion**

Focus Group Discussions (FGDs) have been conducted in few locations as a supplement to the formal questionnaires of sample survey. The FGDs were primarily conducted to obtain additional data from trainees / workers on broader issues & challenges on cultural assimilation, urban accommodation and collectively perceived impacts of this targeted intervention.

- **Key Informant Interview**

The Key informant interviews were conducted with senior leaders, programmatic and operation teams of CREDAI, and their training partners. Similarly, responses from Heads / In-charges / Supervisors at the developer's site were also obtained through this technique. This has been conducted in a Semi-Structured Interviewing/Conversational Interviewing method.

- **Mailed questionnaires**

The Questionnaires developed for collecting data had been electronically mailed to various training partners of CREDAI skill development programme.

- **Telephonic consultation**

The Telephonic consultations were primarily conducted with trainees of old batches who couldn't be contacted due to placements in different cities and personal choice of migration. However, the telephonic consultations have not been as successful, qualitative as the above methods of data collection due to individual apprehensions, non-traceability and change of contact numbers etc.

Thus, for collecting the quantitative, qualitative data at individual level, sample interviews were conducted among the target group using semi-structured questionnaire. Questionnaires included personal information, training, awareness, Health and standard of living among the target workers.

3.4. Techniques for data analysis

The data collected through field study has been analysed based on the following techniques

- **Descriptive Statistics**

The information collected through structured interviews and baseline survey questionnaires were systematically coded, validated, analysed and tabulated. Wherever required, these observations were also supported from the information collected through desk research.

The study used Descriptive statistics to describe the basic features of the data. It provided simple summaries about the impact blended with graphical representations thereby form the basis for quantitative analysis of data. The descriptive statistics enabled the study to present quantitative descriptions in an impactful form. Thus, the study used descriptive statistics to develop simple summary of the data so as to postulate the impact of the skill development training programme.

▪ Most Significant Change technique for case writing

Most Significant Change is an approach in case writing which involves assessing the changes and impacts that have happened as a result of a programme from the perspective of programme participants. The impact study used this technique to record/document and analyse the impact of the skill development interventions. The reflections of participants with reference to perceived significant impact has been interpreted as personal stories of change in the report.

Evidently, these cases/stories about significant change provide a rich picture of the impact of CREDAI skill development training programme for construction workers. The technique has helped us to understand the outcomes of programmes in terms of increasing employability, employment opportunities and economic development of construction workers.

3.5. Study Tools:

The tools canvassed and the informants are:

Sr. No.	Study Tools	Respondents
1	Structured Interview Schedule	For Individual Trainees
2	Structured Interview Schedule	For Training Partners (On-Site)
3	Structured Interview Schedule	For Training Partners (Off-Site)
4	Semi-Structured Interview Schedule	For site in-charge/Manager/Head



EMPIRICAL CONTEXT

4.1. Empirical Context

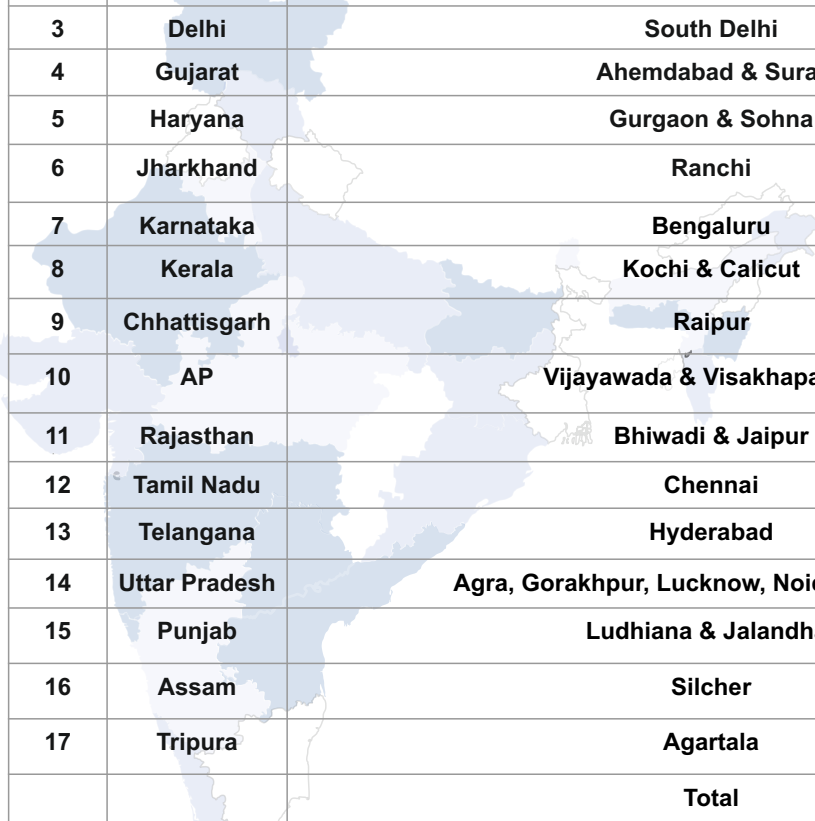
This chapter would broadly cover socio-economic profile of the respondents in general and selected sample in particular at the identified locations. It also gives an overview of skill development training since 2017.

In hindsight, Education, skill development and continuous learning are central pillars for the sustainable employment of workers. They majorly improve their employability conditions and their quality of life, and also contribute to long-term business development. Skill development is the basis for the competitiveness of economies and enterprises. From a social perspective, they are a tool for fighting against poverty, promoting equal opportunities by means of integrating people. The CREDAI trainings aim to achieve the main objectives of the decent work strategy.

4.2 An overview of skill development trainings 2017-19

During the last two years, CREDAI has increased the total number of skill development trainings both in on-site and off-site locations. This is in line with the national mission to contribute skilling 500 million people by 2022.

4.2.1 Skill development trainings during 2017-18



Sr. No.	State	Cities	Total Trained
1	Maharashtra	Aurangabad, Nashik, Pune, Mumbai, Malegaon, Nandgaon & Parbhani	3668
2	West Bengal	Barasat, Basirhat, Bongaon, Maldah, Murshidabad, Kolkata & Siliguri	1489
3	Delhi	South Delhi	171
4	Gujarat	Ahemdabad & Surat	278
5	Haryana	Gurgaon & Sohna	163
6	Jharkhand	Ranchi	57
7	Karnataka	Bengaluru	655
8	Kerala	Kochi & Calicut	563
9	Chhattisgarh	Raipur	55
10	AP	Vijayawada & Visakhapatnam	206
11	Rajasthan	Bhiwadi & Jaipur	120
12	Tamil Nadu	Chennai	65
13	Telangana	Hyderabad	646
14	Uttar Pradesh	Agra, Gorakhpur, Lucknow, Noida & Varanasi	1207
15	Punjab	Ludhiana & Jalandhar	285
16	Assam	Silcher	208
17	Tripura	Agartala	119
		Total	9955

The study has observed that 79% of the workers who had taken the training has passed the exam. However, 12% of workers have failed the exam and 9% of workers did not appear in the exam.

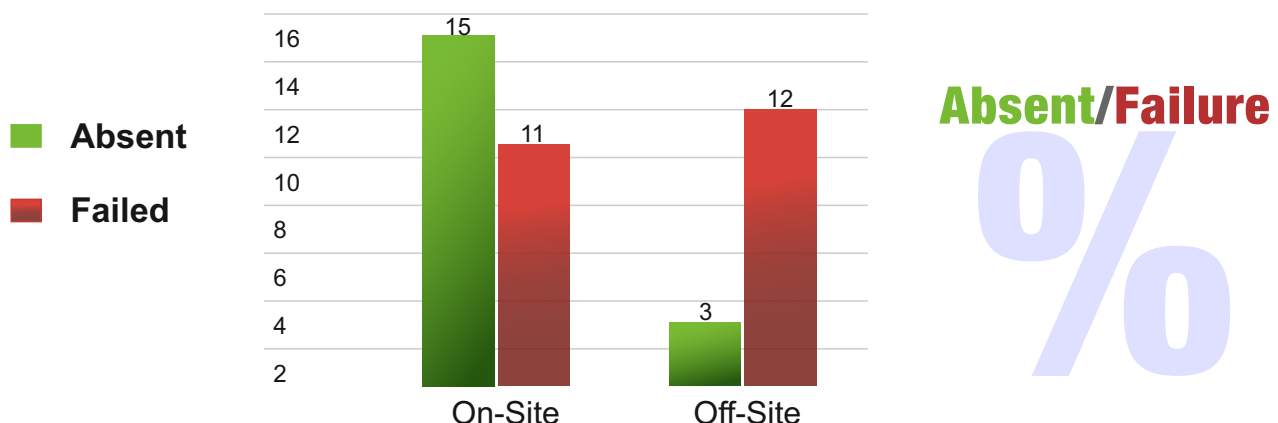
4.2.2 Skill Development Trainings during 2018-19 (Up to August 2018)

Sr. No.	State	Cities	Total Trained
1	Maharashtra	Nashik, Pune, Nandgaon, Mumbai, Solapur & Thane	1912
2	West Bengal	Barasat, Basirhat, Maldah, Kolkata & Siliguri	544
3	Bihar	Vikramganj	59
4	Gujarat	Ahemdabad, Bharuch, Gandhinagar & Vadodara	197
5	Haryana	Faridabad, Gurgaon & Sohna	399
6	Jharkhand	Jamshedpur	31
7	Karnataka	Bengaluru	608
8	Kerala	Kochi	108
9	MP	Khargone & Gadawada	361
10	Odisha	Baleswar & Narsingpur	151
11	Rajasthan	Jaipur	85
12	Tamil Nadu	Chennai & Kanchipuram	367
13	Telangana	Hyderabad	170
14	Uttar Pradesh	Ghaziabad, Kanpur, Lucknow, Noida & Mathura	798
15	Punjab	Ludhiana & Jalandhar	120
		Total	5940

It clearly indicates that the outreach has been significantly increased. As illustrated above, there is a substantial increase in the number of workers trained during the current year.

4.2.3. Overall Absent and Failure percentage

The study observed that overall absenteeism and failure percentage among the trainees in on-site and off-site locations from April 2018 to August 2018. It has been revealed that Absenteeism among trainees observed is more in the On-site locations than the Off-site training centers. The percentage of Absenteeism in on-site locations is reported as 15% where as in off-site training it is reported as low as 3% during the above period. This is primarily because of the work based pressure, change of contractors and labour oscillation in the construction sites.

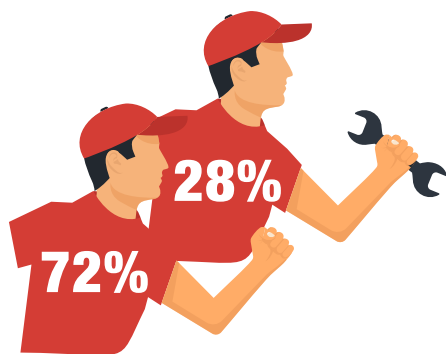
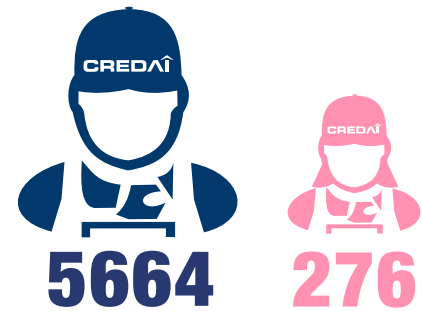


Similarly, the overall failure percentage is 11% in case of on-site locations, where as it is registered slightly higher as 12% in case of off-site training locations. The data revealed marginal difference in terms of failure percentage between on-site and off-site training locations. However, on-site training centers have registered higher percentage of absenteeism than their counterparts due to vagaries of labour market and pressures/timelines of construction industry.

4.3 Socio-Economic Profile of Beneficiaries

4.3.1 Gender Profile

Though the women form a large percentage of Helpers/Assistants across job roles in the construction sector; However it has been observed that willingness to undergo a fromal training programme is high amongst males than females. This clearly reflects the gender wise number where 5664 are male trainees and 276 are female trainees.

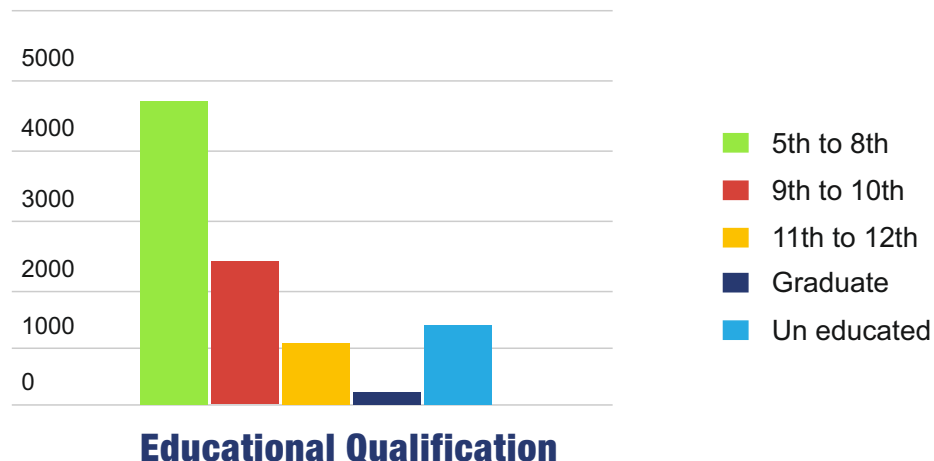


4.3.2 Experience level of Trainees/Workers

The study observed that as many as 72% of workers have minimum 6 years' prior experience in their respective trades/fields. It was only 28% of the trainees are fresher's in the training programme. Though many of them are experienced, but they lack the technical expertise of the concerned job which they are doing.

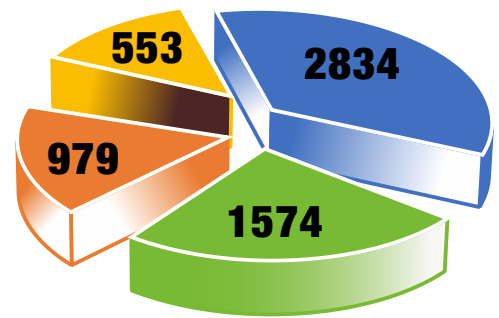
4.3.3. Educational qualifications of the Trainees/Workers

The impact assessment study revealed that 47% of the trainees have studied only till 5th - 8th standard and 24% of the trainees went to senior secondary level, i.e. 9th to 10th standard. Similarly 11.4% of workers have education qualification up to 12th standard, 1.9% studied up to graduation. The study also revealed that an uneducated worker consists of 14.4 % among the total workers during the study period.



4.3.4. Social Categorization of Trainees

The Impact assessment study noted that 48% of the trained workers belong to general category, where in OBCs accounts for 26% of the workforce who has been trained by CREDAI during the study period. The trained workers belonging to Scheduled Caste and Tribe are 16.5% and 9.3% respectively.



■ Gen ■ OBC ■ SC ■ ST

The following section illustrates socio-economic profile the trained workers who are identified for the impact assessment sample survey and face-to-face consultations.

4.4. Socio-Economic Profile of Respondents

As mentioned in Chapter 2, the sample for carrying out impact assessment study has been carefully selected while keeping in mind representativeness of the sample. The following table illustrates the sample of respondents for the Impact assessment study.

State	City	No. of Trainees	Developer/ Site Head/ Manager
Maharashtra	Pune	36	3
Maharashtra	Nashik	20	1
West Bengal	Maldah	20	1
Tamil Nadu	Chennai	8	2
Uttar Pradesh	Gr. Noida	18	2
	Total	102	9

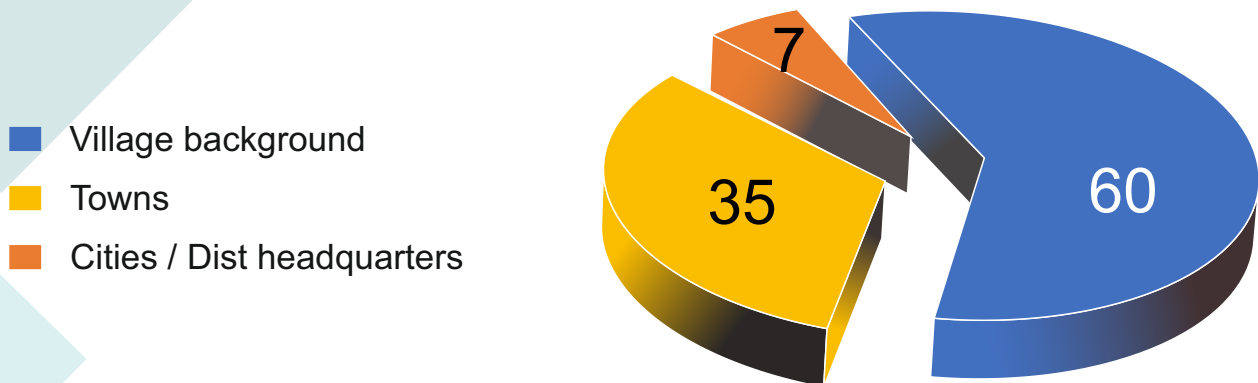
Apart from the above; the study also includes inputs collected through telephonic consultations and mailed questionnaires.

4.4.1. Gender Profile of the Respondents

The Impact study revealed that male workers constitute 85.3% of the total sample as against to the 14.7% of the women workers. The construction industry is majorly employs men due to the hard or heavy nature of day-to-day tasks. Though women play a significant role in the sector, but their involvement will be majorly confined as Helpers to the men workers. However, these gender stereotypes are changing with the active role of women who would like to handle main stream operational tasks like Mason etc. CREDAI through their training partners encouraging women to take up these tasks so as to improve their economic status and fostering women empowerment.

4.4.2. Domicile Status

The Impact study observed that 59% of the respondents were from villages, 34% of the respondents from towns and 7% were from cities.



4.4.3. Marital Status of Respondents

The Impact studies revealed that majority of the respondents are married workers, whose family generally stays away from their place of work. It is observed that 68% of respondents are married, having an average of 2 children and living parents staying with them. The data revealed that only 32% of the respondents are single and they stay in small makeshift homes which are provided by contractors/developers.

4.4.4. Educational background of Respondents

The impact assessment study revealed that 47% of the respondents have studied till 5th - 8th standard, 28% of the respondents went to senior secondary level, i.e. 8th to 10th standard. Similarly 9.8% respondents have education qualification up to 12th standard, and 2.9% of respondents have studied up to graduation. The study also revealed that 11.8 % of them are uneducated.

4.4.5. Social background of Respondents

The Impact assessment study noted that 27% of the trained workers belong to General category, where in OBCs account for 39% of the respondents who have been trained by CREDAI. The workers belonging to Scheduled Caste and Scheduled Tribe are 19.6% and 13.7% respectively. Overall, the study noted that with a favorable economic and social environment, skill development trainings by CREDAI has improved performance of workers, which resulted in increase of employment opportunities and socio-economic development of beneficiaries. The following chapter will elaborate more critical issues concerned with impact of skill development on socio-economic advancement of these respondents.

IMPACT ANALYSIS

5.1 Impact Analysis

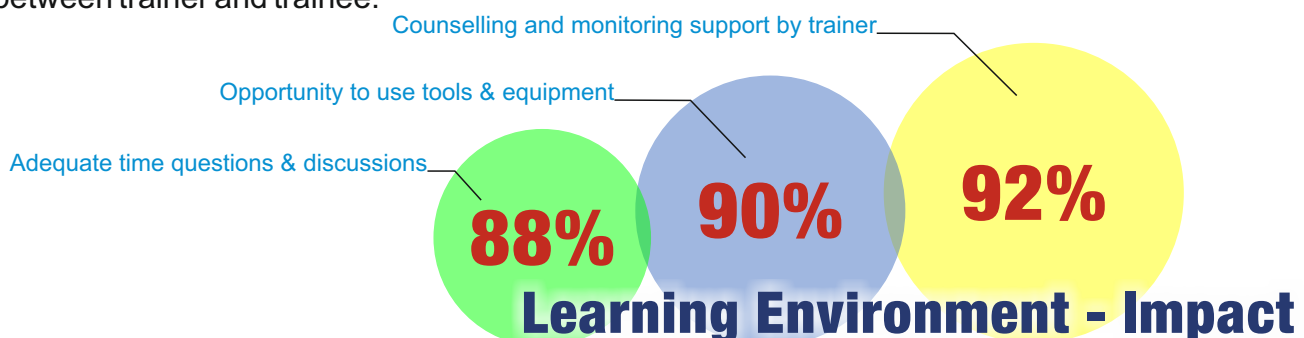
This chapter aims to highlight the critical dimension of the study – impact created under this joint initiative. It vividly describes the impact based on the feedback from key stakeholders across 5 states in India. The chapter also elaborates the link between skill development and improved livelihood chances of the trained workers. Alongside, it also reflects the views of selected training partners on programme implementation and suggestions for further improvements in overall programmatic effectiveness.

The chapter is divided into two sub sections. Section A deals with impact assessment of trainees in the off-site locations of field study and Section B deals with impact assessment and responses of the workers from on-site locations.

5.2 Section A: Responses of trainees from Off-site skill development centres

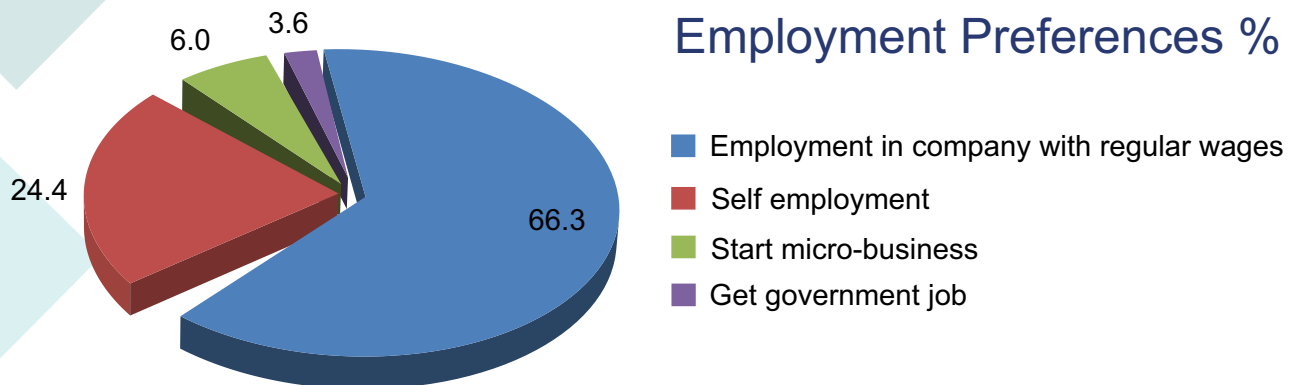
5.2.1. Learning environment – Impact

The respondents expressed that off-site training centres make the best effort to provide the right learning environment to the trainees. 90% of the respondents reported good level of satisfaction with the learning environment and methodology followed at the respective training centers. As many as 88% of respondents expressed that environment has been encouraging as they were allowed to question and clear their doubts. Besides that, the trainers with loving and helpful approach towards trainees have created an environment of familial atmosphere which facilitated much better learning. The trainers spend more time with trainees during the teaching and practical sessions. It has also been stated that the trainers provide counseling and mentoring support to trainees for making and helping them understand their career interests and to choose the right pathway. The focus is not just on classroom training, but a right balance is maintained between theory and practice sessions. The respondents felt happy to utilize tools and equipments during the training. The trainees have also been provided with exposure opportunities during the training programme. The training partners arrange visits for the trainees to nearby industry sites/clusters to sensitize them to the contemporary needs and critical skill sets. The learning is not just limited to skill development but also developing the other soft skills of trainees. The training partners gave impetus to on-field learning through exposure visits along with classroom teaching to foster overall learning. Trainees have experienced all round development and progress in technical skills as well as in people skills. Respondents appreciated and strongly encouraged this kind of environment as it strengthens social bonding between trainer and trainee.



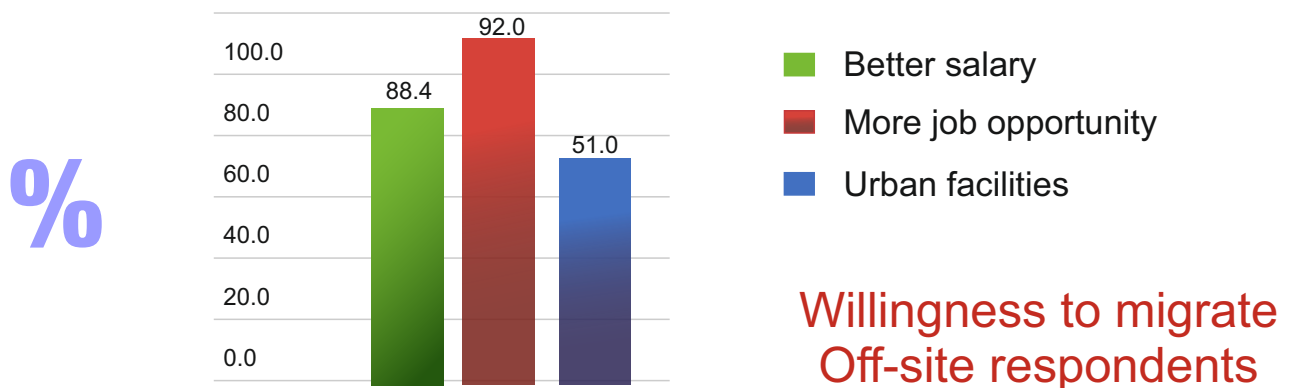
5.2.2. Training and Employment preferences of the Respondents

It is observed during the impact study that as many as 66% of respondents from Off-site training centers would like to work for a company with regular wages. Likewise, 24.4% of respondents said that they would prefer to work as self-employed than regular wage workers. However, 6% of respondents want to start individual micro business and another 3.6% of respondents would like to apply for government jobs.



5.2.3. Impact of Skill Development – Willingness to migrate

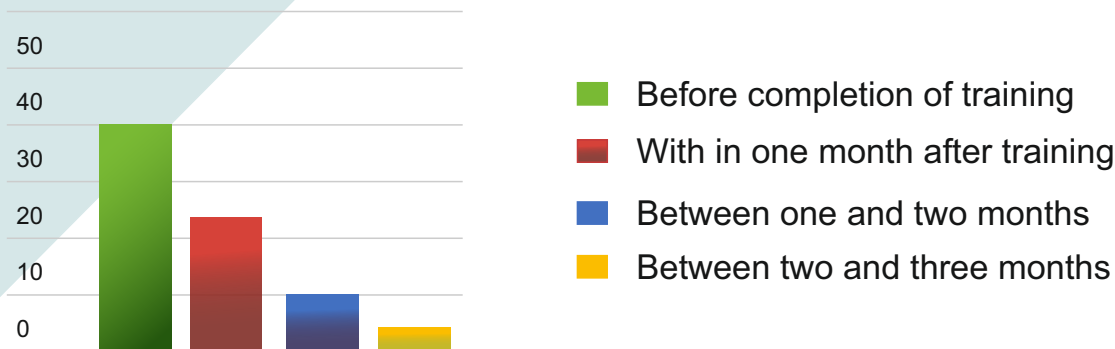
The study noted that skill development training programme conducted by CREDAI and PNBHFL has significantly increased the personal confidence and skill levels of the workers in the selected construction sites. The data analysis observed that as many as 92% of workers are ready to relocate to any city in India if they get a better work opportunity. The data revealed that 88.4% of respondents are willing to migrate if they get better salary, whereas 51% of workers are attracted to amenities and facilities provided by the urban areas are pull factors for such relocation.



5.2.4. Placement Opportunities

The study observed that off-site training centres plays a crucial role in mobilizing placement/employment related opportunities for the workers. The respondents revealed that 40% of placement opportunities are created before completion of the training programme itself. However, the pace of placements gradually slowdown and stop by the end of two to three months after the training is completed. The training providers noted that they would generally provide placements for 65 to 70% of the trainees in a batch. The training partners have also said that some trainees are not interested in placements, as they like to peruse their own entrepreneurial/business plans and be self-employed.

Percentage of Placement



5.3 Section B: Responses of trainees from On-site skill development centres

5.3.1 Personal and Employer satisfaction.

It is observed that the personal satisfaction of the trainees have increased substantially after completion of the training programme. They feel much more empowered and confident while interacting with other workers. Also, feel happy to receive public recognition and the sense of security which they lacked earlier. Their attitude towards the Employer has also significantly changed after the training. The data revealed that more than 82% of respondents feel that they are now satisfied with their job and employer.

5.3.2 Usefulness of Training and Impact

The study observed an explicit impact of skill development training programme on respondents in terms of usefulness and provision of regular employment. Most of the respondents reported high levels of satisfaction with the skill trainings offered at the site. The study noted that as many as 90% of the respondents revealed that skilling development training programme has enormously developed their job-related knowledge. The respondents found the programme very useful because it has addressed several pivotal issues concerned to emerging skill sets in the Indian construction sector. They have positively accorded that the training has boosted their confidence and subsequently improved work-related efficiency.

Similarly, the study highlighted that On-the-Job Training (OJT) and practical sessions have greatly enriched the knowledge and taken the skills of the trainees to next level. As many as 86% of workers have expressed that they have been greatly benefitted by the presence of trainers during the work, who have been always at the site to guide and explain various nitty-gritty's of performing concerned job/skill. Earlier, respondents were not aware of the technical approach to whatever they are working on. With OJT, respondents can now respond effectively to the requirements of the job. Also, as stated, enhanced working efficiency of the worker has been duly ratified by and their supervisors at on-site locations.

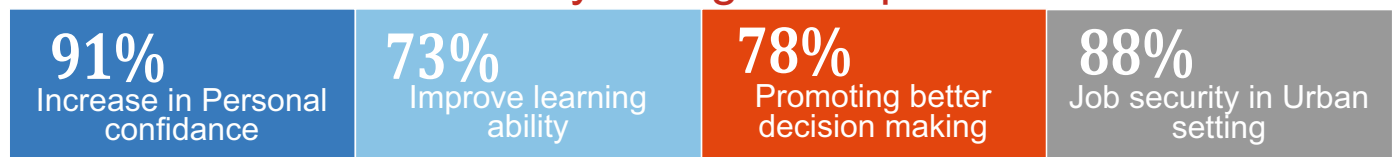
Impact of Skill Training



5.3.3 Socio-Psychological impact

The study observed a direct link between the skill development training and increased personal confidence among the respondents. Many respondents felt that skill development training has enhanced/improved their learning ability, thereby promoting a better decision making in the work and at home. Most importantly, the skill development training and subsequent certification has provided a feeling of job security in the volatile labour market in the urban India. They feel that they are no longer subjected to vagaries of labour market in the construction sector. As many as 90% of the respondents especially in the age group of 20-28 are quite positive in their outlook and feel that they are better empowered today.

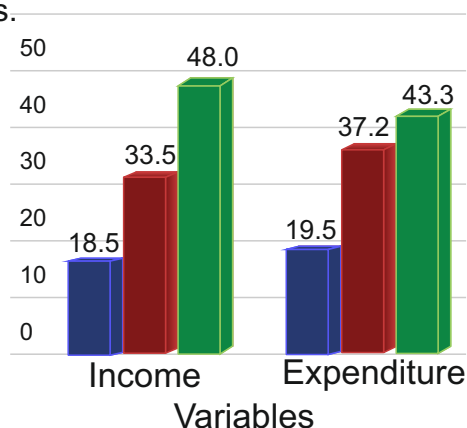
Socio-Psychological Impact



5.3.4 Impact on Income and Expenditure

The impact assessment study has observed improvement in income and expenditure levels of respondents who have undergone the skill development training programmes at the selected locations of study. The data revealed that there has been a significant increase in the income levels of 18.5% of respondents and expenditure levels of 19.5% of the respondents in the selected locations. The cumulative income and expenditure improvements have observed in 52% and 56.7% of respondents respectively.

However, many respondents could not attribute impact of skill development training to changes in income and expenditure as there was no change in their wages. Many workers at the on-site locations have responded indifferently to these parameters, whereas the workers who were trained from off-site locations could positively attribute to these impacts after the skill development programmes.

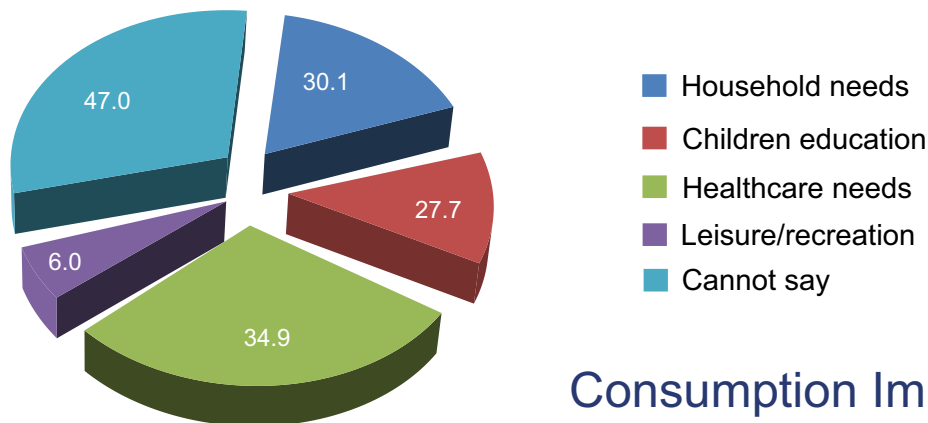


Change in Income and Expenditure levels %

- Improved considerable
- Improved marginally
- Cannot say

5.3.5 Impact of Skill development – Family / Household consumption

As mentioned above, the impact assessment study observed that income and consumption levels of some respondents have increased after the skill development programmes. The respondent attributes these factors to marginal growth in the income and increase in consumption patterns. The following graph illustrates the changes in the consumption pattern among 35% of respondents. The data revealed that many respondents have increased their spending on family/household needs followed by family healthcare and education needs of their children. The study also noted that none of the respondents have made any significant investments or purchased commercial goods, vehicles etc. during the last 6 to 8 months.

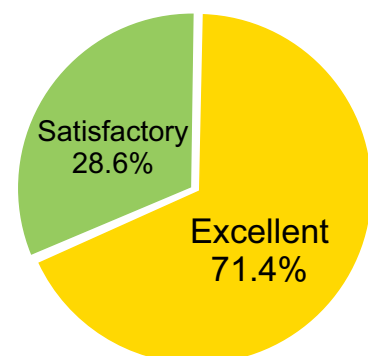


5.3.6 Impact of skill development Urban Assimilation and Adaptability

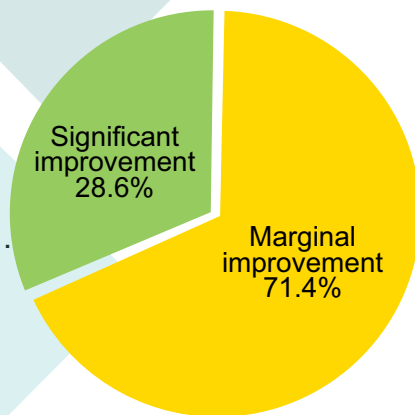
The study also observed that skill development training has enabled the workers to develop positive personality and confidence to earn and live in an urban area. As majority of these workers come from rural and socially marginalized background, they initially experienced cultural shock and felt insecure to live in an urban setting. However, the skill development trainings and regular income, permanency of jobs has subsequently increased their confidence and facilitated their socio-cultural process of assimilation and adaptation in the urban area. This process would be essential to empower the livelihoods of marginalized communities, failing which would lead to certain unintended consequences; namely, deprivation, vulnerability and often increased crime rate in the metropolitan cities.

5.4 Perception of Site Manager/Head

The site managers in selected sites could relate their performance prior to skill development training. They expressed that there has been a noticeable change in performance and skill level of the respondents who have gone through the training programme. However, some managers could relate these changes to a marginal extent and skeptical about the sustainability of these habits, behavior patterns.



The site managers/supervisors also stated that trained workers are better involved in work and there has been an explicit change in at least 71% of the workforce after skill development training. The workers are now more in alignment with operational goals/targets, adhere to safety norms and also involve in group work to a significant extent. They revealed that the overall performance of trainees has increased significantly after the skill development programme



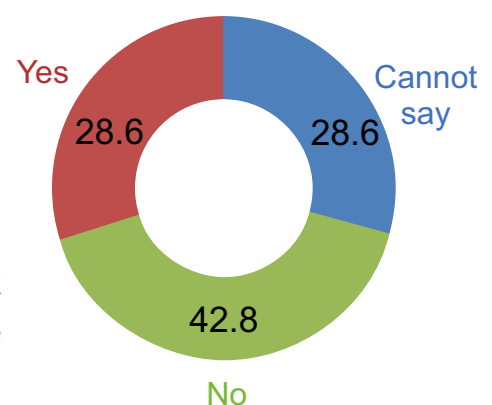
Skill Level Improvement

5.4.1 Changes in skill level of workers

The fundamental objective of the CREDAI and PNBHFL skill development intervention is to enhance the existing skill level of the workers with technical inputs during class room teaching and practical sessions on the Job. During the impact assessment study, the interactions with site level managers/heads/supervisors have clearly illustrated the improvements in skill level of the workers. The study noted that 28.6% of Managers/site supervisors have noticed an explicit change in skill levels, where as other 71.4% of the managers also expressed similar views, however, maintained the view that skill levels of the trained workers have improved marginally.

5.4.2 Promotion of workers

The impact assessment study has observed a minimal response from the site level managers/supervisors with reference to the promotion of the workers after successful completion of skill development training programmes. A majority of site level executives revealed that promotions are generally not a prevalent scenario for these workers as they generally work under a contractor and labour oscillation is quite common in the construction industry. They expressed that labour movement in this sector is in a constant state of flux and acts as major limitation to postulate such kind of positive changes.



Promotion of Trained Workers in %

5.4.3 Interaction with training partner

The role of training partner is essential in skill development training programmes as they act as catalyst in the entire process. The training partners connects funding agency with workers and workers with employers & placement agencies. The response from the site level managers/heads revealed that they felt satisfied with their interactions and engagement with training partners. On the whole, 85.7% of respondents positively accorded the services offered and role played by training partner agency. The role of training agency is further highlighted in the off-site training centers where training partners play a much broader role in terms of mobilization & identification of trainees, screening, motivation, counseling, technical inputs, placement services and monitoring of trainees post training programme.

5.5 The role of Training Providers

As mentioned above, the role of training provider is intrinsic to the overall effectiveness of the skill development programme in terms of quality training, strategy and intended outcomes. The study observed that all partners are quite proactive in their approach both in class room training and OJT demonstrations. All of them are reputed and have a strong presence in the field of skill development over the years. The staff strength and commitment levels are observed to be significantly high and they can deliver a better outcome at any given point of time. The impact assessment study has focused on examining role of training partners at various on-site and off-site locations across the country and their contribution to overall programme effectiveness. These training partners undergo due diligence rigorously before being empaneled with CREDAI. The affiliated training centers and training partners are also approved by the SSC on the basis of guidelines issued by NSDC. Each training partner is responsible for the mobilization/procurement of infrastructure of their training centers.

The following are some key observations on the training partners and their role in triggering socio-economic impact in the lives of the workers:

5.5.1 Infrastructure facilities

The study observed that selected training centers are well equipped to handle skill development programmes. The off-site training centers are having a total carpet area which ranges from 4000 sft to more than 10,000 sft. The training centers also have sufficient class rooms to handle up to 300 trainees in multiple batches. The training agencies have capable human resources: teaching and non-teaching staff that are formally educated and has significant years of experience in the specific trade / domain. The off-site training centers also have computer lab facilities within their premises. Similarly, the class rooms at on-site locations are moderately good in terms of space, lighting and seating arrangement. Besides few exceptions, all classrooms have job role specific equipment available for technical demonstration and knowledge of trainees. The classrooms also have emergency equipment for first aid and firefighting. The classrooms has pictorial signboards and display material to foster better learning/understanding for the workers

5.5.2 Learning environment

The learning environment is observed to be congenial and encouraging. The study noted that majority of the trainers are Knowledgeable and also accredited by respective Sector Skill Council. It is also illustrated that trainers provide adequate time for questions & discussion and clearing doubts of the trainees and workers during the class room teaching and OJT.

The data revealed that Classes are conducted regularly and for an hour every day. It is generally held after the morning assembly and during lunch break. The topics mentioned in the Course curriculum are covered in the class and good quality of training material is provided to the candidates. It is also reflected during the face-to-face consultations that material is often prepared and provided by the training partners. This marks a positive gesture and highlights the commitment of the training partners to ensure effective programme delivery.

5.5.3 Counseling and career guidance

Counseling, motivation and guidance are crucial factors, once taken care; put the trainees and training programme on the road to success and maximum learning. Many training partners involved in CREDAI & PNBHFL skill development programme, reflected that their mobilization process starts with premise of coaching and counseling. They noted that it's a long-term exercise which goes beyond 30 days.

It has been also revealed during face-to-face consultations with workers that training partners provide considerably good counseling and monitoring support to trainees during the programme. The study thus observed that training partners take extra care to counsel and motivate workers to enroll for the programme, explain benefits of certification and future prospects.

5.5.4 Placements and Monitoring

Every skill development training must conjure up skill level enhancement along with increased employability and employment opportunities. The study revealed that this challenge is more for off-site training partners. The training partners revealed that there has been a growing trend among the trainees, towards entrepreneurship and self-employment, which often result in lower placement in a particular batch.

However, many training partners have accorded that no post-placement monitoring is possible due to the highly fluid labour conditions of the construction sector. They stated that labour in this sector is highly mobile and in constant state of flux, due to which it is difficult to track trainees after the placement.

Observations:

- Need to enhance quality of training.
- Time lines to be set for the processes.
- Need for improvement in class room ambience.
- More contemporary demonstration tools.
- Lab set up should consist of all latest equipment which are practically used on-site.
- Constant mechanism of interaction and feedback from training partners.
- Site-Management and strong developer support in case of On-the-Job Training to allow trainees to attend class room theory dissemination sessions.
- Up-gradation of present course structure, content and syllabus from Level 2 to Level 3 or 4.
- Changes in the content of the training programme as per the industry needs, currently, it is mainly based on CSDCI curriculum, where in all process & tools are general for all works like house, road construction etc. So curriculum needs to be revised for particular works - for instance, if worker is working for residential areas, then he must be taught deeply of it.
- New courses like Block work, Mivan shuttering may be introduced with the use of contemporary equipments.
- Include functional literacy (digital, financial & health, cleanliness modules in curriculum)
- Active participation from the member developers.

- Frequent Train the Trainers (TOT's) to be conducted.
- Reduction of lead time – Quick certificate distribution.
- Increased fund allocation.
- It is difficult to meet Funding agency expectation of placing / rotating workers in their financed/ builders' sites as it is extremely difficult to keep track of workers once contract is over.

With these major findings, it is evident that all training partners and training centers have been effectively implementing skill development training; to meet programmatic objectives by providing quality training, assessment & certification and placement opportunities to the trainees.



SUMMARY & CONCLUSION

6.1 Summary & Conclusion

It is evident from the foregoing that skill development for construction workers is a prerequisite, and not fulfilling this primary need will not only impact the quality of construction, but most importantly, the livelihood of workers. Construction industry in India; is the second largest source of livelihood, highly informal and unorganized, with unskilled and semi-skilled workers. These workers, mostly migrants, fall into the trap of contractors and middlemen and lose their jobs and a decent life. The only way to reconstruct their lives is by training them in functional skills and equipping them with safety and health information at the earliest.

6.2 Impact on Workers (On-Site & Off-Site)

The impact study has observed the following:

- Skill development and learning are the keys to sustainable employment of workers. It also improves the employability conditions of workers and their quality of life and contribute to sustainable business for developers.
- Skill development programmes in which public funds are invested have significantly improved skills, life chances and choices of workers. These programmes have created an opportunity for youth, women, minorities to access to training, decent jobs for gainful employment. The respondents at off-site locations have positively noted that these trainings have been useful to find suitable jobs. At on-site locations too, respondents have stated that they have acquired new competencies demanded at work.
- Placement is a major challenge for off-site training partners. It varies from 65% to 85% in case of off-site training centers. The average salary varies between Rs. 6,800/- to Rs.10,000/-.
- Marginal increase in income levels of the workers as a result of the newly acquired competencies. The impact study also noted a significant improvement in the livelihood of the trainees with an increase in family income and consumption. Alongside, employability, awareness on safety, working conditions has also been improved among the workers.
- Skill development training programmes organized by CREDAI and PNBHFL reinforces prior learning of workers thereby includes them in the mainstream workforce to provide benefits of formal continuous employment.
- Work processes have become more efficient as a result of the development of new competencies. Face-to-face consultations with site managers have revealed that work efficiency has increased significantly.
- Innovativeness and sustainability of companies/developers as they regard workers as an important source of competitive advantage and as assets and agents of change.
- Marginal change in behavioral attitude and improvement in the salaries of the trainees after completion of the OJT.

Explicit improvements in the skill enhancement, technical knowledge in case of On-site workers, and placement opportunities, salary and technical know-how (learnings) in case of workers who were trained at Off-site training locations.

It is evident that favorable economic and social environment, skill development would contribute to improve the performance of people and enterprises, which results in the increase of employment opportunities and development for society. The impact assessment study concludes that people who participated in Off-site and On-site training have increased access to better working and payment conditions, a higher employability and a better quality of life.

It can be concluded from the results that the skill development training provided was considered useful and empowered majority of workers with enhanced skill levels, better decision-making skills, confidence building and regular employment opportunities; which could be a great factor for their economic and social up-liftment.

6.3 Reflections of Training partners

The study observed that all training Partners and centers have been involved in effective programmatic delivery. The study felt the need for improvement in the class room ambience, especially at on-site training locations. As observed, some sites are operating training centers in the basements of under-construction buildings without ample air and sun light etc. Thus ambience of on-site training centers needs to be improved.

Similarly, there has been an observation by some training partners to have more contemporary demonstration tools. Labs should have all latest equipments which are practically used on-the-site. The study noted that constant mechanism of interaction and feedback from training partners needs to be strengthened.

Majority of training partners expressed the need for higher level of courses especially a move from Level 2 to Level 4. To reiterate, they also highlighted the need for introduction of new courses like Block work, Mivan shuttering with the help of contemporary equipments.

The training partners have suggested for increased budgetary outlay for these skill development initiatives and more involvement from the funding agency.

The impact assessment study found that management buy-in and commitment is critical for the success of on-site skill development programmes. This has been observed in case of many on-site construction projects, where site level managers, supervisors constantly involve, follow-up and drive skill development interventions at their respective sites.

6.4 4X4 Matrix

The following 4X4 matrix, clearly illustrates output and outcomes of the skill development intervention which are spearheaded by CREDAI and PNBHFL, with the active on field support of various training partners.

Area	Beneficiaries	Outcome	Measure (Output)
Skill Development Training	Workers	Worker is in suitable employment, training and has the on-going support to maintain it. if necessary	<ul style="list-style-type: none"> - Has maintained employment - Has maintained employment for 6 months/1 year/2 years - Has a relatively long-term contract - Enjoys work
		Has developed the necessary attitude through employment, training	<ul style="list-style-type: none"> Improved attitude and motivation - Has developed an aspiration to work - Has developed self-confidence - Is satisfied with their employment, training
		Has developed necessary technical skills through employment, training	<ul style="list-style-type: none"> Increased level of attainment - Has completed a certificate course - Has attained a job-relevant qualification - Has attained job-relevant know-how - Has attained relevant level of experience
		Has found a way to address barriers to employment, training	<ul style="list-style-type: none"> Improved specialist support (relevant education and training) - Has access to meaningful, relevant and quality training inputs

The output is presented in terms of broader goals, quality statements whereas the measures (Outputs) are given in quantitative and measurable terms.

6.5 Other Recommendations:

The skill development programme would bring social change by creating skilled & employable workforce leading to higher employment rate, reduction of poverty, social inclusion, respect for labour rights and competitiveness in global markets. Thus, Indian Government has been stressing on the importance of vocational education and is providing support by funding skill based training centres / colleges. The youth are becoming aware of skill based training and placement in many industry sectors.

Despite of these notable efforts, there is still dearth of skilled people in India and many companies are not able to find the right match for their needs and requirements. Particularly in the construction sector, which is highly unorganized, there is huge disconnect between the industry and the availability of skilled workforce.

The NSDC's report on Human resource and Skills Requirements in the Building, Construction and Real Estate Services sector has highlighted that mechanization in the building, construction and real estate industry in India would further increase. The report states that the slab-to-slab time, i.e. the time between the laying of two consecutive slabs in erecting a building which was earlier 18 to 20 days has now come down to 10 to 12 days and even 7 to 8 days in some cases. This would further expect to go down to 4 to 5 days by 2022 due to the use of modular structures, pre-fabricated parts and pre-cast parts. This highlights a growing need for enhanced skill levels, ability to deliver quicker and quality output in the sector.

Thus, CREDAI and PNBHFL may consider introducing advance level courses to enhance the knowledge of certain specific construction areas like carpentry or Masonry. Instead of training workers on generic carpentry skills, the training programme may need to focus specifically on lining, leveling, and finishing skills which would foster a greater value and contemporary relevance.

Similarly, CREDAI and PNBHFL may plan supervisory level trainings with a focus on leadership, behavioral competencies and change management. Supervisors are the key to the success of any execution. They are the last mile in the delivery at the site. If they are not alert. Then the chances of timely project execution and bottom-line taking a hit are quite high. The training at supervisory level may include a component on confidence building, negotiation skills and the relevance of basic finance and safety, health and environment

Overall, the skill development training programmes have not only ensured jobs for the workers but also allied them with registered contractors. The programme thus has helped in eliminating the petty contractors from the system, who used to exploit the workers. However, there is a need for more engagement from the developers to ensure benefits of skilling are envisaged and incremental gain wages are also ensured.

8. Case Studies

Case study 1

NOT A PIECE OF PAPER



Arun Kumar Paswan, a trainee at Yashwin centre, Pune is from Jamui Gangati Garwha village, Jharkhand. He belongs to an agrarian family where survival is possible only on daily wages. Distressed conditions of family forced Arun discontinue his education at very early age. He started working in nearby construction sites thereafter. However, the village had limited opportunities that increased the burden on the family to make the ends meet. Trusting himself, Arun left to Pune to support his family with the help of some of his friends who were already working in construction sector from past 2-3 years.

During his work hours, he saw his coworkers attending some training and was curious to know how come one can learn during work hours. With this curiosity, he approached the trainer at the centre, having understood the process Arun enrolled himself for the training immediately.

Arun was one among the punctual and committed trainee of that batch, the training gave him many insights as in working techniques, how to reduce and reuse the waste materials, Do's and Don'ts at the work etc.

His experiencing about the training, "I feel very lucky to be a part of this training programme. Since many years I have been working in construction sector just to fulfil the family needs not knowing the importance of the safety measures to be followed during work. The training has provided the answers to all of my queries and helped me understand the WHY behind every technique.

Arun said that 30 days training has changed him in many ways. In his words, "I have become more confident about my work, concentrating on delivering the quality output and follow all the safety measures. My contractor felt happy with the way I am working after the training. He increased my daily wage by Rs.50 without me asking for it. It really made me happy that quality and skilled work is always respected".

He further added, "Tears rolled down when I was receiving the certificate. It was the best moment of my life. I wholeheartedly thank the CREDAI and PNB housing finance limited team for organising the programme."

Case Study 2

A SHIFT FROM LABOUR TO MASON



Rajesh Kumar comes from a remote village of Bilaspur district, Chhattisgarh. Both his parents are Agricultural labour in his village, and financial conditions of family forced Suresh and his brother move out of their home leaving their studies and support family financially. Thereafter, he started working in construction sector for 2 years without having in-depth knowledge.

Rajesh came to know about the training programme while he was working in the construction site at NCR region, New Delhi. He enrolled for the Masonry trade without knowing that this training would bring him new opportunity in life.

His experience in his words - “the 30 day training would change my position from construction labour to a foreman is still a surprise to me. The training gave me an ample knowledge on various techniques in masonry. On each day at training, we learnt new tricks and techniques that can be used while working in sites. The best part of the training was that, the trainer used to observe us during our working hours and guide us accordingly in the next class. It enhanced my skills to a level where I am able to help other fellow workers and guide them.

I feel proud when my fellow workers and friends appreciate me for the help. I successfully completed one month training and was confident enough to get certified for the same. Looking at the quality in my work I was also promoted to full hand mason at site. My happiness knew no bounds.

Now, I am certified skilled worker and this will definitely bring me good fortune in future. My heartfelt thanks to the team CREDAI and PNBHFL for the amount of good work they are doing to give a new life to people like me who are wait to change their destiny”.

Case Study 3

TICKET TO BETTER LIFE



Yashpal Singh comes from a small town in Uttar Pradesh. In the family of 6, his father was only the earning man. When he was studying in 7th standard, his father met with an accident that advised him to stop working. The family situation worsened day by day though his mother supported financially by working as agricultural labour. Being the eldest son in the family, Yashpal has to quit his studies to support his family. He didn't want his brothers and sister to stop their studies.

Initial years, he worked at various places as a helper and as peon but nothing improved his family income. His father was on medication and his income would not suffice to provide him the medicines. After 8 months of his struggle, with the support and encouragement by his uncle he left his hometown and moved to Delhi in a hope to improve his and family's living conditions.

The journey of Yashpal in Delhi city was not easy. He lacked appropriate skills to fit in any kind of post. He started working as a coolie and used to load and off-load materials from trucks at construction sites. Slowly, he learnt about Masonry work while looking at his co-workers; however he used to help them only.

Yashpal immediately enrolled himself for the Masonry trade after he came to know about free training programme at site organized by CREDAI and PNBHFL. He never knew that this training will make an impact on him. With utmost dedication Yashpal, got certified as Skilled Mason.

Talking about his impact after training, Yashpal shares, "I am new person now; the training impacted me on various aspects both personally and professionally. I learnt even minor details about Masonry in the training. The certificate has changed my approach towards work and life. I can now provide better education to my children and take care of my parents.

Yashpal says that, it was not possible without training. I am grateful to PNBHFL and CREDAI for organizing these trainings and creating opportunities for unskilled Labour. He says *"I see my dream of owning a small home in the near future"*.

Case Study 4

HOPE TO BE BACK TO NORMAL



Disasters are dangerous; when they occur it leaves nothing. Often, effects of such disasters would last for the lifetime. One such disaster left Chhotu Kumar and his family in a distressed condition. His life was colourful with his wife, children, parents and grandparents in the village Khajuri, Bihar. The district where he belongs to had a rich fertile land through which all the family needs were addressed. Due to some unforeseen circumstances, everything came to a scratch leaving everybody in a distressed condition.

Chhotu was left with no choice and had to support his family. He started from scratch to survive. He took up every possible job that gave him some money at the end of the day so, that he can feed the family for that day. His earnings was not sufficient for survival which forced him to leave the village and move to town or city for better work and pay.

After many sleepless nights and hard work Chhotu finally got to work at one of the construction site in scaffolding because of his height. He kept moving cities in order to learn new techniques but in vain, each city had different working systems. Chhotu was a part of Saavy Infrastructures through which he got information about the training programme.

Chhotu shares his experience with the team, ***"I have no words to express my gratitude towards the organising team."*** The training on Masonry trade gave me in-depth knowledge that, I was lagging behind. The certification and the opportunity to learn the skill has impacted me in every possible way. After participating in the training, I shifted from Scaffolding to Masonry crafting. There were times when I used to stand on roads, markets for labour works. Sleepless nights and risk journey always feared me but now, I have job offers from Gulf countries. Hoping for new beginnings and happiness hereafter in my life. Wholehearted thanks to CREDAI and PNBHFL".

Case Study 5

NEWSPAPER to CLASSROOM



Singrai Banra, one of the trainees at skill development training in Pune. Singrai comes from a remote village located in Jharkhand. Due to poor financial conditions, his education couldn't meet the requirements for obtaining a job in his village to make ends meet. So, he moved to Pune and started working at various construction sites as a Bar Bender.

Upon asking him about his experience, He says, "I never thought I will be a part of the training. I cannot forget the day when my contractor asked me whether I am interested in joining a 30 day skill development training organised by CREDAI and PNB Housing Finance Limited. I felt overjoyed and enrolled myself for the training. For me, the training was not just meant about the skill, but also gave me a lifetime classroom experience".

"I have learned new terms and techniques during the training. Apart from all the technical skills, I learnt about how productivity increases when working within a team. Best part of the training was having hands-on experience. That boosted my confidence and helped me in clearing out the assessment and obtaining the certificate".

Thanking, CREDAI and PNB Housing Finance Limited for organizing these trainings. I am now not just a construction worker but a SKILLED construction worker he adds, with a smile.



Confederation of Real Estate Developers' Associations of India (CREDAI)
5th Floor, PHD House, 4/2 Siri Institutional Area
August Kranti Marg, New Delhi – 110016
T: +91 11 43126200-6262
Web: www.credai.org

