

Completion Report

Code Unnati

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List of Abbreviations

AAY	Antyodaya Anna Yojana
APL	Above Poverty Line
BPL	Below Poverty Line
CEDOK	Centre for Entrepreneurship Development of Karnataka
CG&C	Career Guidance and Counselling
COVID-19	Coronavirus Disease 2019
DIC	District Industries Centre
EAP	Entrepreneurship Awareness Programs
EDP	Entrepreneurship Development Training Program
FGD	Focused Group Discussion
GAME	Global Alliance for Mass Entrepreneurship
HHH	Head Held High Foundation
ITI	Industrial Training Institute
KII	Key Informant Interview
LFPR	Labour Force Participation Rate
LMS	Learning Management System
MoU	Memorandum of Understanding
MSME	Micro, Small and Medium Enterprises
NGO	Non-Governmental Organisation
NIESBUD	National Institute for Entrepreneurship and Small Business Development
NRC	No Ration Card
NRLM	National Rural Livelihoods Mission
NSS	National Social Service
NULM	National Urban Livelihoods Mission
OBC	Other Backward Classes
PUC	Pre-University College
RUSETI	Rural Development and Self-Employment Training Institute
SC	Scheduled Caste
SHG	Self Help Group
ST	Scheduled Tribe
SWOT	Strength-Weakness-Opportunity-Threat
TOT	Training of Trainers
UNDP	United Nations Development Program
UNV	United Nations Volunteers



Executive Summary

Code Unnati

The United Nations Development Program (UNDP), in collaboration with SAP Labs, has successfully implemented Code Unnati, an initiative aimed at empowering youth, particularly girls, to make informed career choices and access income generation opportunities. Under the leadership of the Head Held High Foundation (HHH), in partnership with the Labhya Foundation and the Global Alliance for Mass Entrepreneurship (GAME), the project focused on strengthening the institutional capacity of government higher educational and vocational institutions, as well as the systematic rollout of career guidance and counselling (CG&C) services.

Code Unnati targeted 71 government colleges across three districts of Karnataka: Rural Bengaluru, Dakshin Kannada, and Raichur.

HHH's Approach

Inspired by Mahatma Gandhi's ideal of Swaraj, HHH's approach was fundamentally collaborative, working to empower each individual participant to confidently and competently contribute to their communities and achieve grassroots-level self-reliance. HHH began by conducting a thorough assessment of participants' needs, aspirations, and assets, in order to be able to provide customized training and support to help them reach their goals.

Leveraging HHH's extensive grassroots network, HHH brought together institutions and interested participants for career guidance and counseling, as well as 21st-century skills training sessions. Through ecosystem mapping, HHH gained a deep understanding of the needs of stakeholder groups, and in collaboration with the Labhya Foundation, developed context-specific curricula, training materials, and psychometric evaluation tools. A team of trained career coaches, nodal officers, and Code Unnati members conducted the sessions, drawing on HHH's experience and pool of trainers.

HHH was able to reach a large audience of over 12,900 youth, of whom approximately 60% were women. The program was further able to reach a diverse range of communities, from across lower income classes in rural and urban areas.

Upon completion of the program, participants were connected with internships, apprenticeships, and job opportunities. Career conclaves were organized at each location to raise awareness about available opportunities. However, it is important to note that the implementation timeline faced challenges due to the repeated bouts of COVID-19 spread, leading to temporary pauses and shifts in the project timeline. Despite these challenges, the project's targets, objectives, and deliverables remained unchanged.

To evaluate the impact of the project, an alumni survey was conducted in April and May 2023. Out of 200 alumni reached out to, 74 responded, providing valuable insights into the effectiveness of Code Unnati.

Key Features of Code Unnati

Context Specificity

The curricula for Code Unnati was designed with the specific needs of each participant group in mind. These needs were ascertained through comprehensive secondary research and ecosystem mapping. Therefore, participants at different stages of their education, as well as those in different courses, each received training relevant to their potential career streams, as well as directly relevant to their interests. Further, the psychometric tests and evaluations conducted prior to sessions enabled participants to become aware of their own interests and personalities, and use the sessions and job and internship linkages in the manner that they best saw fit, with emphasis on specific skills as they so chose.

Multi-Stakeholder Engagement

In keeping with the context-specificity mentioned above, another key feature of Project Code Unnati was the willingness to engage with multiple groups of stakeholders. Understanding that context is not only given by each participant's life, but also by the overall structure, HHH engaged with numerous stakeholder groups, including government officials and departments, in order to develop and strengthen institutional ecosystems. This also included providing linkages to bodies such as Atal Innovation Mission.

Holistic and Current Skill Development

Non-job specific skills, such as soft skills and leadership, are becoming increasingly more relevant and important to for one to advance in one's career. However, the focus in skill development efforts is typically concentrated on 'hard' technical skills. HHH's curriculum focuses on a holistic approach to skill development by emphasising soft skills and other skills relevant to the current job market such as communication, digital skills, etc.

Transition to Digital Mode

Owing to the restraints imposed by COVID-19 in the initial phase of training delivery, sessions were attempted to be provided digitally. However, access to digital infrastructure proved to be a major divide, and physical sessions were held in the selected institutions at a later date. However, the digital aspect of the program was not lost, and guest lectures were conducted virtually. This became an important learning curve, especially as the digital mode of learning will become increasingly useful and open up new possibilities in the future.

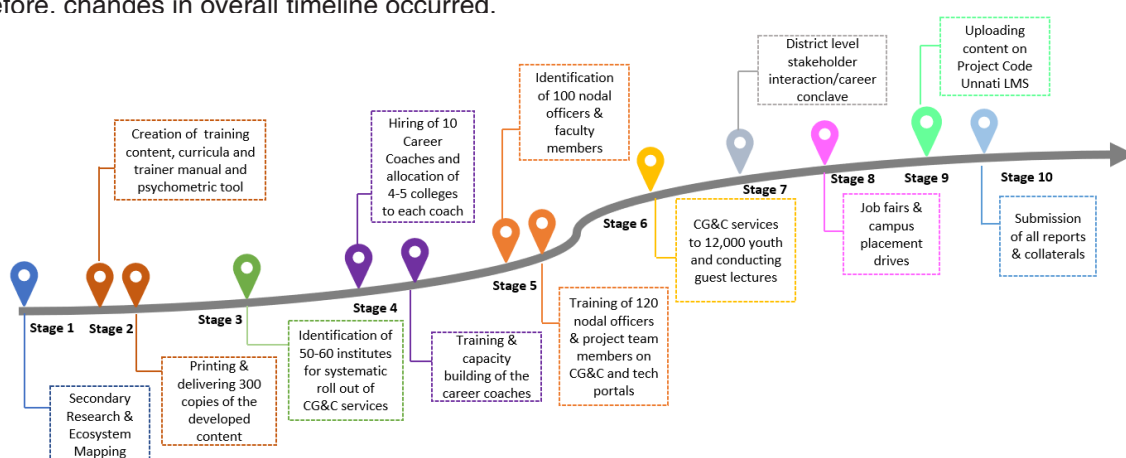
Project Journey

Based on the classification of activities into the five phases described above, a project journey map was created, describing each set of activities in detail, and outlining the chronology of the project. The map consists of ten stages, with each stage being linked to a particular deliverable or set of deliverables, as given in previous sections.

Based on the project journey map given above, the timeline of project activities, as well as detailed descriptions of the activities will be discussed in the subsequent chapters. However, it is important to note that the timeline that was discussed and agreed upon at the outset of the project was disrupted due to constraints imposed by the COVID-19 pandemic, and that therefore, changes in overall timeline occurred.

However, the structure of the timeline remained the same, as did the deliverables. An additional set of activities and deliverables were subsequently agreed upon to be delivered from January – March 2023. These changes in timeline, and these additional activities will also be detailed in coming sections, as and when relevant.

The contract between UNDP and HHH was finalised and signed on 8th February, 2021. Project work subsequently commenced from March 2021.



Key Achievements

Title	Target	Achieved
Number of Youth Registered	12,000	12,603
Number of Youth who Completed CG&C Training	12,000	12,078
Number of Youth who Completed 21st Century Skills Training	8,000	8,762
Number of Guest Sessions	210	218
Number of Institutions Collaborated With	50	64
Number of Jobs/Internships Accessed	700	731
Career Conclaves	3	3
Total Attendance at Career Conclaves	-	2025
Total Number of Placement Partners who Attended the Career Conclaves	-	68
Institution Building through Training of NSS Officers in Providing Career Guidance	-	100

Learnings

The operational learnings from the flagship project, Code Unnati, provide valuable insights into the challenges faced and key priorities for future training programs. The impact of the COVID-19 pandemic on training delivery was significant, with colleges reopening later than expected, leading to a delay in training activities. The digital divide proved to be a major obstacle in providing digital training, highlighting the need to address this issue for equitable access to education. Additionally, attendance discrepancies between the first and second tranches of training sessions raise concerns that require further investigation.

Preferred skills identified through an alumni survey include communication skills, career guidance, and life skills. This indicates a lack of awareness and access to training in these areas among the target population. Future training programs should incorporate these skillsets into their curriculum, focusing on increased dialogue with industry, networking opportunities, and providing more knowledge on career choices. The survey also revealed that participants were able to utilize the skills gained from Code Unnati to secure employment on their own, showcasing the value of the program beyond immediate job opportunities.

In terms of programmatic learnings, a focus on gender dynamics is crucial for supporting women's employment and entrepreneurship opportunities. Female mobility emerged as a barrier, preventing women respondents from accepting jobs due to travel or relocation constraints. To address this, local employers were connected with women to overcome mobility restrictions, and longer in-class counseling sessions were provided. The transition to digital modes of learning, accelerated by the pandemic, encountered challenges due to the digital divide, especially in rural areas with limited digital infrastructure. To ensure equitable access to quality education, efforts must be made to overcome this divide. Student engagement was found to be higher in rural areas, indicating a desire for expanded horizons and career awareness. However, institutional reluctance to host training sessions hindered progress, highlighting the importance of capacity building and awareness training for faculties. Finally, job uptake was observed to be variable, with some individuals choosing not to accept offers. Further investigation is needed to understand the underlying reasons and align job opportunities with participant preferences.

Overall, these operational and programmatic learnings provide valuable insights for the continued improvement and success of future training programs, addressing challenges related gender dynamics, digital access, student engagement, and job placement.

The accomplishments of Code Unnati demonstrate the positive impact of collaborative efforts in empowering youth and promoting informed decision-making. The project's strategies and interventions have successfully equipped young individuals, including girls, with valuable skills and opportunities.

Introduction and Context Setting

India has consistently clocked impressive growth rates since the 1991 economic reforms and especially since the turn of the new millennium. Despite this staggering growth though, two concerns continue to plague India's economy: a persistent unemployment rate and a dwindling female Labour Force Participation Rate (LFPR). Despite possessing the second-largest labour force in the world - second only to, and soon to surpass, China - it is evident that there is greater potential for this resource to be utilised.

From a high of 30% in 2000, India's female LFPR crashed to 21% in 2019, and currently stands at approximately 24%, still lower than all its neighbours including Pakistan, Bangladesh, and Sri Lanka. The drop in female LFPR over the last two decades is explained as resulting from a combination of factors including the expectations placed on women by their families such as household duties, and the fact that much of women's labour is informal and unpaid, especially as care labour.

While the overall Labour Participation Rate has been increasing for the last three years, it is dominated by male participation. Further, as labour participation increases, the unemployment rate has also increased concomitantly. The brunt of the rise in unemployment has been faced by the youth – only 19% of the labour force comprises of young people, and even more concerning, only 5% is made up by young women.

It is now clear that empowering women to pursue their economic and educational goals and providing them with the opportunities to do so has significant positive impacts on a nation's economy and growth. There is therefore an urgent need to develop projects which aim to inculcate relevant skills and employability in youth and women demographics.

Context

In this context, the United Nations Development Program (UNDP), in association with SAP Labs and United Nations Volunteers (UNV), has been implementing Code Unnati. Under the aegis of this initiative, UNDP has appointed Head Held High Foundation (HHH), in partnership with Labhya Foundation and Global Alliance for Mass Entrepreneurship (GAME) to implement a project for the strengthening of Institutional capacity of Government higher educational and vocational institutions and systematic roll out of Career Guidance and counselling (CG&C) services for informed decision making and empowerment of youth. Hereinafter in this document, references to Project Code Unnati, refer to this specific project being implemented by HHH, in the interest of brevity. The roles of each of the partners are given in the following table.



Table 1 : Implementing Partners & their Roles

 Head Held High	<p>HHH was responsible for the overall implementation of the program, selecting and deploying career coaches and nodal officers, onsite training of career coaches, nodal officers and the Code Unnati team, and for conducting online sessions on career guidance and counselling for youth.</p>
 LABHYA	<p>Labhya foundation was responsible for the development of the guidance and counselling curriculum for the participants, and for the development of relevant tools and manuals for the career coaches and nodal officers, and for the facilitation of residential training for career coaches and the Code Unnati team.</p>
 Global Alliance For Mass Entrepreneurship	<p>GAME allowed access to their large online community, as a marketing strategy, as well as access to their pool of experts and mentors.</p>

Code Unnati is a project designed to ensure that youth, especially girls, are equipped to make informed career choices, and are capable of accessing income generation opportunities. The intervention was targeted at 66 government colleges, across three districts of Karnataka – Rural Bengaluru, Dakshin Kannada and Raichur, as shown in the following map.

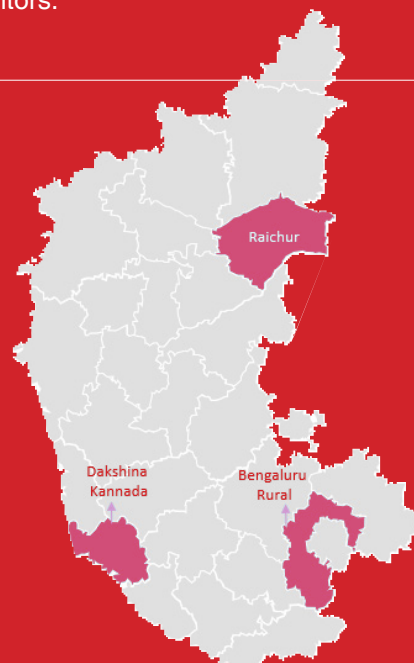


Figure 1: Implementation Locations

Project Objectives

The key objectives and outcomes for Code Unnati are presented in the figure below, under three key tracks:

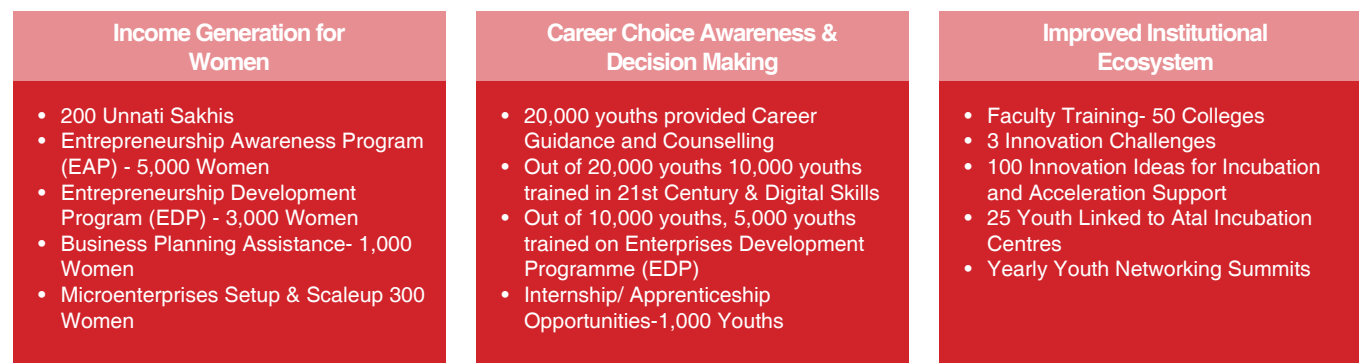


Figure 2: Objectives and outcomes of Code Unnati

Additionally, the following project-level objectives were set for each of the three tracks:

Increase income of women through promotion of rural microenterprises by ensuring:

- Improved local support systems to facilitate start of women-owned enterprises through creating a pool of community-based businesswomen mentors (Unnati Sakhis).
- Women have improved self-confidence and capacity to start and run enterprises through conducting entrepreneurship awareness and entrepreneurship development training programs (EAP & EDP) with continued mentorship and facilitation through Unnati Sakhis

Youth are better equipped to make informed career choices and are capable to access income generation opportunities (including internship, apprenticeship, jobs, and entrepreneurship) by ensuring:

- Youth (especially girls) have improved employability including digital and 21st century skills and better connect with the industry through career guidance and counselling and digital/ employability skills training programs
- Interested youths have increased confidence to start the entrepreneurship journey through access to Entrepreneurship Development Programs and access to Incubation/Accelerator programs.

Improved institutional ecosystem to support above mentioned objectives by ensuring:

- Faculties have capacity to guide and mentor students through access to mentorship training programs and digital platforms
- Government stakeholders including policy makers are sensitized
- Colleges are connected with ecosystem stakeholders including private sector, incubation centres, government schemes through innovation challenges and yearly youth networking summit.

Project Scope

Table 2 : List of Deliverables

S. No.	Deliverable	Outcome	Implementing Partner
1	Inception report and Status Quo Report	Delivery of reports based on the secondary research and ecosystem mapping	HHH + Labhya
2	Training Content, Curricula and Trainer Manual (3 days duration) and Psychometric Assessment Tool	Creation of training materials and relevant tools (suitable for both physical and digital) for ensuring systematic CG&C to students/youth	Labhya
3	Stakeholder meeting for curriculum validation	Govt officials, employers, mentors, students and Code Unnati team will review the content and pedagogy of the curriculum	HHH + Labhya
4	300 printed copies of developed content`	Distribution of 300 copies of the developed content	HHH
5	Hiring of career coaches	Deployment of 10 career coaches	HHH
6	Training of 120 career coaches, nodal officers and Code Unnati team on CG&C techniques and tech portal	Acquisition of skills by 120 faculty members to mentor students in career guidance and counselling, digital and 21st century skills and appropriately use technology portal/mobile	HHH + Labhya
7	12,000 youth to receive CG&C services	Structured career guidance and counselling to nearly 12,000 youth across the 3 districts in one academic year	HHH
8	Printing of 200 copies of training material in Gujarati	Training material is printed in Gujarati and distributed	HHH
9	Guest lectures/corporate volunteer program (minimum of 2 per quarter for each institution)	2 guest lecture programs or 2 industrial field visits for each institution for each quarter	HHH + GAME
10	District level stakeholders' interaction sessions/career conclaves	Open dialogue district level stakeholder interaction session/career conclave once in a year in each district	HHH + GAME
11	Monthly and quarterly reports, complete database of the target beneficiaries, baseline and endline status report	Timely delivery of monthly and quarterly reports, database, baseline and endline status reports	HHH
12	Linking and uploading of content to the project Code Unnati LMS	The content will be available as open source to anyone, and owned by Code Unnati	HHH

13	Job fairs and campus placement drives	Placement of 700 youth in jobs, internship/apprenticeship and vocational skill training programs	HHH + GAME
14	To submit all collaterals developed under the project	Submission of all collaterals developed under the project	HHH

Approach and Methodology

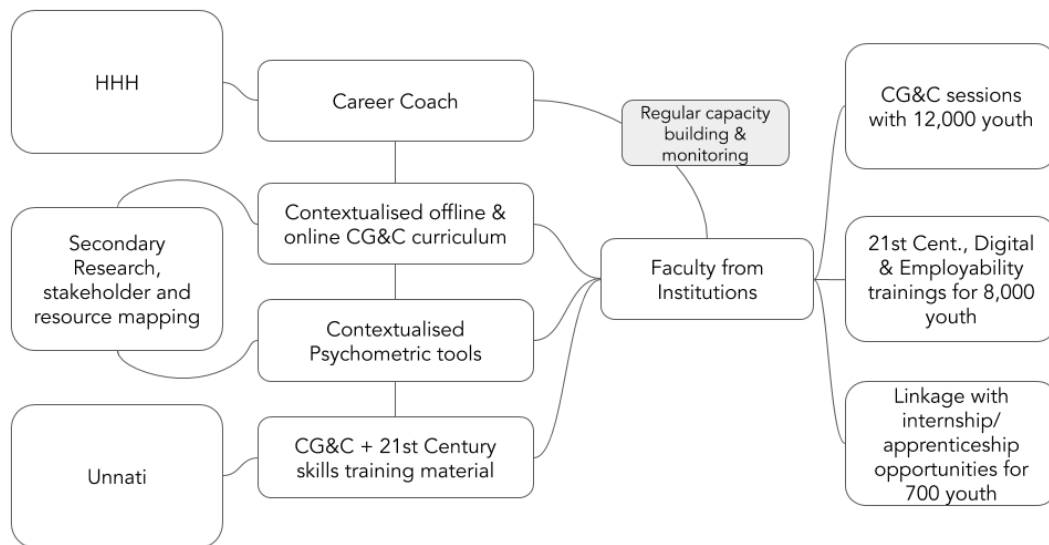


Figure 3: Our Approach

The methodology followed in the implementation of this project will be outlined in this chapter. First the chapter describes the overall approach followed, followed by a detailed description of the phases of project implementation and the project timeline.

Our Approach

Our approach is fundamentally collaborative. Inspired by Mahatma Gandhi's ideal of Swaraj, our approach seeks to empower each individual in our program to participate in their communities with confidence, competence and agency, such that the ultimate end of community and grassroots level self-reliance is achieved. In order to achieve this ideal, we follow a collaborative process where we assess the needs, aspirations, capabilities and assets of the participants, on the basis of which customised training and support is offered towards helping them achieve their goals.

The figure above summarises the approach taken for the implementation of Project Code Unnati, which is

Leveraging its extensive grassroots network in the districts in which Code Unnati was implemented, HHH was able to bring together institutions and interested participants to take part in the Career Guidance and Counselling (CG&C) and 21st Century Skills training sessions.

The operational approach is described in the figure mentioned above. HHH first conducted extensive secondary research and ecosystem mapping to understand the needs of the participant stakeholder groups, and then, along with Labhya, developed the context-specific curricula and training material for the participants, as well as the Psychometric evaluation tools. Following this, a total of 130 career coaches, nodal officers and Code Unnati team members were trained across the selected institutions.

These individuals then conducted the CG&C and 21st Century Skills training sessions. HHH's experience of providing training to career coaches, and their strong pool of trainers were used to implement this process. Finally, once the participants had completed the program, they were provided linkages with internships, apprenticeships and jobs, and career conclaves were held in each location to enable participants to become aware of the opportunities available.

However, it is important to note that, due to the repeated bouts of COVID-19 spread during the implementation timeline, the project had to be paused on a few occasions, and numerous challenges were encountered, leading to a shift in the project implementation timeline, although the targets, objectives and deliverables remained the same.

Key Features of Code Unnati

Context Specificity

The curricula for Code Unnati was designed with the specific needs of each participant group in mind. These needs were ascertained through comprehensive secondary research and ecosystem mapping. Therefore, participants at different stages of their education, as well as those in different courses, each received training relevant to their potential career streams, as well as directly relevant to their interests. Further, the psychometric tests and evaluations conducted prior to sessions enabled participants to become aware of their own interests and personalities, and use the sessions and job and internship linkages in the manner that they best saw fit, with emphasis on specific skills as they so chose.

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In keeping with the context-specificity mentioned above, another key feature of Project Code Unnati was the willingness to engage with multiple groups of stakeholders. Understanding that context is not only given by each participant's life, but also by the overall structure, HHH engaged with numerous stakeholder groups, including government officials and departments, in order to develop and strengthen institutional ecosystems. This also included providing linkages to bodies such as Atal Innovation Mission.

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Transition to Digital Mode

Owing to the restraints imposed by COVID-19 in the initial phase of training delivery, sessions were attempted to be provided digitally. However, access to digital infrastructure proved to be a major divide, and physical sessions were held in the selected institutions at a later date. However, the digital aspect of the program was not lost, and guest lectures were conducted virtually. This became an important learning curve, especially as the digital mode of learning will become increasingly useful and open up new possibilities in the future.

Figure 4: Key Features of Code Unnnati

Our Methodology

This section first presents the methodology and activities conducted in a phase-wise manner, and then explains them chronologically in a project flow.

Project Phasing

The project activities can be broadly divided into five phases, which are discussed below. Each phase is summarised in a diagram, and discussed in further detail subsequently.

Phase I: Secondary Research and Ecosystem Mapping:

In the first phase, preparatory steps were taken to set-up the later activities of program delivery.

First, extensive secondary research and mapping of stakeholders was conducted, to understand the various services being offered by other organisations currently, as well as to assess the needs and requirements of the concerned stakeholders. Following this, the requirements of the various participant demographic groups were assessed through a baseline survey, and based on this, an implementation framework was built. The implementation framework involved the creation of detailed plans for outcomes, linkage creation, program delivery procedures and internal communications strategies. Finally, the findings were submitted at the end of this phase, communicating the findings of the secondary research.

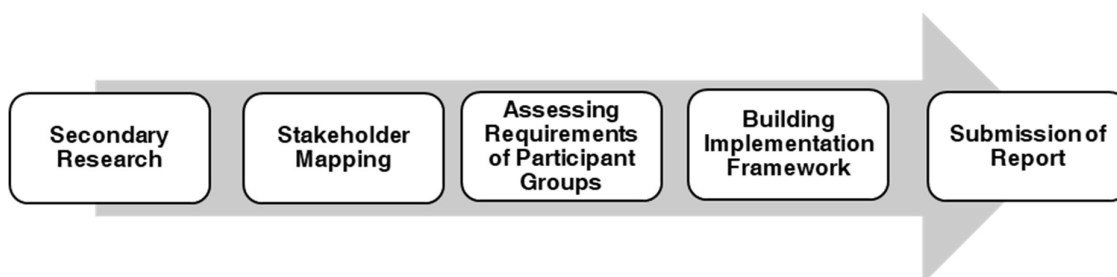


Figure 5: Activities in Phase 1

Phase II: Development of Training Tools:

In the second phase, the training tools were developed, and the various platforms to be used through the program delivery were finalised and set-up. The training materials were designed based on the contextualised requirements of the target participant demographic groups. Following this, digital repositories of training resources were set up for career coaches, nodal officers, and project team members.

Next, an integrated Learning Management System (LMS) on which data pertaining to all training activities conducted over the course of the project could be uploaded and monitored was created, and integrated into a mobile application, which was accessible to anyone who was part of the project. Finally, 300 copies of the training materials were printed and distributed duly.

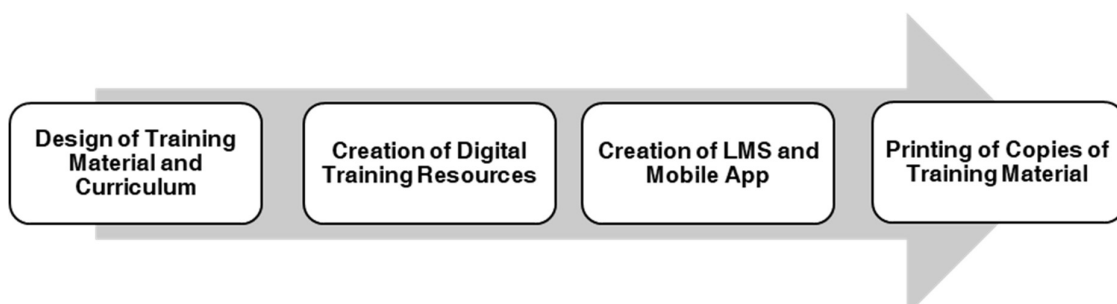


Figure 6: Activities in Phase 2

Phase III: Capacity Building and Institutional Strengthening:

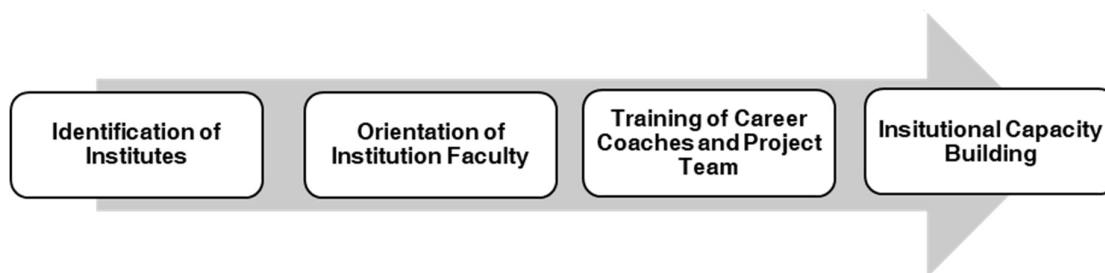


Figure 7: Activities in Phase 3

In this phase, the training of coaches and other personnel who would then be responsible for carrying out the training delivery in the respective locations was conducted. First, however, the institutions where training sessions would be conducted were identified and reached out to. Following this, the principals/deans and other faculty at the institutions were taken through an orientation session. 10 career coaches from HHH were trained in the curriculum designed specifically for Code Unnati, and these career coaches then conducted these orientation sessions, as well as the subsequent training of the nodal officers and project team.

Finally, the faculty at the respective institutions were trained by the nodal officers, who would continue to oversee, mentor, and support the faculty in providing training. Overall, a total of 130 members were provided training for (10 career coaches, 100 nodal officers, 20 project team members). The figure below describes the training and session delivery flow for the project, for one institution.

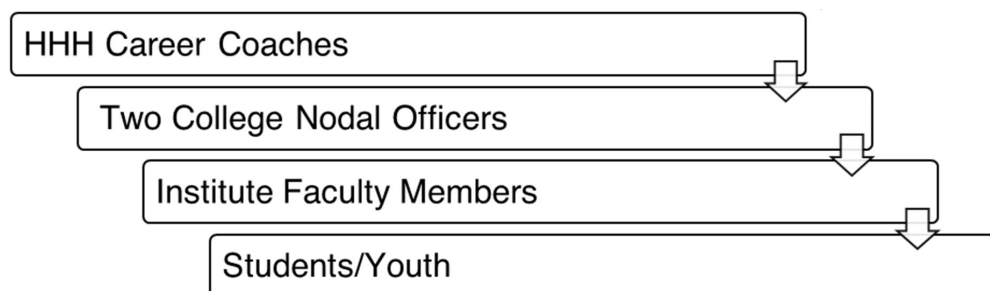


Figure 8: Training Delivery Flow for a single institution

Phase IV: Training Delivery:

This phase was concerned with the provision of the training sessions to the students at the respective institutes. Additionally, guest lectures from various sectors were facilitated, with support from GAME's pool of experts. Finally, career conclaves were held at each location to enable students to interact with employers and access opportunities.



Figure 9: Activities in Phase 4

Phase V: Knowledge Products, Communications and Reporting:

The activities in this phase occurred parallelly, along with all the other phases of activity. The activities in this phase focused on the documentation of relevant material, the maintenance and reviewing of all databases, continuous communication via email, WhatsApp and other avenues with students, and the filing of monthly and quarterly reports as due.

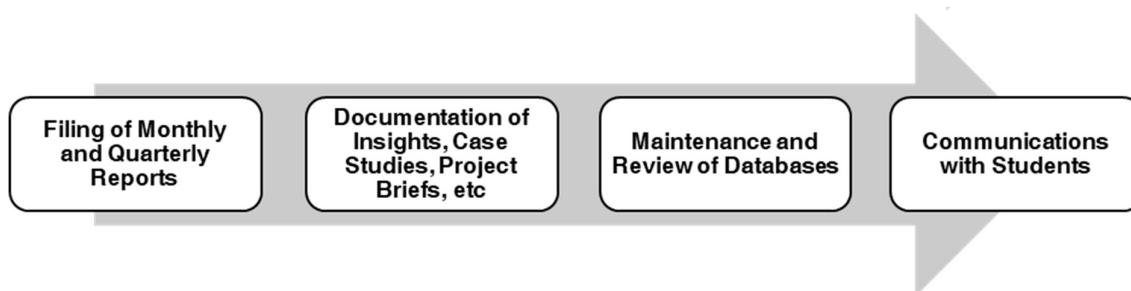


Figure 10: Activities in Phase 5

Project Journey

Based on the classification of activities into the five phases described above, a project journey map was created, describing each set of activities in detail, and outlining the chronology of the project. The map consists of ten stages, with each stage being linked to a particular deliverable or set of deliverables, as given in previous sections.

Based on the project journey map given above, the timeline of project activities, as well as detailed descriptions of the activities will be discussed in the subsequent chapters. However, it is important to note that the timeline that was discussed and agreed upon at the outset of the project was disrupted due to constraints imposed by the COVID-19 pandemic, and that therefore, changes in overall timeline occurred.

However, the structure of the timeline remained the same, as did the deliverables. An additional set of activities and deliverables were subsequently agreed upon to be delivered from January – March 2023. These changes in timeline, and these additional activities will also be detailed in coming sections, as and when relevant.

The contract between UNDP and HHH was finalised and signed on 8th February, 2021. Project work subsequently commenced from March 2021.

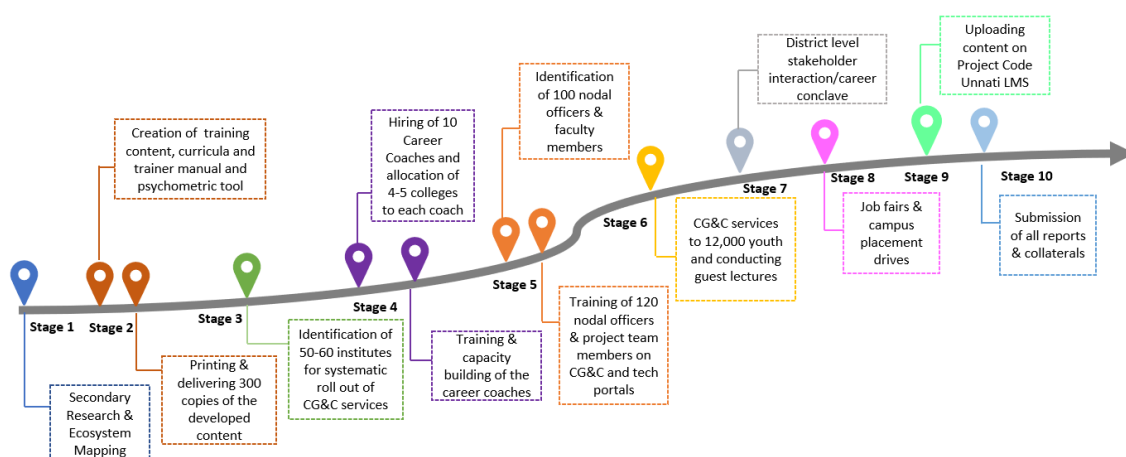


Figure 11: Project Journey Map

Status Quo Report and District Level CG&C Implementation Framework

Secondary research and background ecosystem mapping and surveys were conducted, beginning in March 2021, towards the publication of a baseline survey. Insight Development Consulting Group Pvt Ltd (IDCG), a private consulting firm, were contracted by UNDP to conduct the baseline survey. The objective of the baseline was to establish benchmarks to assess the status of career guidance, 21st century skills, entrepreneurship training, mentoring and handholding support program for youth and women.

The baseline was drawn by sampling a total of 469 women and 1,072 youth. This included women members of Self-Help Groups (SHG) under National Rural/Urban Livelihoods Mission (NRLM/NULM) and from 43 government educational institutions (Degree/Pre-University (PU)/ Industrial Training Institutes (ITI)/ Polytechnics). The quantitative sample was further nuanced and rounded by qualitative inputs from Focused Group Discussions (FGDs) with target groups and Key Informant Interviews (KIIs) with stakeholders. The qualitative inputs were sought to obtain a perspective on their experiences, aspirations, and suggestions on project implementation.

These key stakeholders include – officials, heads and representatives from Centre for Entrepreneurship Development of Karnataka (CEDOK), District Industries Centre (DIC), National Rural Livelihood Mission (NRLM), National Urban Livelihood Mission (NULM), Micro, Small and Medium Enterprises (MSME), Rural Development and Self Employment Training Institute (RUDSETI), educational institutions; employers; industrial associations, non-governmental organizations (NGOs), social enterprises, financial institutions; women entrepreneurs, Biz Sakhis, financial literacy and counselling centres, Mentor networks, National Institute for Entrepreneurship and Small Business Development (NIESBUD), and technical support agencies amongst others. The full list of stakeholder groups and schedules can be accessed in Annexure-5.

Table 3 : Baseline Survey Focus Areas

Women	Youth
Demographic Profile	Demographic Profile
Activities and skills of women entrepreneurs engaged in business	Availability and access to support systems, career guidance and counselling
Decision making, Confidence and Awareness	Awareness and access to 21st century skills and digital skills
Aspiring Entrepreneurs- Interests, skills and gaps	Internship/Apprenticeship and Associated Challenges
Awareness and use of Digital Skills	Entrepreneurship- Current status and aspiration

The Survey consequently reported the following key concerns and insights, with respect to each target group:

Table 4 : Baseline Survey Key Concerns and Insights

Women	Youth
Almost 50% women have either only primary or no schooling	Only 20% of youth have received informal career guidance/counselling
About 63% of women are interested in running a business and retailing is the top preference	93% of youth access internet through their mobile phones
Women participate the least in decisions related to promotions (21%) and employee hiring hiring/management (32%)	Less than 50% youth use internet to make online financial transactions, access learning apps or to access Microsoft Office
Over 50% of the business women reported knowing 'how to start a business', 'cost management skills' and 'negotiation skills'; however, less than 30% of women reported awareness of 'how to manage marketing mix', 'cash management' and 'business planning skills'	Half of the youth surveyed are willing to participate in Entrepreneurship Development Programs – their top 3 expectations are 'how to start a business', 'how to find resources', and 'business planning'
Only 4% of women are aware of any government policy/schemes	
Only 26% have freedom of movement	
As per the 2011 Census, the female literacy and schooling of women in Raichur is much worse than the other two target locations	
Only 45% access internet services, largely to access social media; less than half of these women have appropriate skills to use internet for business purposes	

Based on this, an implementation framework was produced for district-level implementation. This is encapsulated in the figure below.

Pre- University	University	ITIs/Polytechnics
1. Mindsets <ul style="list-style-type: none"> a. Lifelong learning b. Entrepreneurship c. Leadership d. Long-term thinking 2. Skills <ul style="list-style-type: none"> a. Career research b. SWOT analysis c. Habit building 3. Knowledge <ul style="list-style-type: none"> a. Sector-based b. Higher education c. Relevant exams, scholarships, social security 	1. Mindsets <ul style="list-style-type: none"> a. Lifelong learning b. Entrepreneurship c. Ethical Leadership d. Long-term thinking 2. Skills <ul style="list-style-type: none"> a. Career mapping b. Awareness of skill and career gaps and opportunities c. Career building skills d. Employability skills 3. Knowledge <ul style="list-style-type: none"> a. Industry-specific b. Internship/Apprenticeship opportunities c. Relevant exams, scholarships, social security 	1. Mindsets <ul style="list-style-type: none"> a. Lifelong learning b. Entrepreneurship & dignity of labour c. Ethical Leadership d. Long-term thinking 2. Skills <ul style="list-style-type: none"> a. Career mapping b. Awareness of skill and career gaps and opportunities c. Career building skills d. Employability skills 3. Knowledge <ul style="list-style-type: none"> a. Internship/Apprenticeship opportunities b. Relevant exams, scholarships, social security c. Stakeholder management
Gender equal, inclusion, future of work, local relevance		

Figure 12: Content Implementation Framework

The three sets of stakeholders – Pre-university, University and ITIs/Polytechnics students – were identified, their needs ascertained, and programs were designed and customised for these three stakeholder groups based on their needs.

The delivery of the training took place based on the flow already described in previous sections. To recapitulate the training flow, it is given in the figure below.

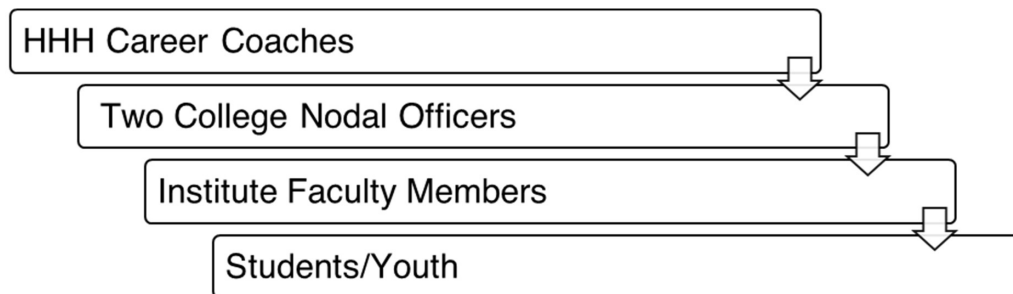


Figure 13: Training delivery flow for a single institution

Creation of Training Material and Psychometric Tool

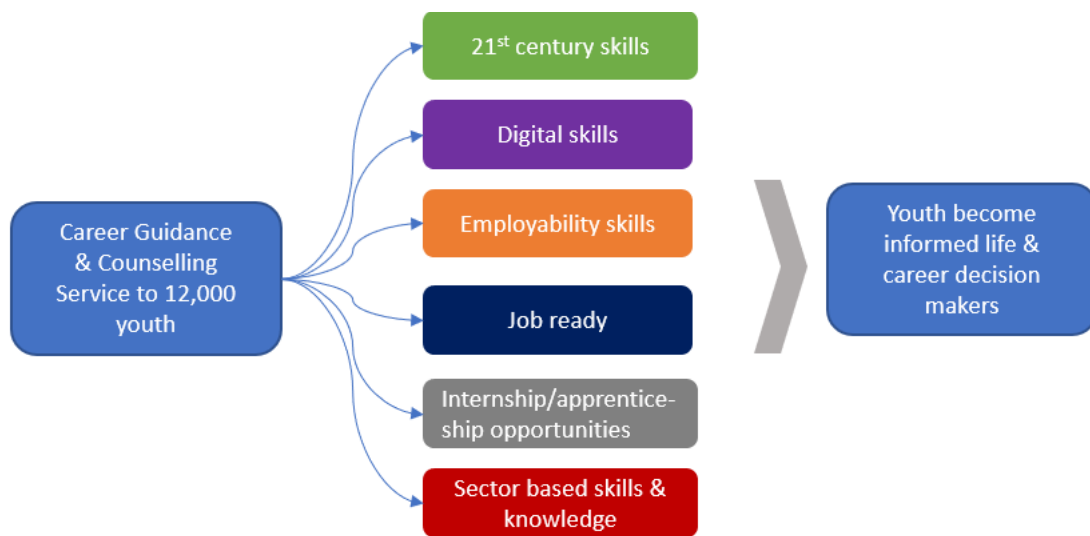


Figure 13: Domains of CG&C Training Curriculum

Following the Baseline Survey, the training content, curricula, and psychometric tools were designed. The figure below showcases the different skillsets and areas that were included in the training curriculum.

Psychometric Evaluation:

Apart from this, the psychometric evaluations were also designed and finalised. These evaluations would then be used to:

- To group students based on their needs, skills and potential career pathways
- To provide contextual counselling and trainings
- To inform secondary research
- To build and contextualize curriculum to the gaps and results of the test
- To enable youth to be self-aware

This served to both develop the participants' self-awareness, as well as assess their career and vocational choices. The evaluation used by HHH is a variation of the Holland Code (RIASEC) Test. The Holland Occupational Themes (RIASEC) is a theory of personality developed by John L. Holland in the 1950s that groups people into six different categories of occupations. These six categories, with the acronym RIASEC, are: Realistic, Investigative, Artistic, Social, Enterprising, Conventional. This widely used typology has become the basis of career counselling, featured in most assessments and tests.

The test itself consists of various hypothetical tasks that an individual is required to rate on a scale of one to five, based on how much they enjoy it. In addition to this, SWOT Analyses were also designed and conducted with participants. Overall, 70% of participants completed the psychometric evaluation. The process of training design culminated in the printing of 300 copies of the training material, to be distributed to participants. Images of the training manuals printed can be accessed in Annexure-16. Digital copies of the manuals themselves can be found in the Google Drive Folder, the link to which is provided in Annexure-4.

Identification & Onboarding of Institutes

Career coaches along with the help of the UNDP team approached the colleges to seek permission for conducting sessions. A non-financial MoU was signed with private colleges and acknowledgment for conducting sessions was obtained from the government colleges. Some colleges gave verbal confirmation to conduct sessions. By the end of February 2023, more than 100 institutions had been approached, out of which 61 institutions gave permission to conduct sessions. The following table displays the list of institutions which agreed to come on board and the locations to which they belong.

The following figure shows the break-up of institutions

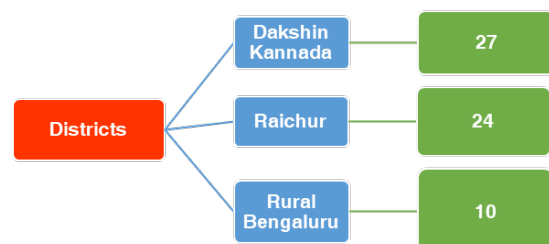


Figure 15: Break-up of institutions onboarded

Table 5 : Institutions Onboarded and Locations

Name of College	District
Basava ITI Manvi	Raichur
Bashumiya Sahukar Govt First Grade College, Sindhanur Road, Manvi	wRaichur
Canara College Mangalore	Dakshina Kannada
GFGC Women's College	Raichur
GFGC Belthangady	Dakshina Kannada
GFGC Bettampady	Dakshina Kannada
GFGC Car Street	Dakshina Kannada
GFGC Haleyangadi	Dakshina Kannada
GFGC Kamaje Bantwal	Dakshina Kannada
GFGC Kanyana	Dakshina Kannada
GFGC Mudipu	Dakshina Kannada
GFGC Punjalkatte	Dakshina Kannada
GFGC Vamadapudivu	Dakshina Kannada
GFGC Vittal	Dakshina Kannada
Government First Grade College Doddaballapura	Bengaluru Rural
Government ITI College Raichur	Raichur
Government ITI College, Devadurga	Raichur
Government ITI Kadri Hills	Dakshina Kannada
Government Polytechnic Bantwal	Dakshina Kannada
Government PU College Doddaballapura	Bengaluru Rural
Govt First Grade College - Raichur	Raichur
Govt First Grade College Siddakatte	Dakshina Kannada
Govt First Grade College Women's Puttur	Dakshina Kannada
Govt First Grade Degree College - Devadurga	Raichur
Govt First Grade Degree Womens College Balmatta	Dakshina Kannada
Govt Girls PU College Raichur	Raichur
Govt ITI Narimogaru	Dakshina Kannada
Govt ITI Vittala	Dakshina Kannada
Govt Polytechnic College Devadurga	Raichur
Govt Polytechnic College Raichur	Raichur
Govt PU College Doddabelavangala	Bengaluru Rural
Govt PU College Gabbur	Raichur
Govt PU College Women's Mukrunpady	Dakshina Kannada
Govt PU College-Masarkal	Raichur

Name of College	District
Govt PU Gillesugur	Raichur
Govt. PU College for girls, Munnurwadi	Raichur
Govt. PU College Punjalkatte, Belthangady	Dakshina Kannada
GPUC B.MOODA	Raichur
GTTC Mangalore	Dakshina Kannada
Kongadiyappa College Doddaballapur	Dakshina Kannada
KPSSS Degree	Dakshina Kannada
Lavanya Degree College	Dakshina Kannada
Loyola Degree	Dakshina Kannada
Muktayakka Women's Degree College, Devadurga	Dakshina Kannada
Navayuga PU College	Dakshina Kannada
Padua College of Commerce and Management	Dakshina Kannada
Pragati PU College, Manvi	Dakshina Kannada
R L Jalappa Polytechnic College	Dakshina Kannada
RL Jalappa ITI College	Bengaluru Rural
SDM College Mangalore	Raichur
Shree Vani PU College	Raichur
Sree Siddaganga First Grade Collage, Nelamangala	Dakshina Kannada
Sri Basaveshwara First Grade College For Women	Dakshina Kannada
Sri Venkateshwara Degree	Bengaluru Rural
SRPS PU College,Raichur	Raichur
SSM Degree College	Dakshina Kannada
St Agnes	Dakshina Kannada
St. Thomas	Raichur
Vijaya College Mulki	Dakshina Kannada
Yenopoya Institute of Art, Science, Commerce and Management	Raichur

Engagement and Training of Career Coaches and Project Teams

A 7-day online capacity building workshop was conducted for 11 Career Coaches and 15 UNDP Project Code Unnati team members from 15th June to 22nd June 2021. The planned duration of the training was 18 hours broken down into 15 hours of online capacity building (3 workshops of 4 hours each + 1 workshop of 3 hours) and 3 hours of asynchronous learning content (3 home assignments of 1 hour each). The training was efficiently facilitated by Labhya Foundation with the help of pertinent support received from the UNDP and Head Held High Foundation teams. Additionally, 119 nodal officers were trained. The list of nodal officers can be accessed in Annexure-8.

The 7 days training was designed with the objective to upskill the Career Coaches and Project Code Unnati team members to:

- Direct youth to relevant resources to help them make informed career choices
- Upskill youth with relevant employability and career-specific information
- Deliver the Project Code Unnati CG&C and employability content effectively
- Provide effective one-on-one and group career guidance to youth

The schedule of the career coach training workshop is given in Annexure-8.

During and following the workshop, the career coaches were assessed with respect to their skill learning and comprehension. The results were largely positive, showing that the training was effective at imparting the necessary skills to career coaches and project team.

The career coaches continued to receive support with

reference to content, delivery, counselling, and guidance over the course of the project. This included weekly and monthly calls with the Counselling and Career Coaching Expert at HHH, for the coaches to reflect on their experiences, share challenges and learnings, and seek support. They also remained in contact with the content and capacity building team via WhatsApp, to receive last-minute support and guidance.

Further, the nodal officers received continuous support from the career coaches and they in turn provided training to the faculty members of each college and supported them with reference to content, delivery, etc, in turn.

Faculty Development and Institutional Support

In order to ensure adequate capability at the institutional level, and continued sustainability of the project's efforts, both faculty and NSS officers at each college were trained to support youth participants in career guidance and 21st century skills. 100 faculty and NSS officers were trained across 65 institutes in the three locations. The training was conducted in a format of two-day-long workshops held in each target location. The dates on which these workshops took place are:

- Bangalore Rural: 27th and 28th February 2023
- Dakshin Kannada: 7th and 8th March 2023
- Raichur: 24th and 25th April 2023

The faculty development workshops dealt with the importance of career counselling for youth, the challenges faced by youth and how to help them face these challenges through counselling, and demonstrations and walkthroughs of how to facilitate content delivery, how to conduct sessions, etc.

The following article covered the faculty development program held in Bangalore Rural:

ವಿಧ್ಯಾರ್ಥಿಗಳು ಮೃದು ಕೌಶಲ್ಯಗಳನ್ನು
ವೆಳವಡಿಸಿಕೊಂಡರೆ ಮಾತ್ರ ಉದ್ಯೋಗಿಗಳಾಗಲು
ಸಾಧ್ಯ: ಸಿ.ಜಗನ್ನಾಥ್



ಪ್ರಕೃತ ಪದವಾಚಿಸುವ ಬಿಡ್ಡುಗಳ ತಯಾರದಲ್ಲಿ ಪುಟ್ಟ ಮಾಗಗಾರರೂ
ಮಾತು ಉನ್ನತ ಉದ್ದಕ್ಕೂ ಪದೆಯು ಬೀಳುವ ಕೆಲವುಗಳನ್ನು ಅಭಿವೃದ್ಧಿ
ಪಡಿಸುವ ಅಭಿವೃದ್ಧಿ. ಈ ವಿಧದಲ್ಲಿ ಮಧ್ಯಭಾಗದ ಮಾತು ತದ್ವತ್ಯ
ಮಾಡಿಕೆಯ ಮೂಲಕ ಬೀಳುವುದು ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮಾತು
ಕೆಲವುಗಳನ್ನು ಪದವೀಕರಣ ಮಾಡುವ ಮಧ್ಯ ಬಿಡ್ಡುಗಳಿಗಾಗಿ ಇದ್ದು ಎಂದರು.
ಯುಎಸ್.ಡಿ.ಎ-ಪ್ರಾಥಮಿಕ ಕೋರ್ಸ್ ಉನ್ನತ, ಎಸ್.ಎ.ಎ. ಮಾತು ಪದವಿ
ಕೆಲವುಗಳನ್ನು ಉಪಯುಕ್ತ ಬೆಳಗಿನಲ್ಲಿ ಕ್ರಮಾಂತರ ಮಾಡಿ ಪದವಿ ಕೆಲವು ಕೆಲವು
ಮಾತು ಪದವಿಯ ಪದವಿಯಲ್ಲಿ ಕ್ರಮಾಂತರ ಪದವಿಯ ಎಲ್ಲಾ ಕಾರಣಗಳ
ಎಸ್.ಎ.ಎ.ಎ. ಮಾತು ಕ್ರಮಾಂತರ ಅಧಿಕಾರಿಗಳಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ
ಪ್ರತಿ ರೂಪದಲ್ಲಿ ಅಧಿಕಾರಿಗಳನ್ನು ಎಂದರು ಬಿಡ್ಡು ಪುಟ್ಟ ಮಾಗಗಾರರೂ
ಅಭಿವೃದ್ಧಿಗಳನ್ನು ಮಾತು ಕೆಲವುಗಳನ್ನು ಅಧಿಕಾರಿ, ಅಭಿವೃದ್ಧಿಗಳಿಂದ
ಉಪಯುಕ್ತ ಮಾಡುವುದು. ಪ್ರಕೃತ ಕ್ರಮಾಂತರ ಅಭಿವೃದ್ಧಿಗಳಿಗೆ ತದ್ವತ್ಯ
ಕೆಲವುಗಳನ್ನು ಮಾತು 21ನೇ ತಹವಾರದ ಕೆಲವುಗಳನ್ನು ಉನ್ನತ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ
ಮಾಗಗಾರರೂ ನಿಶ್ಚಿತ ಮೂಲಕ ಅಭಿವೃದ್ಧಿ ಮಾಡುವುದು. 21 ನೇ
ತಹವಾರದ ಕೆಲವುಗಳನ್ನು ಪದವಿ ಮಾಡುವುದಾಗಿತ್ತು, ಪ್ರಾಥಮಿಕ ಕೋರ್ಸ್
ಉನ್ನತ ಮೂಲಕ ಈ ಕೆಲವುಗಳನ್ನು ಯುಎಸ್.ಡಿ.ಎ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ
ನಿಶ್ಚಿತವಾಗಿ ಎಂದರು.

[illegible]

ಪರಿಗಣಿಸಿದ ಮುಖ್ಯ ಕಂಡುಬಂದ ವಸ್ತುಗಳಲ್ಲಿ ೨೫ ಸಾವಿರ ಬರಗಲ ನಿರ್ದರ ಚುರುಕುಗಳ ಅಥವಾ ಕೆಲವು ಅಕ್ಷರಗಳನ್ನು ಹೊಂದಿರುವ ಕುಬಾರಿಗಳು ಅರಿಯದ ಮೂಲಕ ಬಳಸಿ ಮಹಿಳೆಯರಾಗಿದ್ದು, ಬೇರೆ ಕುಟುಂಬದವರಾಗಿ ವರ್ತಿಸಬಹುದಾಗಿದೆ. 21 ರಿಂದ ೨೫ ವರ್ಷದವರ ಕೆಲವುಗಳ ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿಗಾಗಿ ಅಂತಿಮ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಹಿಂಬದಿಗೊಂದು ಎಂಬುದರ ಬಗ್ಗೆ ಭರ್ತಸಾಧನವು ಸಂದಿದೆ.

ಹೆಸರು ಹೇಗೆ ಹೃದಯದಲ್ಲಿ ಮೂಡುವುದನ್ನು ಮನಗಾಣುವುದು
ಅವಶ್ಯಕವಾದುದರಿಂದ ಇದನ್ನು ಬಿಟ್ಟು ಕವಿವಿಧಾನಗಳನ್ನು ಪ್ರಯತ್ನಿಸಬೇಕು.
ಇದಕ್ಕಾಗುವುದಕ್ಕೆ ಮೊದಲು ಇವರ ಪ್ರಥಮ ಹೆಜ್ಜೆ ಇಂತಿರುವ
ಪ್ರಯತ್ನವೆಂಬುದನ್ನು ಕವಿಯೇ ರಾಜಕೀಯವಾಗಿ, ಅಥವಾ ಎಲ್ಲಾಜನರ
ಸಾಹಿತ್ಯಕ್ಕೆ ಪ್ರಾಂಶುಪಾಲನೆಯಾಗಿ ಕಣ್ಗಾವರಿಂದ, ಹೇಗೆ ಬಿಡುಗಡೆ
ಮಾಡಬೇಕು ಕಲ್ಪಿಸಬೇಕು ತಿಳಿದುಕೊಳ್ಳುವುದು ರಹಸ್ಯ. ಯಾವ ಎಲ್ಲಾಜನ-ಪ್ರಾಂಶು
ಪಾಲನೆಯು ಇದಕ್ಕೆ, ಬೇಕಾದ ಸಂದರ್ಭದಲ್ಲಿ ಪ್ರಾಂಶುಪಾಲನೆಯು, ಮುಂದೆ ಕವಿಯ
ವಿವರಣೆ, ಪ್ರಯತ್ನಗಳನ್ನು ಮಾಡುವ, ಆದ್ದರಿಂದ ಹೇಗೆ ಹೇಗೆ ಹೃದಯದಲ್ಲಿ
ಹೃದಯದಲ್ಲಿ ಪ್ರಯತ್ನಗಳನ್ನು ಮಾಡುವುದನ್ನು ಕವಿಯು ಕಲ್ಪಿಸಬೇಕು.

Delivery of Training

Mobilisation Of Participants – Orientation and Registration

To engage students when colleges had delayed reopening due to COVID-19, experts conducted online webinars on topics related to career guidance and counselling. The students were encouraged to register for more sessions. This activity took place from June to August 2021. However, the digital divide proved to be a major problem, and student registration was slow. The organization began offline registration drives in colleges that were reopening and continued to provide orientation about career guidance and counselling, followed by registration until February 2023.

At the end of February 2023, HHH approached 61 institutions across three districts of Karnataka and registered 12,603 students. The following table showcases the number of participants registered from various locations:

Table 6 : Participants Registered

Streams	Bangalore	Dakshina Kannada	Raichur	Grand Total
Degree	768	4687	2039	7494
Diploma	442	260	666	1368
ITI	176	440	250	866
PUC	421	257	2197	2875
Total	1807	5644	5152	12603

Delivery Of Training Services – Onsite and Online

The first step following the mobilisation, orientation and registration of participants was to provide them with psychometric evaluations to assess their aptitudes and interests. The details of these tests have already been provided in the section – Creation of Training Content.

HHH aimed to provide 12,000 youths in three districts across different academic levels with structured career guidance and counseling. The target population of youth hailed from different backgrounds –

Pre-University College (PUC), ITIs and from Colleges, where they were part of courses in the streams of Science, Commerce and Humanities. The Career Coaches, CG&C Nodal Officers, and Faculty, in partnership, provided training to improve employability. This training was contextualised according to the requirements of each group – for example, students in the streams of Science, Commerce and Humanities received different training, as did students in PUC and it is. The figure provided below presents further information on the categories of youth targeted under the project at the institutional level.

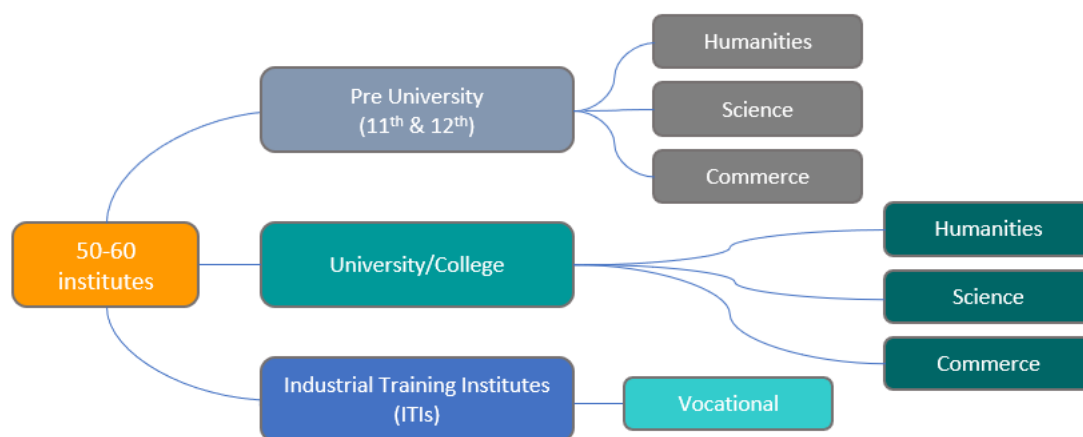


Figure 16: target youth categories

The training was provided according to their needs and contexts, and designed using the DECIDES framework. The full training curricula, content and session plans, based on the category of youth targeted, can be accessed in Annexure-9. Additionally, the dates on which the sessions started in each location can be accessed in Annexure-1. The details of the training sessions provided are as follows:

Table 7 : Hours of Training Provided to Participants

Component	Total Hours
Pre- University	41.5 Hrs
University	51.5 Hrs
ITI/ Polytechnic	52 Hrs
21st Century Skills	105 Hrs

Guest lectures were facilitated, with the support of GAME, at various points through the program, with the intention of holding a minimum of two guest lectures per institutions every quarter. The guest sessions were broadly divided into the following categories:

- **Industry & Sector Experts:** HHH highlighted the experiences, qualifications, challenges, relevance, and opportunities related to different sectors/industry through expert-led sessions. These sessions provided an in-depth and practical insight into industries and sectors in the context of opportunities for youth. Two guest lectures involving industry experts were delivered in a quarter, and pre-recorded sessions were also available.
- **Job Readiness Sessions:** HHH enabled access to relevant and reliable platforms and opportunities to upskill, seek scholarships, prepare for competitive exams, understand interview etiquette, and build compelling resumes, among other job-readiness themes.

- **Soft Skill-based Sessions:** HHH curated specific sessions to highlight the most important and relevant skills that youth needed to develop to become employable, especially in the context of future work. Soft skills were also one of the most inaccessible skills for marginalized youth. Therefore, these sessions were developed to enable them to excel as professionals in their chosen career pathway.
- **Entrepreneurship sessions:** These sessions covered essential information related to making a choice to be an entrepreneur, entrepreneurial skills and traits including - personal skills, business skills, sector skills, business planning, start-up funding, and business development support (non-financial support)

The full list of invited guest lecturers and the dates and locations on which they conducted sessions can be found in Annexure-6. The data on participants who completed the CG&C sessions as well as 21st Century Skills sessions, along with guest session provided, as of February 2023, is given in the table below, contrasted against the targets for the deliverables:

Table 8 : Service Delivery Performance

Key Performance Indicators	Target	Achieved
Number of youth registered	12,000	12,603
Number of youth who completed CG&C training	12,000	12,078
Number of youth who completed 21st century skills training	8,000	8,762
Number of Guest Sessions	210	218

Delivery of Digital Content – Sach Honge Sapne YouTube Channel

Through the lockdown enforced by the COVID-19 pandemic, HHH provided digital content to youth in the form of webinars and interviews with experts on various subjects. These subjects included sessions on careers in different sectors such as agriculture, banking, IT, healthcare, social entrepreneurship, and numerous others, sessions on soft-skill development and motivation, and the sessions on the importance of career counselling.

Apart from this, an additional set of webinars were conducted across two months from June 2021. A YouTube Channel, 'Sach Honge Sapne' was created and all digital content was livestreamed on this channel. Participants were to register on a link prior to the streaming of the webinar. Overall, approximately 46 such sessions were conducted. More details regarding these sessions can be found in Annexure-11.

Participant Demographics

In this section, the demographic backgrounds of the participants are described.

Gender Ratio

The following figure represents the gender ratio of participants who took part in the training program.

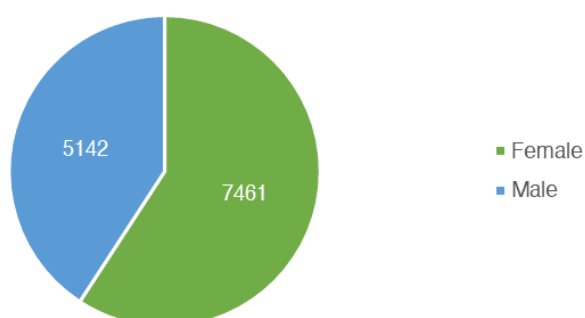


Figure 17: gender ratio of participants

As can be seen, a majority of the participants – 59.2% of the participants – were women.

Age Groups

The following figure shows the distribution of age groups in participants. As can be seen, participants between ages 16 and 20 were the largest demographic, while a few older women also took part.

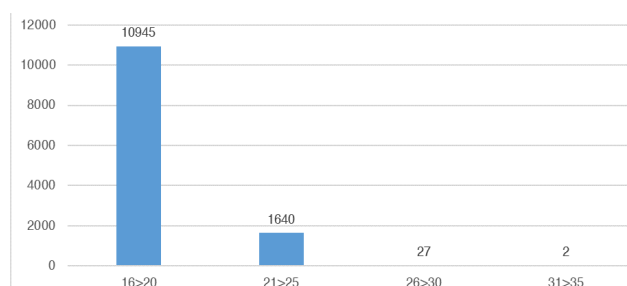


Figure 18: Distribution of age groups

Category

The following table shows the distribution of category backgrounds among registered participants.

Table 9 : Categories of Participants

Category	Number Of Participants
General	1336
Minority	378
OBC	7132
Others	33
Prefer not to say	6
SC	2187
ST	1531
Others	12603

Religion

The following figure displays the religious backgrounds of participants.

Table 10 : Religious Backgrounds

Religion	Total Hours
Christianity	214
Hindu	11424
Islam	964
Sikh	1
Grand Total	12603

Physical Disability

The following table displays data pertaining to the physical disabilities of participants.

Table 11 : Physical Disabilities of Participants

Physical Disability	Number of Participants
Hearing Impaired	2
Locomotor Disability	6
None	12587
Speech Impaired	3
Visually Impaired	5
Grand Total	12603

Ration Card Type

The following table showcases the ration cards possessed by the participants' households – a valuable indicator of socio-economic status.

Table 12 : Ration Card Types Possessed by Participant Households

Ration Card Type	Number of Participants
Above Poverty Line (APL)	2450
Antyodaya Anna Yojana (AAY)	716
Below Poverty Line (BPL)	8819
No Ration Card (NRC)	586
Not willing to share	32
Grand Total	12603

Annual Household Income

The following figure showcases the annual household incomes of the participants' households, with the number of households being on the Y-Axis, and income being on the X-Axis.

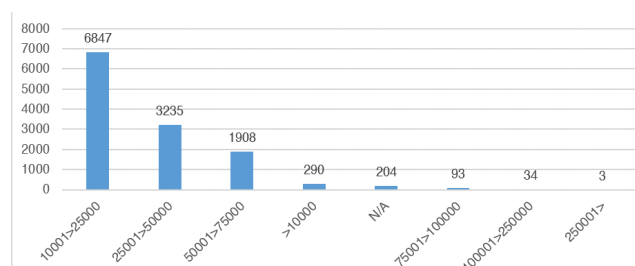


Figure 19: Annual Household Incomes

Stream

The following figure displays the distribution of the number of participants across streams.

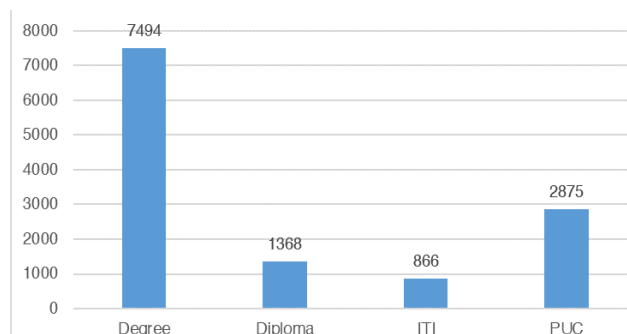


Figure 20: Distribution of participants by stream

Distribution of Participants by Location of College

The following table shows the distribution of participants across the locations of the institutes which hosted the training. The locations of the institutes are given by Taluk.

Table 13 : Distribution of Participants by Institution (Taluk)

Location	Number of Participants
Bantwal	1409
Belthangady	716
Devadurga	1171
Doddaballapur	1513
Mangalore	3136
Manvi	638
Nelamangala	294
Puttur	383
Raichur	3343
Grand Total	12603

Attendance

The sessions were conducted across two tranches: In the first tranche of sessions, the context-specific CG&C training was provided; in the second tranche of sessions, 21st Century Skills were provided. Therefore, the following figures will represent first the attendance of participants for the first tranche of sessions, and then for the second tranche of sessions.

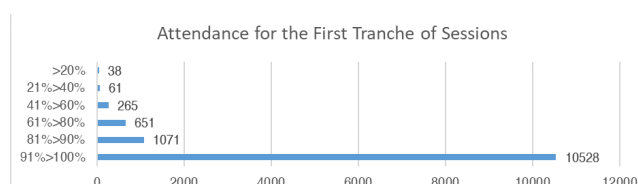


Figure 20: Attendance for the first tranche of sessions

However, in the second tranche of sessions, the attendance drops, and surprisingly, the second highest attendance is recorded to be less than 20%. This indicates that students did not attend the second tranche of sessions on 21st Century Skills as diligently – however, the exact reason is unknown, and must be investigated.

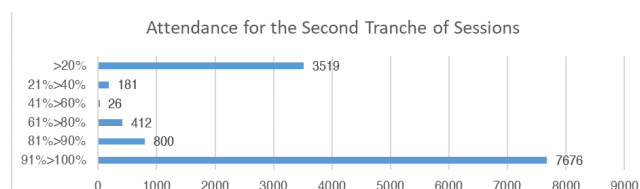


Figure 21: Attendance of second tranche of sessions

Delay due to COVID-19

The delivery of training sessions was initiated from August 2021. However, due to the third wave of COVID-19 hitting India from December 2021 – February 2022, these activities had to be halted. Initially, HHH attempted to provide training digitally. However, the digital divide proved too challenging to overcome through this method, and the sessions were halted until the wave of COVID-19 had ended and colleges re-opened. Colleges too delayed re-opening following this third wave of COVID and re-opened only in March 2022.

Therefore, delivery of training was resumed in March 2022, following a delay of approximately three months, from December 2021 to March 2022. However, digital mode of instruction was still adopted for guest lectures throughout the program, as colleges could guarantee a basic degree of digital infrastructure for guest lectures throughout the program, as colleges could guarantee a basic degree of digital infrastructure.

Stakeholder Feedback Workshop

Following the ideation and design phase, a stakeholder feedback workshop was held to notify the various stakeholders of the program and training design, and to take their inputs into account. The discussion identified two key questions to be dealt with, and the solutions to these questions are as follows:

1. What are the delivery mechanisms for this content?
 - a. Interactive self-learning material on Code Unnati App
 - b. Online and offline delivery mechanisms
 - c. Mentorship through corporate volunteering to help youth walk the outcomes
2. How will different local aspirations of youth be considered?
 - a. Content rooted in the local context of Karnataka's youth
 - b. Content vetted by local stakeholders and youth before delivery

Developing a learning strategy:

the curriculum must structure the student learning building blocks, sequence of delivery and the journey of a typical student in the program. A learning trajectory for the youth must enable them to make choices for – what resources to look for, where to access them and who to seek information from to make informed career decisions. The curriculum development efforts are currently focussed on this.

Individual Focus:

The one-on-one guidance must support young people in fully understanding their aspiration, potential and the skills they must build on. It must help them to develop stakeholder relationships to gather allies in and around them to address family level and environmental barriers to education and gainful employment.

Addressing the skills aspiration gap:

ensuring that the content was highly contextual and localized to address the soft skills, employability skill gaps vis a vis the aspiration of the youth. The content was focussed towards helping young people transition from education to employment and be prepared for the future of work and change in geography. There was also a need to scope out the resources to link young people requiring hard skills training.

Access to information on courses:

It was recommended to cover more courses, learning and development resources for the youth through career guidance and counselling sessions. This would ensure that youth from pre-university, university, ITI/ polytechnic had ample information on the variety and extant of course available for them. Youth would have access to resources and links to the courses and an overview of what these courses have. The career coaches along with the nodal officers would provide ample information to the youth through the academic year to build their awareness and help them make choices whilst providing them guidance and counselling.

Maintaining the commitment of the Career Coaches:

The efficacy and the effectiveness of the career coaches would be gauged over the period of one year. The incentive for career coaches was largely intrinsic and required passion to address the aspirational needs of the youth. Regular handholding, check-ins and refreshers would ensure that the career coaches were continuously upskilled, had support to address environmental issues and also had space to reflect on the outcomes.

Post Placement Support:

The one-on-one guidance must support young people in fully understanding their aspiration, potential and the skills they must build on. It must help them to develop stakeholder relationships to gather allies in and around them to address family level and environmental barriers to education and gainful employment.

The full list of attendees of the workshop as well as the agenda can be found in Annexure-6.

District Level Stakeholder Consultations:

In addition to the above stakeholder feedback workshop, district level stakeholder consultations were conducted at each location. The table below gives the dates on which these consultations took place.

Table 14 : District Stakeholder Consultation Dates

Location	Date
Bangalore Rural	29/10/2021
Dakshina Kannada	19/11/2021
Raichur	16/4/2021

The agenda for these consultations were as follows:

- To be guided and receive feedback from all stakeholders on the curriculum.
- Critically review the modules and their ability to address the needs and gaps for the youth to realise their career choices and employability.
- Assess the curriculum based on the experiences of different stakeholders who are working and discoursing on the needs and gaps.
- Gather diverse critical thoughts on the delivery of the sessions, the incentives for both the career coaches and students; and views that add value to the rigour of the sessions with the youth.

The attendees in each location are given in Annexure-7.

District Level Career Conclave

Following delivery of training sessions, career conclaves were held in each location. The highlights of the career conclaves in each location are discussed in the table below.

Table 15 : Key Highlights of Career Conclaves

District	Career Conclave	Month	Attendance	Placement Partners
Bangalore Rural	1	Nov 6, 2022	175	8
Dakshina Kannada	1	August 24, 2022	500	20
Raichur	1	June 29, 2022	1350	40
Total	3		2025	68

Further details regarding the career conclaves can be found in Annexure-15.

Job Fairs:

In addition to the career conclaves mentioned above, numerous job fairs were also held for students to benefit from. These are given in the table below.

Table 16 : Job Fairs

Sl.no	Job Fair Date	College Name	District
1	10/11/2022	Govt ITI College	Raichur
2	28/09/2022	Seva Degree College	Raichur
3	1/10/2022	Sree Venkateswara Degree College	Raichur
4	6/11/2022	Loyola Degree College	Raichur
5	29/08/2022	GFGC College	Bengaluru Rural
6	15/11/2022	Basaveshwara College	Bengaluru Rural
7	8/10/2022	Padua College	Dakshina Kannada
8	21/10/2022	Govt First Grade College Haleyangadi	Dakshina Kannada
9	4/11/2022	GFGC Kavoor	Dakshina Kannada
10	4/11/2022	GFGC Punjalkatte	Dakshina Kannada
11	19/11/2022	GFGC Womens Puttur	Dakshina Kannada
12	21/11/2022	GFGC Vamanapadu	Dakshina Kannada
13	22/11/2022	GFGC Car Street	Dakshina Kannada
14	24/11/2022	GFGC Womens Balmatta	Dakshina Kannada
15	25/11/2022	GFGC Siddalkatte	Dakshina Kannada
16	16/12.2022	GFGC Belthangady	Dakshina Kannada
17	13/12/2022	GFGC Mudipu	Dakshina Kannada

Linkage with Apprenticeship /Internship

Students were encouraged to undertake internships/ Jobs and apprenticeships which could help them explore their interest area and provide industry exposure. A total of 731 students engaged jobs, internships, and apprenticeships in different organizations. The full data on placements and internships availed can be found in Annexure-13.

Placements:

Placements in jobs, internships or apprenticeships were important objectives for Project Code Unnati. A total of 731 participants were connected to internships, jobs and apprenticeships. In this section, an analysis of the data pertaining to the placements registered will be taken up.

Break-up by Type of Placement:

The following table represents the break-up of placed individuals by the type of opportunity they were connected with, i.e., internships, jobs or apprenticeships.

Table 17 : Placement Status of Participants

Placement Type	Number of Participants
Apprenticeship	39
Internship	532
Full time Employment	160
Grand Total	731

Gender Break-up of Placements:

The following figure shows the break-up of the placements by gender.

As can be seen, male placements outnumber the female placements. Despite almost 60% of the participants being women, they still make up the minority of hires. This phenomenon will need to be understood in more detail.

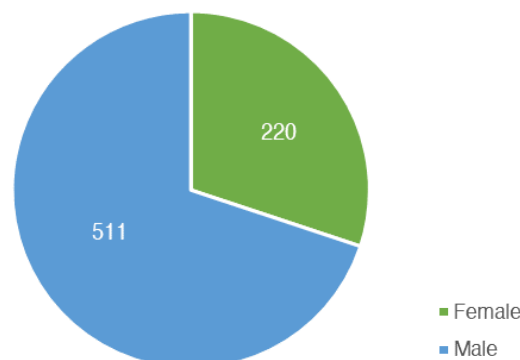


Figure 22: Gender Break up of placements

Age-group of Placement:

The following figure showcases the age-groups of participants who were placed.

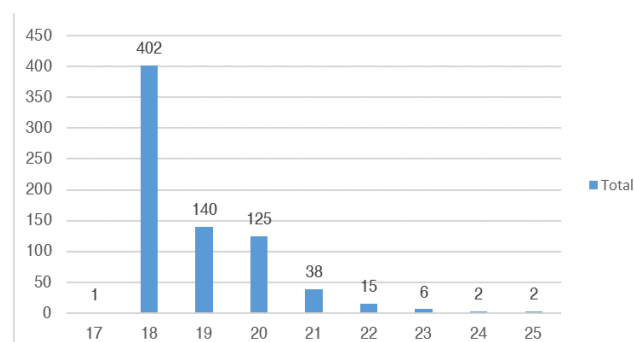


Figure 23: Ages of placed participants

Evidently, the greatest number of hires came from the age group 18 – 21. Ages older than 25 were not represented at all, suggesting that they were either already engaged in employment, or that they instead pursued building a business of their own.

Job Sector:

The following table shows the job sectors which hired participants.

Table 18 : Job Sectors of Placements

Job Sector	Number of Participants
Banking	13
BPO	27
Constructions	1
Consulting	4
Education	2
Engineering	1
Finance	1
Hospitality	1
IT	3
Manufacturing	113
Marketing	4
NA	545
Real Estate	1
Retail	12
Telecom	2
Training	1
Grand Total	731

It can be seen that Manufacturing, BPO and Banking were the sectors which hired the most number of participants. The full list of job roles and titles offered to participants can be seen in Annexure-6.

Wages:

The following figure shows the distribution of placed participants by the ranges of the salaries they received in their jobs, internships, etc.

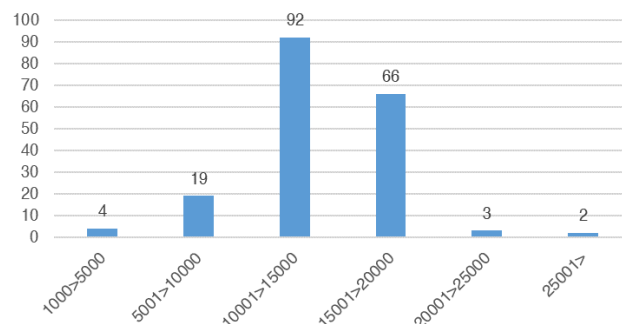


Figure 24: Participant wages

Of the 731 placed individuals, only 186 volunteered their salaries. It can be seen that most of these individuals fall into the salary range of between INR 10,000 and 20,000.

Life After Code Unnati

Alumni Survey:

Following project activities, an alumni survey was conducted in April and May 2023. 200 alumni were reached out to, out of which 74 responded. The survey form can be found in Annexure-18. The responses will be taken up for analysis below.

Outputs:

This sub-section will deal with the outputs of the program, and qualitative feedback gained from the alumni survey. It is important to note that the data presented from the alumni survey is only indicative, and not definitive, considering that the sample size is only 76, as against the more than 12,000 participants.

Gender Break-up of Respondents:

The following figure displays the gender count of respondents in the alumni survey.

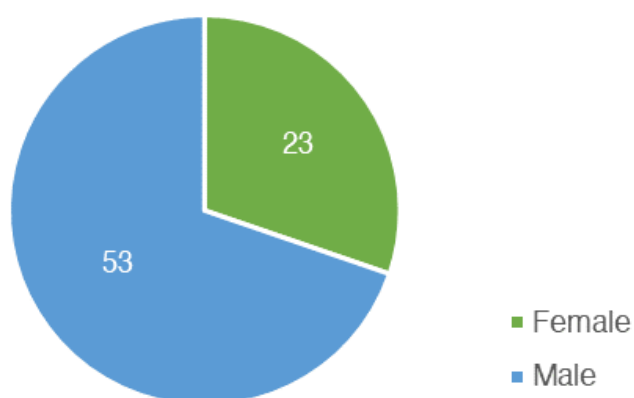


Figure 25: Gender count of alumni survey respondents

Feedback Regarding Training Provided:

The following figures show the general feedback provided by the survey respondents on the training provided.

How Useful was the Training?

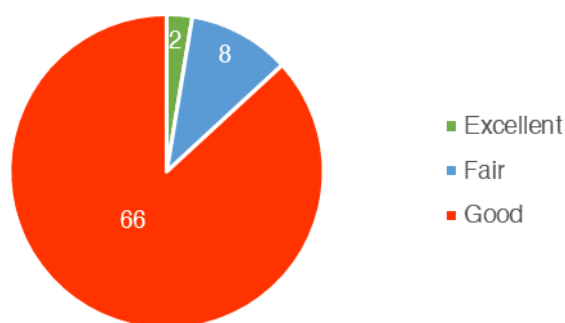


Figure 26: Training usefulness feedback

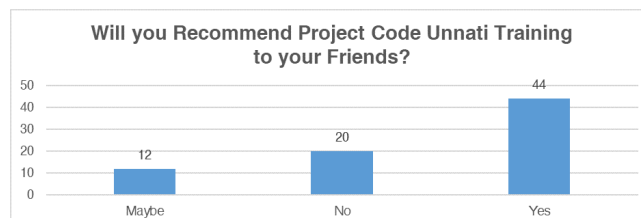


Figure 27: Training satisfaction feedback

However, in the following figure above, it can be seen that, while 44 out of 76 respondents still answer that they would recommend the training, 20 respondents responded saying they would not, and 12 respondents responded indecisively. Therefore, a discrepancy can be observed here. More research is needed to identify the reason for this. It is also worthwhile to note that the feedback responses are spread evenly across gender, or in other words, both genders provide largely similar feedback.

Additionally, respondents claimed that the top three things that they valued learning through the program are:

- Communication Skills
- Career Guidance and Counselling
- Important Life Skills

Code Unnati Mobile Application:

When asked if they were using the Code Unnati Mobile Application, 64 out of 76 respondents said they were not. While these responses are only indicative, it seems that the mobile application has not been very

What are you Doing Right Now?

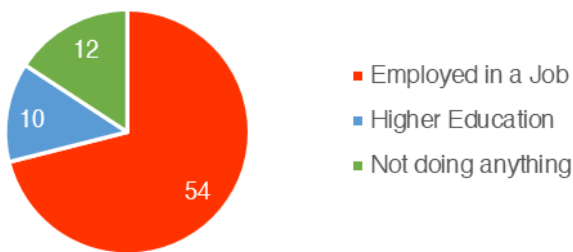


Figure 28: Employment status after Code Unnati

As can be seen in the above figure, 54 out of 76 respondents are currently employed, while 12 are in higher education. However, 10 remain unemployed. Further, when asked if HHH helped them with the employment they received, out of the 54 employed individuals, 41 responded affirmatively, while 13 responded negatively. This implies that, while HHH is providing employment support quite successfully, the skills provided through the training are proving useful in gaining employment even to individuals who were not able to gain employment through Code Unnati. This can be seen in the figure below.

Did HHH help you get this Job?

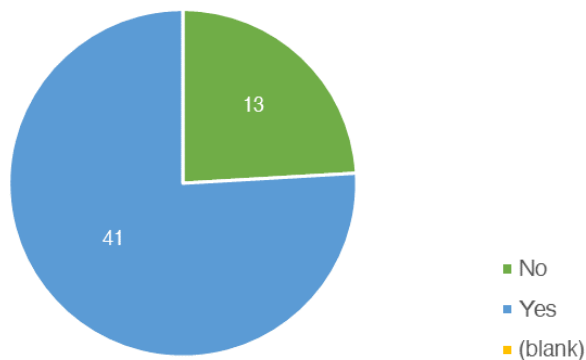


Figure 29: HHH support in employment

Further, 52 out of 54 respondents claimed that they were satisfied with their jobs – a very positive response. Overall, salaries of the respondents also appear to be satisfactory, with most of them having a monthly salary of above INR 10,000, as shown in the figure below.

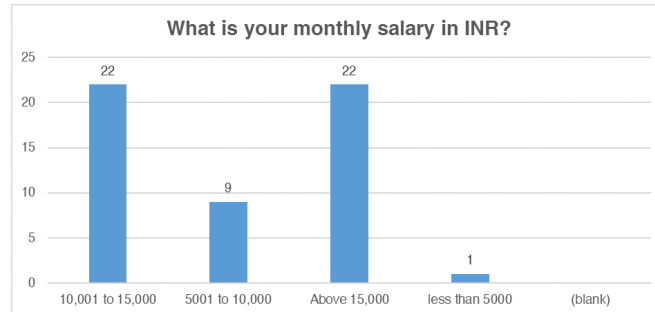


Figure 30: Monthly salaries post- Code Unnati

When it comes to the unemployed, all the unemployed respondents claimed to be currently looking for jobs. However, an important fact to note is that all the unemployed females surveyed claimed to be unable to access to employment due to an inability to relocate. This implies that mobility and lack thereof is an important aspect to consider for women's employment, as shown in the figure below.

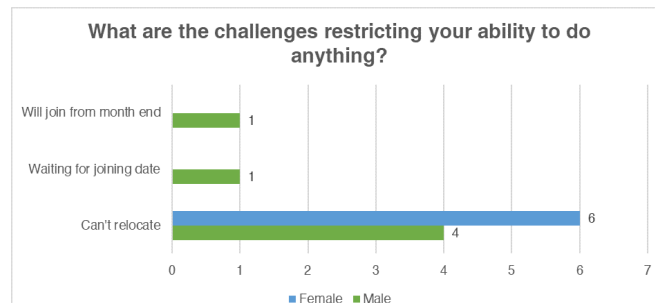


Figure 31: Gender- wise challenges to employment

Additional Activities:

To ensure, by the end of Project Code Unnati, that 700 students were connected to internships/ apprenticeships and VTPs, an extension was requested as the final year examinations for most institutes were delayed due to the COVID pandemic, and they were scheduled to culminate in December 2022. An additional 90 days were needed to ensure that the transition to these pathways was achieved in a smooth and streamlined manner.

Further, a series of additional activities were to be conducted at this stage, upon combined decision. A table summarising these extended activities is given in Annexure-12.

However, it was later decided that these activities would be neglected, in favour of reaching the targets for outreach and delivery of training to youth decided at the outset. Therefore, this period was utilised entirely to reach the targets set earlier regarding delivery of training and career linkage services.

was accessible to anyone through an open-source mobile application, which could be downloaded.

Monitoring and Evaluation:

HHH did the following to ensure appropriate monitoring and quality throughout the life of the program:

- Collected student-level data for CG&C sessions and received sign off from the Nodal Officer post session.
- Captured demographic data such as age, location, and gender.
- Collected student-level data for psychometric assessment.
- Captured pre and post-module feedback to measure mindset and awareness shift.
- Captured the student-level queries during the sessions.
- Gathered feedback post-session, after individual and group counselling.
- Categorized information based on support and guidance sought by the student.

The complete break-up of the Monitoring and Evaluation Framework can be accessed in Annexure-14.

Uploading Of Content on LMS:

All data pertaining to project activity was duly uploaded to a Learning Management System (LMS), created for this purpose. Additionally, this information was accessible to anyone through an open-source mobile application, which could be downloaded.

Key Achievements

The main objectives of Project Code Unnati were three-fold:

- Promotion of rural women-owned microenterprises
- Enhance employability and entrepreneurship opportunities for youth
- Improvement of Institutional Ecosystem

The following table displays the key achievements of the project, contrasted against the targets set.

The following table displays the key achievements of the project, contrasted against the targets set.

Table 19: Key Achievements

Title	Target	Achieved
Number of Youth Registered	12,000	12,603
Number of Youth who Completed CG&C Training	12,000	12,078
Number of Youth who Completed 21st Century Skills Training	8,000	8,762
Number of Guest Sessions	210	218
Number of Institutions Collaborated With	50	64
Number of Jobs/Internships Accessed	700	731
Career Conclaves	3	3
Total Attendance at Career Conclaves	-	2025
Total Number of Placement Partners who Attended the Career Conclaves	-	68
Institution Building through Training of NSS Officers in Providing Career Guidance	-	100

As can be seen, Project Code Unnati exceeded targets decided at the outset of the program. In addition, the following achievements were also accomplished through the course of the project:

Strengthening College to Work Transitions	Understanding Alumni Experience and mapping transition from education to work
	Creation of a decentralised infrastructure involving local employers, educational institutes, local NGOs, govt agencies etc to build college to work networks
	Campus recruitment drives twice a year
Sustainability of Career Guidance	Creation of a governing body at each college with multi-stakeholder representation to support youth employment
	Connection of institutions to local pools of certified career coaches
	Creation of CG&C resource desk in each college

Figure 32: Achievements of Code Unnati

Learnings

This chapter will present learnings and insights gleaned through the experience of implementing Project Code Unnati. The learnings themselves will be broken up into two categories: Operational learnings and Programmatic learnings. Operational learnings will deal with challenges and insights experienced over the course of program implementation, and the solutions arrived at to tackle them. These are specific to Code Unnati. On the other hand, Programmatic learnings will deal with insights which showcase a particular trend or phenomenon which was experienced in the program, but are not necessarily restricted to the experience of program implementation, and are instead, general phenomena which could impact all future programs in the domain or geographical area. These are issues that require to be tackled through interventions.

Operational Learnings

1. Challenges due to COVID

In order to ensure adequate capability at the institutional level, and continued sustainability of the project's efforts, both faculty and NSS officers at each college were trained to support youth participants in career guidance and 21st century skills. 100 faculty and NSS officers were trained across 65 institutes in the three locations. The training was conducted in a format of two-day-long workshops held in each target location. The dates on which these workshops took place are:

2. Preferred Skills

Through the alumni survey, it was discovered that communication skills, career guidance and life skills were the top three most valuable learnings for respondents of the survey. Therefore, it can be inferred that there is a lack of awareness and access to training regarding these skills among the target population. Future iterations of this, and other such, training programs must take into account these skillsets and make them a strong part of their curriculum. In addition, participant voices from the training sessions repeatedly emphasised that they valued increased dialogue with industry, opportunities for networking & more knowledge of career choices.

3. Skills are Useful Beyond Employment

While one of the main objectives of Code Unnati was to ensure employment for at least 700 of the participants, through the alumni survey, it was discovered that a significant proportion (~24%) of respondents who gained employment following the training program did so on their own, without HHH's intervention. This shows that the skills provided through Code Unnati are valuable beyond the employment opportunities accessible through the program, and that participants have been able to utilise these skills to gain employment on their own.

4. Attendance is a Concern

While the outcomes of the program have broadly been overwhelmingly successful, the discrepancy in attendance between students attending the first and second tranches of training sessions is concerning. While over 10,000 students had more than 90% attendance in the first tranche, around 3,500 students had less than 20% attendance in the second tranche, showing a significant increase in low attendance. More research is required to understand the reason behind this phenomenon, but it is a matter of concern.

5. The Code Unnati Mobile Application has not been Adopted Widely

The Code Unnati Mobile Application, designed so that anyone could have open access to the LMS of the training sessions, was reportedly not used by 64 out of 76 alumni survey respondents. It is possible that the User Interface of the App, or other features, need to be modified in order to encourage higher adoption.

6. Logistic and Operational Difficulties

In a program on the scale of Code Unnati, some challenges were encountered in the monitoring and data management aspects of the project, as well as logistically, in terms of availability and requirement of field staff. Accordingly, changes were made, and solutions were arrived at.

In order to overcome the lack of data tracking in some training sessions, additional training sessions were conducted in newly introduced colleges to make up for the numbers lost due to this inefficacy. Additionally, data management was moved to the central team. In order to tackle frequent changes in delivery plans and data management formats, formats were standardised and aligned with UNDP's requirements.

Logistically, the team had to deal with attrition of career coaches due to non-allotment of sessions. To tackle this, sessions were held in Workshop Mode, to reduce the requirements on career coaches, after taking input from UNDP. Further, the number of field staff was increased following an increase in requirement as a result of increased academic commitments on the part of the colleges post COVID.

7. Activity of Career Coaches

It was found that there was great variability across the delivery style of the career coaches. Therefore, it was required to standardise the delivery of these career coaches, according to the method which generated the best results. It was consequently found that a conversational style of engagement proved to be the most engaging and create the best results. Context guides were then prepared to support career coaches with the conversational aspects of training delivery. Overall, it was discovered that facilitation and critical thinking skills played a great role in the capability of the career coaches.

Programmatic Learnings

1. Focus on Gender

A major impetus behind the creation and implementation of Project Code Unnati was the dropping female LFPR, and the need for supporting employment and entrepreneurship opportunities for women. However, among the alumni survey respondents who responded saying they were unemployed, all the women respondents said that they were unemployed because they were unable to travel or relocate for a job. Therefore, female mobility is an issue that needs to be considered when working towards women's employment. This is also reflected in the fact that, despite greater recruitment of females for participation in the training programs, males outnumbered females when it came to hiring for jobs and internships. While social change is required to move towards improved women's empowerment and employment, it is also important to work around these issues as a first step.

Some of this was managed in Code Unnati, as these constraints were taken into account and local employers were connected with women, to overcome mobility restrictions. Further, it was found that women required longer in-class counselling sessions. Therefore, it is necessary to design curricula around the specific needs of women.

2. Transition to Digital Mode

Although it was accelerated by the COVID-19 Pandemic, the transition towards the increased adoption of digital modes of learning was already well on the way even prior to it. However, as experienced in this program, the digital divide and lack of widespread digital infrastructure is a major obstacle in the adoption of the benefits these modes of learning have, especially in the more inaccessible, rural areas. Even in educational institutions, the experience of the project was that the adequate digital infrastructure was lacking, hampering aspects of the project which relied on this availability. In order to take advantage of the benefits of online learning, and to ensure that access to quality education becomes more equitable and less a bastion of the elite, it is essential to ensure that the digital divide is overcome.

3. Engagement is Greater in Rural Areas:

The experience of the project was that student engagement and motivation was greater in rural areas, possibly owing to lack of previous exposure. There is evident desire to expand horizons and increase awareness of possible career opportunities among participants from rural areas. However, many institutions were not convinced of the need for such programs, and showcased reluctance to host the training sessions. Therefore, even while the students themselves are enthusiastic and highly motivated, the institutions and faculties may be holding them back in many cases. It is also necessary, therefore, to undertake capacity building and awareness training of the faculties, in and of themselves, and not as a precursor to student training.

4. Job Uptake is Variable:

While HHH was able to create linkages and connect participants of the training sessions with jobs, internships and apprenticeships, several individuals chose to not take up jobs despite receiving offer letters from reputed companies. The reasons for this are unclear. However, drawing from the alumni survey, it is possible that individuals – not just women, although this affected women to a greater extent – did not want to relocate, or that other factors came into play. Therefore, it is important to investigate this further, and also, to understand the desires of participants when it comes to the exact kind of jobs they want.

Testimonials

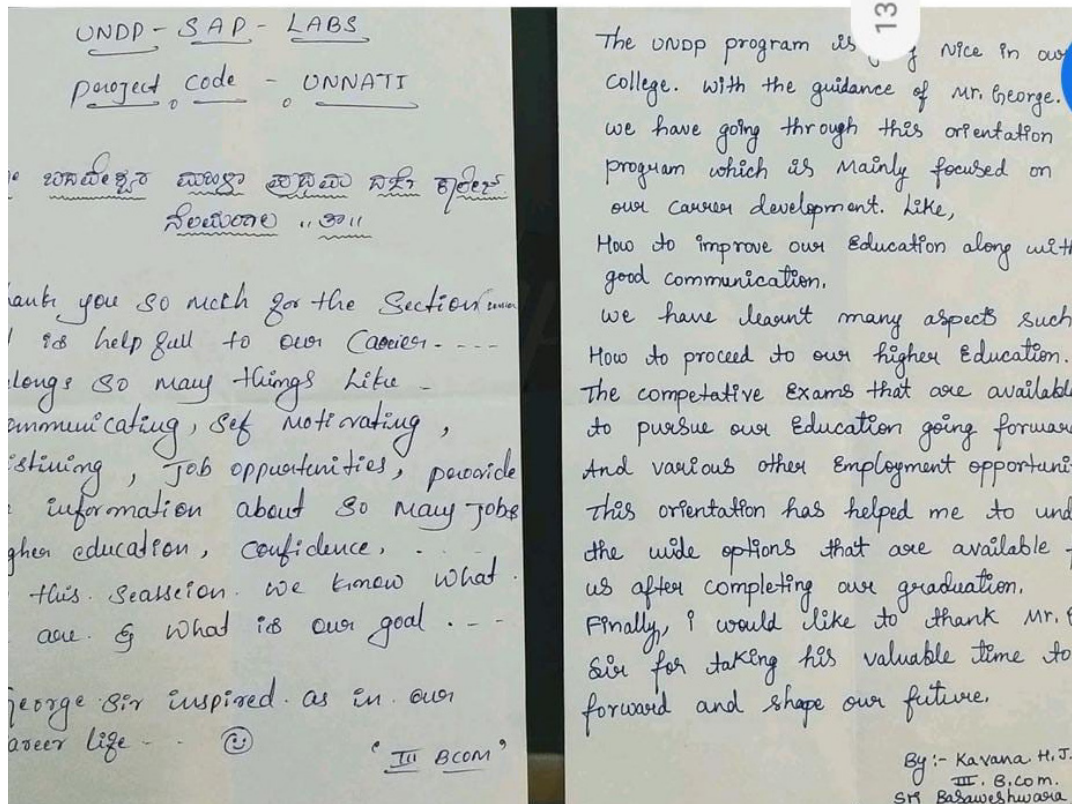


Figure 33: Student testimonial 1

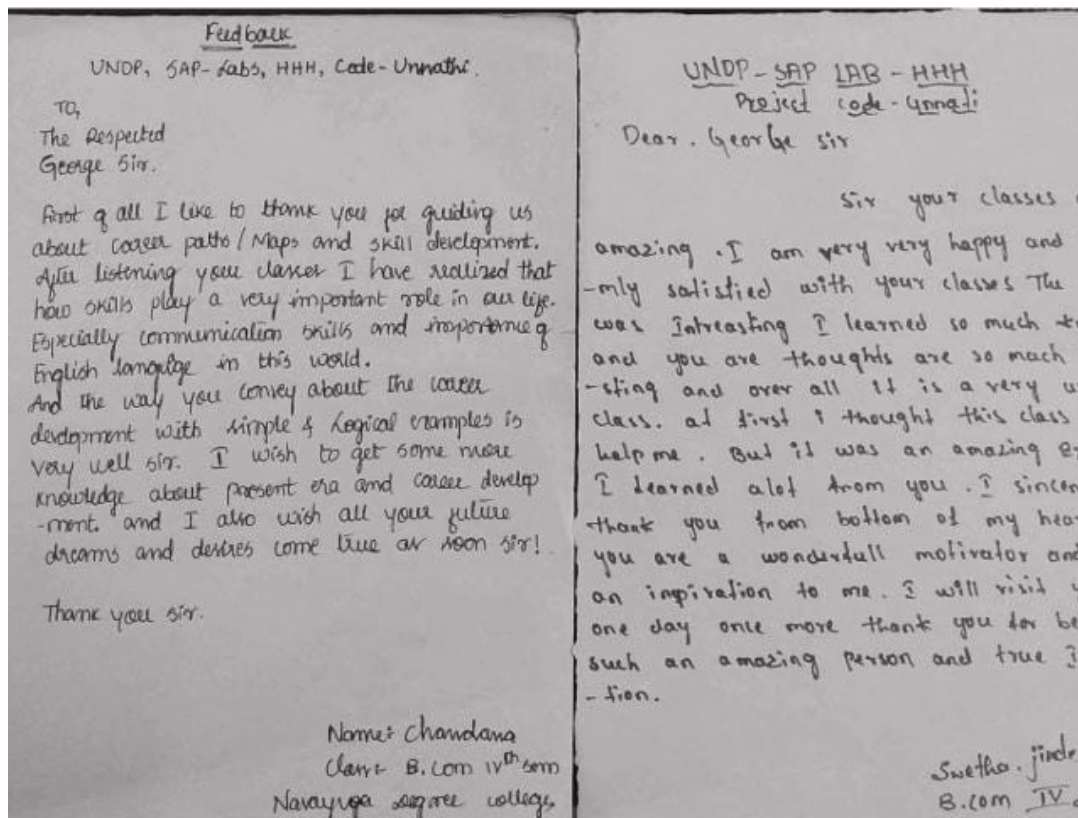


Figure 34: Student testimonial 2

PROJECT CODE UNNATI – CAREER GUIDANCE AND COUNSELLING
UNITED NATIONS DEVELOPMENT PROGRAMME
FEEDBACK FORM

✓ RR-0029 – Course PU celler for easily. Research
College name – Chandrasekhar. D
Person name – S. S. S. S. S.
Designation – Economist
Date – 26/03/2022
Feedback on our programme – It will be useful for
bright future of the students.

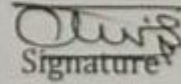

Signature

Figure 35: Faculty testimonial 1

PROJECT CODE UNNATI - CAREER GUIDANCE AND COUNSELLING
UNITED NATIONS DEVELOPMENT PROGRAMME
FEEDBACK FORM

College name - GOVT POLYTECHNIC RAICHUR

Person name- Y. CHANABASAPPA

Designation- PRINCIPAL

Date- 28/3/2022.

Feedback on our programme-

Career guidance and counselling programme was very useful for our student, to make their career map in their future life. we are happy to this course.. I thank you. UNDP team (Project code- Unnati), & also continue the programme in next semester.

Signature
PRINCIPAL
Govt. Polytechnic, RAICHUR

Figure 36: Faculty testimonial 2



ಪ್ರಜಾವಾಣಿ

ದೊಡ್ಡಬಳ್ಳಾಪುರ: ಉದ್ಯೋಗ ಜಾಗೃತಿ ಮೇಳ

ಕುಟುಂಬದ ಮೂಲಗಳು ತಿಳಿಸಿವೆ.

ಬೈದೋಗಿಕ ಕೌಶಲ ತರಬೇತಿಗೆ ಒತ್ತು

ಪ್ರಜಾವಾಣಿ ವಾರ್ತೆ

ದೊಡ್ಡಬಳ್ಳಾಪುರ: ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮ, ಜಿಲ್ಲಾ ಕೌಶಲ ಕೋಶದಿಂದ ಯುವನೊಬ್ಬರೂ ಇಂಡಿಯಾ ಹಾಗೂ ಎಸ್‌ಎಪಿ ಲ್ಯಾಬ್ ಸಹಯೋಗದಡಿ ಬುಧವಾರ ನಗರದ ಆರ್.ಎಲ್. ಜಾಲಪ್ಪ ತಾಂತ್ರಿಕ ಮಹಾ-ವಿದ್ಯಾಲಯದ ಕಲಾ ಮಂದಿರದಲ್ಲಿ ಉನ್ನತ ಪರಿಕಲ್ಪನೆಯ ಜಿಲ್ಲಾ ಮಟ್ಟದ ಕೆರಿಯರ್ ಸಮಾವೇಶದ ಅಂಗವಾಗಿ ಉದ್ಯೋಗ ಜಾಗೃತಿ ಮೇಳ ನಡೆಯಿತು.

ರಾಜ್ಯ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಇಲಾಖೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಭಾವನಾ ಮಾತನಾಡಿ, ಯುವಜನರಲ್ಲಿ ಉದ್ಯಮಶೀಲತೆ ವೃದ್ಧಿಗೆ ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮ ಒತ್ತು ನೀಡಿದ್ದು, ಅನೇಕ ಯೋಜನೆಗಳನ್ನು ಜಾರಿಗೆ ತಂದಿದೆ. ವಿದ್ಯಾರ್ಹತೆ ಮತ್ತು ಉದ್ಯೋಗದ ನಡುವೆ ಇರುವ ಕೊರತೆ ನೀಗಿಸಲು ವಿವಿಧ ಕೌಶಲ ತರಬೇತಿಯನ್ನು ಯುವಜನರಿಗೆ ನೀಡುವುದು ಮೊದಲ ಆದ್ಯತೆಯಾಗಿದೆ. ಅವಕಾಶಗಳ ಸದೃಶತೆಗೆ ಪೂರಕ ವೇದಿಕೆ ಇದಾಗಿದೆ ಎಂದರು.

ಜಿಲ್ಲಾ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿ ಲಕ್ಷ್ಮಿನಾರಾಯಣರಾಜು ಮಾತನಾಡಿ, ಸಂವಹನ ಕೌಶಲವನ್ನು ವೃದ್ಧಿಗೊಳಿಸಲು ಬೇಕಾದ ಪರಿಕ್ರಮಗಳ ಬಗ್ಗೆ ಹೆಚ್ಚಿನ ಗಮನ ಹರಿಸುವುದು ಉತ್ತಮ. ಬೈದೋಗಿಕ ಬೆಳವಣಿಗೆಗೆ ಬೇಕಾದ



ದೊಡ್ಡಬಳ್ಳಾಪುರದ ಆರ್.ಎಲ್.ಜಾಲಪ್ಪ ಕಲಾ ಮಂದಿರದಲ್ಲಿ ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮದಿಂದ ಬುಧವಾರ ನಡೆದ ಕೆರಿಯರ್ ಸಮಾವೇಶವನ್ನು ರಾಜ್ಯ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಇಲಾಖೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಭಾವನಾ ಉದ್ಘಾಟಿಸಿದರು

ಮಾರ್ಗದರ್ಶನ ಹಾಗೂ ಲಭ್ಯ ಸಂಪನ್ಮೂಲಗಳ ಸದೃಶತೆಯಿಂದ ಸಾಧನೆ ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಅನೇಕ ಪ್ರತಿಷ್ಠಿತ ಸಂಸ್ಥೆಗಳು ಕೌಶಲಾಧಾರಿತ ಯುವಜನರ ನಿರೀಕ್ಷೆಯಲ್ಲಿವೆ ಎಂದು ಹೇಳಿದರು.

ದೇವರಾಜ ಅರಸ್ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಉಪಾಧ್ಯಕ್ಷ ಜಿ. ರಾಜೇಂದ್ರ ಮಾತನಾಡಿ, ನಾಗರಿಕ ಸೇವೆ ಸೇರಿದಂತೆ ಮಹತ್ವದ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ಗ್ರಾಮೀಣ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಾಧನೆ ಅನನ್ಯ. ಯುವಜನರಲ್ಲಿ ಕೃಷಿ ಸಂಬಂಧಿತ

ತಾಂತ್ರಿಕ ಕೌಶಲಗಳನ್ನು ಉತ್ತೇಜಿಸುವ ಕುರಿತು ತರಬೇತಿ ನೀಡಬೇಕಿದೆ ಎಂದು ತಿಳಿಸಿದರು.

ಒಂದು ದಿನದ ಅಭಿಯಾನದಲ್ಲಿ 40 ಮಳಿಗೆಗಳ ಮೂಲಕ ವಿವಿಧ ಕಂಪನಿಗಳು ಹಲವು ಕಾಲೇಜುಗಳಿಂದ ಭಾಗವಹಿಸಿದ್ದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉದ್ಯೋಗ ಹಾಗೂ ಭವಿಷ್ಯದ ಸಾಧ್ಯತೆ ಕುರಿತು ಅರಿವು ಮೂಡಿಸಿದವು. ಹಲವು ಉದ್ಯಮಿಗಳು, ತಜ್ಞರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉದ್ಯೋಗಾವಕಾಶದ ಬಗ್ಗೆ ತಿಳಿಸಿಕೊಟ್ಟರು.

ಇಂದಿರಾಗಾಂಧಿ ರಾಷ್ಟ್ರೀಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಹಿರಿಯ ವಲಯ ಹೆಚ್ಚುವರಿ ನಿರ್ದೇಶಕಿ ಡಾ.ಎಸ್. ರಾಧಾ, ಹೆಡ್ ಹೆಲ್ತ್ ಹೈ ಫೌಂಡೇಶನ್‌ನ ವ್ಯವಸ್ಥಾಪಕ ಟ್ರಸ್ಟಿ ಮದನ್ ಪಡಕಿ, ಗ್ರಾಮೀಣ ಅಭ್ಯುದಯ ಸೇವಾ ಸಂಸ್ಥೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಅಮಲಿ ನಾಯಕ್, ಹನಿಕಾಂಟ್ ಕ್ರಿಯೇಟಿವ್ ಸರ್ವೋಟ್ಸನ ಮಾರ್ಕೆಟಿಂಗ್ ಮ್ಯಾನೇಜರ್ ಎಂ.ವಿ. ಸೌಮ್ಯ ಮತ್ತು ಯುವನೊಬ್ಬರೂ ಮುಖ್ಯಸ್ಥ ಜಯಚಂದ್ರನ್ ಹಾಜರಿದ್ದರು.

Figure 38: Bangalore Rural Career Conclave press coverage



Figure 39: Bangalore Rural career conclave press coverage



Figure 40: Bangalore Rural Career Conclave Press coverage

Images



Figure 41: District Career Conclave Dakshin Kannada



Figure 42: Job Fair Dakshin Kannada



Figure 43: District Career Conclave Bangalore Rural



Figure 44: District Career Conclave Raichur

Administrative Closure

S. No.	Deliverable	Outcome	Target	Achieved	Means of
01	Inception report and Status Quo Report	Delivery of reports based on the secondary research and ecosystem mapping	Baseline Report	Baseline Report Submitted	Annexure-5: Baseline Data Samples and Schedules
02	Training Content, Curricula and Trainer Manual (3 days duration) and Psychometric Assessment Tool	Creation of training materials and relevant tools (suitable for both physical and digital) for ensuring systematic CG&C to students/youth	Creation of Materials	Training content, curricula and trainer manual (3 days duration) and psychometric assessment tool	Annexure-16: Training Manuals, Annexure-9: Session Plans of Training Sessions
03	Stakeholder meeting for curriculum validation	Govt officials, employers, mentors, students and Code Unnati team will review the content and pedagogy of the curriculum	Conducting a stakeholder review meeting	Stakeholder feedback workshop conducted	Stakeholder Feedback Workshop, Annexure-6: Stakeholder Feedback Workshop Attendees and Agenda, Annexure-7: District Level Stakeholder Consultation Attendees
04	300 printed copies of developed content	Distribution of 300 copies of the developed content	300 copies	300 copies	Annexure-16: Training Manuals
05	Hiring of career coaches	Deployment of 10 career coaches	10 career coaches	10 career coaches	Annexure-8: Schedule of Career Coach Training Workshop and List of Nodal Officers
06	Training of 120 career coaches, nodal officers and Code Unnati team on CG&C techniques and tech portal	Acquisition of skills by 120 faculty members to mentor students in career guidance and counselling, digital and 21st century skills and appropriately use technology portal/mobile	120 nodal officers and faculty members	120 nodal officers and faculty members	Annexure-8: Schedule of Career Coach Training Workshop and List of Nodal Officers
07	12,000 youth to receive CG&C services	Structured career guidance and counselling to nearly 12,000 youth across the 3 districts in one academic year	12,000 youth	12,603 youth	Annexure-1: List of Institutions and Training Start Dates

S. No.	Deliverable	Outcome	Target	Achieved	Means of
09	Guest lectures/ corporate volunteer program (minimum of 2 per quarter for each institution)	2 guest lecture programs or 2 industrial field visits for each institution for each quarter	210	218	Annexure-10: Data on Guest Lectures
10	District level stakeholders' interaction sessions/career conclaves	Open dialogue district level stakeholder interaction session/career conclave once in a year in each district	3 career conclaves	3 career conclaves	Annexure-15: Career Conclaves, District Level Career Conclave
11	Monthly and quarterly reports, complete database of the target beneficiaries, baseline and endline status report	Timely delivery of monthly and quarterly reports, database, baseline and endline status reports	Appropriate submission of monthly and quarterly reports	All relevant documents submitted	Submitted to UNDP in the Shared Folder
12	Linking and uploading of content to the project Code Unnati LMS	The content will be available as open source to anyone, and owned by Code Unnati	Creation and uploading of content to LMS	LMS created and populated	Handed over to UNDP
13	Job fairs and campus placement drives	Placement of 700 youth in jobs, internship/ apprenticeship and vocational skill training programs	700 jobs/ apprenticeships/ internships	796 jobs, internships and apprenticeships	Placements, Annexure-13: Placement and Internship Data
14	To submit all collaterals developed under the project	Submission of all collaterals developed under the project	Submission of all collateral	All collateral submitted	Submitted to UNDP in the Shared Folder
15	Mapping transitions	1000 alumni reached out to	1000 alumni surveyed		
16	Building college to work networks	3 stakeholder meets	3 stakeholder meets	On combined decision, it was decided that these activities would be neglected in favour of reaching the training and career linkage service delivery in the extended time period.	
17	Summer youth employment	Minimum 10 MOUs signed between institution and employers	10 MOUs		
18	Creation of local pool of certified career coaches	Minimum 5 per district	15 pools of certified career coaches		

Annexure 1 :

List of Institutions and Training Start Dates

S. No.	District	Block	College	Stream	Batch Start Date	No. of students
01	Raichur	Raichur	Basava ITI Manvi	ITI	Monday, May 09, 2022	38
02	Raichur	Raichur	Bashumiya Sahukar Govt First Grade College, Sindhanur Road, manvi	Degree	Friday, September 23, 2022	234
03	Dakshin Kannada	Dakshin Kannada	Canara College Mangalore	Degree	Wednesday, November 17, 2021	119
04	Raichur	Raichur	GFGC Women's College Raichur	PUC & Degree	Wednesday, August 18, 2021	244
05	Dakshin Kannada	Dakshin Kannada	GFGC Belthangady	Degree	Monday, November 15, 2021	572
06	Dakshin Kannada	Dakshin Kannada	GFGC Bettampady	Degree	Wednesday, July 13, 2022	121
07	Dakshin Kannada	Dakshin Kannada	GFGC Car Street	Degree	Friday, September 24, 2021	602
08	Dakshin Kannada	Dakshin Kannada	GFGC Haleyangadi	Degree	Thursday, October 14, 2021	96
09	Dakshin Kannada	Dakshin Kannada	GFGC Kamaje Bantwal	Degree	Tuesday, August 24, 2021	64
10	Dakshin Kannada	Dakshin Kannada	GFGC Kanyana	Degree	Saturday, May 28, 2022	67
11	Dakshin Kannada	Dakshin Kannada	GFGC Mudipu	Degree	Thursday, September 16, 2021	139
12	Dakshin Kannada	Dakshin Kannada	GFGC Punjalkatte	Degree	Wednesday, November 10, 2021	396
13	Dakshin Kannada	Dakshin Kannada	GFGC Vamadapadavu	Degree	Saturday, December 11, 2021	394
14	Dakshin Kannada	Dakshin Kannada	GFGC Vittal	Degree	Sunday, September 12, 2021	250
15	Bangalore Rural	Bangalore	Government First Grade College Doddaballapura	Degree	Friday, April 02, 2021	415
16	Raichur	Raichur	Government ITI College Raichur	Diploma	Thursday, April 28, 2022	221
17	Raichur	Raichur	Government ITI College, Devadurga	ITI	Tuesday, October 11, 2022	117
18	Dakshin Kannada	Dakshin Kannada	Government ITI Kadri Hills	ITI	Thursday, July 29, 2021	210
19	Dakshin Kannada	Dakshin Kannada	Government Polytechnic Bantwal	Diploma	Wednesday, November 10, 2021	161
20	Bangalore Rural	Bangalore	Government PU College Doddaballapura	PUC	Friday, April 02, 2021	161

S. No.	District	Block	College	Stream	Batch Start Date	No. of students
21	Raichur	Raichur	Govt First Grade College - Raichur	Degree	Sunday, August 15, 2021	218
22	Dakshin Kannada	Dakshin Kannada	Govt First Grade College Siddakatte	Degree	Sunday, October 17, 2021	233
23	Dakshin Kannada	Dakshin Kannada	Govt First Grade College Women's Puttur	Degree	Tuesday, November 15, 2022	71
24	Raichur	Raichur	Govt First Grade Degree College - Devadurga	Degree	Tuesday, September 14, 2021	181
25	Dakshin Kannada	Dakshin Kannada	Govt First Grade Degree Womens College Balmatta	Degree	Friday, July 09, 2021	207
26	Raichur	Raichur	Govt Girls PU College Raichur	PUC	Thursday, August 12, 2021	1139
27	Raichur	Raichur	Govt ITI College - Devadurga	ITI	Thursday, October 21, 2021	95
28	Dakshin Kannada	Dakshin Kannada	Govt ITI Narimogaru	ITI	Friday, June 10, 2022	150
29	Dakshin Kannada	Dakshin Kannada	Govt ITI Vitla	ITI & Diploma	Sunday, July 03, 2022	86
30	Raichur	Raichur	Govt Polytechnic College - Devadurga	Diploma	Monday, July 25, 2022	154
31	Raichur	Raichur	Govt Polytechnic Raichur	Diploma	Tuesday, June 28, 2022	291
32	Bangalore Rural	Bangalore Rural	Govt PU College Doddabelavangala	PUC	Friday, May 07, 2021	53
33	Raichur	Raichur	Govt PU College Gabbur	PUC	Tuesday, September 14, 2021	229
34	Dakshin Kannada	Dakshin Kannada	Govt PU College Women's Mukrunpady	PUC	Thursday, October 06, 2022	41
35	Raichur	Raichur	Govt PU Gillesugur	PUC	Thursday, July 21, 2022	97
36	Raichur	Raichur	Government ITI College Raichur	PUC	Thursday, February 03, 2022	70
37	Raichur	Raichur	Govt. PU College for girls, Munnurwadi	PUC	Thursday, September 01, 2022	278
38	Dakshin Kannada	Dakshin Kannada	Govt. PU College Punjalkatte, Belthangady	PUC	Saturday, November 13, 2021	144
39	Dakshin Kannada	Dakshin Kannada	GPUC B.MOODA	PUC	Tuesday, January 18, 2022	72
40	Dakshin Kannada	Dakshin Kannada	GTTC Mangalore	Diploma	Monday, July 18, 2022	93

S. No.	District	Block	College	Stream	Batch Start Date	No. of students
41	Bangalore Rural	Bangalore	Kongadiyappa College Doddaballapur	PUC	Monday, May 09, 2022	38
42	Raichur	Raichur	KPSSS Degree	Degree	Friday, September 23, 2022	234
43	Bangalore Rural	Bangalore Rural	Lavanya Degree College	Degree	Wednesday, November 17, 2021	119
44	Raichur	Raichur	Loyola Degree	Degree	Wednesday, August 18, 2021	244
45	Raichur	Raichur	Muktayakka Women's Degree College-Devadurga	Degree	Monday, November 15, 2021	572
46	Raichur	Raichur	Navayuga College	PUC	Wednesday, July 13, 2022	121
47	Dakshin Kannada	Dakshin Kannada	Padua College of Commerce and Management	Degree	Friday, September 24, 2021	602
48	Raichur	Raichur	Pragati PU College, Manvi	PUC	Thursday, October 14, 2021	96
49	Bangalore Rural	Bangalore	R L Jalappa Polytechnic College	Diploma	Monday, August 22, 2022	442
50	Bangalore Rural	Bangalore	RL Jalappa ITI College	ITI	Friday, May 07, 2021	176
51	Dakshin Kannada	Dakshin Kannada	SDM College Mangalore	Degree	Monday, December 06, 2021	340
52	Bangalore Rural	Bangalore	Shree Vani PU College	PUC	Friday, July 02, 2021	135
53	Bangalore Rural	Bangalore	Sree Siddaganga First Grade Collage, Nelamangala	Degree	Monday, December 12, 2022	71
54	Bangalore Rural	Bangalore	Sri Basaveshwara First Grade College For Women	Degree	Friday, July 02, 2021	223
55	Raichur	Raichur	Sri Venkateshwara Degree	Degree	Saturday, September 18, 2021	100
56	Raichur	Raichur	SRPS PU College,Raichur	PUC	Monday, September 20, 2021	142
57	Raichur	Raichur	SSM Degree College	Degree	Thursday, August 25, 2022	210
58	Dakshin Kannada	Dakshin Kannada	St Agnes	Degree	Monday, October 18, 2021	330
59	Raichur	Raichur	St. Thomas	PUC	Saturday, August 28, 2021	73
60	Dakshin Kannada	Dakshin Kannada	Vijaya College Mulk	Degree	Monday, November 01, 2021	363
61	Bangalore Rural	Bangalore	Yenopoya Institute of Art, Science, Commerce and Management	Degree	Monday, November 21, 2022	114
62	Dakshin Kannada	Dakshin Kannada	Sharadha College Mangalore	Degree	Thursday, December 15, 2022	63

Annexure 2 :

Human Impact Case Studies

Venkatesh

Venkatesh enjoyed learning and always thought it was fun to participate in activities. Even though he was outgoing, he still lacked some skills. Prior to this program, he lacked confidence in whatever interview he attended, and no matter how hard he tried, it was all in vain.

Although his father has a Kirana store that occasionally makes losses, the family still lacked sufficient finances despite having a salary of Rs 15,000 per month.

However, after training, he evolved, gained confidence in himself, became an excellent communicator, and learned how to compose emails, cover letters, and body language as well as how nonverbal communication works in interviews. This gave him the courage to confront any situation fearlessly.

Venkatesh is happy with his accomplishment because he today earns a salary of Rs 10,050 after successfully passing the interview. Not only is he self-sufficient currently, but he also supports his father with family finances.

Basavaraja

Basavaraja is a terrific example of someone who overcame challenges by remaining persistent and succeeding. He enrolled in the program in the hopes of getting direction on his future, finding work to support his family's financial stability. Prior to attending the center, he lacked talents that significantly increased.

He desired to bring his family out of poverty, and that was his goal. Before getting a job, his father, a farmer, was the family's main source of income. Despite Basavaraj lending a helping hand to his father after college, the family still struggled to make ends meet on a monthly income of Rs 5000.

He claims, "Project Code Unnati" helped him to strengthen himself and gave him the confidence to face interviews." His path following the Head Held High was transformative due to how he altered.

With a Rs 15,000 salary, Basavaraj is content with the progress he has achieved in life.

Annexure 3 : MIS

The link to the MIS is:

https://1drv.ms/x/s!AtTFPntY9SOWjTriV_JDTysHBbYk?e=09mVea

Annexure 4 : Monthly Reports

The monthly reports can be accessed in

the Google Drive Folder, the link to which is below:

Annexure 5 : Baseline Data Samples and Schedules

District / Block		Sample Women		Sample Youth		Sample College	
		Target	Achieved	Target	Achieved	Target	Achieved
Bangalore Rural	Nelamangala	50	50	100	71	13	10
	Devanahalli	50	50	80	69		
	Doddaballapura	50	52	80	132		
Raichur	Raichur	50	55	120	154	15	15
	Manvi	50	53	80	70		
	Devdurga	50	50	100	90		
Dakshina Kannada	Mangalore	50	59	160	189	22	19
	Bantwal	50	49	180	197		
	Bethangadi	50	51	100	100		
Total		450	469	1000	1072	50	43

Mode of Data Collection	Target Group	Total Covered
KIs	Colleges Principal/Staff (part of this initiative)	43
	BIZ Sakhis/ Women Mentors	12
	Representatives of Implementation Partner Agencies, Training Partners	4
	Employers/ Industries/ Industrial Associations	6
	Representatives of DIC, MSME Department, SRLM/NRLM staffs	8
	Representatives of MFIs, Financial support institutions, Rural Livelihood-based Tech-Firms, Micro-Enterprise Tech Firms, Marketing/ Branding agencies, etc	4
	Representatives of Foundations/Trust and Other Agencies	4
	Representatives of Accelerating Growth of New India's Innovations (AGNII), Atal Incubation Centres	13
	Social Enterprises and NGOs	
FGDs	Women SHGs (2 per block)	18
	Youth Groups (Girls) (1 per block)	8
Total		120

Annexure 6 :

Stakeholder Feedback Workshop Attendees and Agenda

No	Participants	Organisation Name
1	Murali Krishna Madamanchi	UNICEF
2	Suman Kaler	-
3	Gururaj Rao	-
4	Sridhar Patavari	HHH
5	Amit Kumar	HHH
6	Priyanka	-
7	Dr. Pranesh Kulkarni	-
8	Pranay	Labhya Foundation
9	Murali Rao	HHH
10	Manish HB	-
11	Midu Luke	Career Coach
12	Aamir Hasan	UNDP
13	Ashwathy	Avasarshaala
14	Ashwini	-
15	Chetna Koulagi	Lets Tag On, Bangalore
16	Cynthia	Project Code Unnati- Bangalore
17	Dheeraj	-
18	Shiva kumar	-
19	Pranay	Labhya Foundation
20	Zubair Lone	UNDP
21	Sudarshan V	KASSIA Industry Association (Manufacturing)
22	Shashikantha Kamlekar	-
23	Raja	-
24	Shamith Pulikkal	-
25	Lydia Annet	-
26	Shravan Shetty	Career Expert
27	Pankaj Singh Thakur	HHH
28	Dhiraj Bandiwadder	-
29	Durang Bosu Mullick	HHH
30	Sumit Saurav	IndiVillage
31	Noor Fathima	-
32	Anusha Saxena	HHH
33	Dominic Thomas	Trust for Retailers and Retail associates of India, Bangalore
34	Girija	Code Unnati Raichur
35	Mallikarjuna Reddy	Code Unnati Raichur
36	K Vali	HHH Gulbarga
37	Jeya Chandran	UNDP
38	Aamir Hasan	UNV
39	Deeksha Gowda	Code Unnati Project, Bangalore
40	Suma Bapu	-
41	Manasa Murali	HHH
42	Poorvika AG	Student-Raichur
43	Supriya Panchangam	GAME
44	Siddarama Raju	-
45	Susmitha B	-

No	Participants	Organisation Name
46	Ankita	Leap Skills
47	Laxmi Reddy	-
48	Aravind M S	-
49	Shiv	GAME
50	Sangita Srinivasa	HHH
51	Sneha Pathak	UNDP
52	Balakrishna HR	HHH
53	Michelle	-
54	Mamatha K	-
55	Sabir Shah	-
56	Anisha Jindal	UNDP
57	Sandeep Gore	-
58	Annu Mehta	Global Opportunity Youth Network
59	Syed ameen	-
60	Gowtham BV	-
61	Zainab Sheikh	-
62	Shrinivas Bhat	Senior manager – HR Diya Biotech Ltd
63	Shamith	-
64	Narasareddi- community mobiliser	Project Code Unnati
65	Rachna Shetty	UNDP Raichur
66	Akhila Vutkoor	-
67	Keerthana	-
68	Umesh M	UNDP Code Unnati
69	Siddhartha	-
70	Kunal Mishra	Labhya Foundation
71	Richa Gupta	Labhya Foundation
72	Aashna	Labhya Foundation
73	Shivakumar KM	-
74	Virupakshi	-
75	Vedant Jain	Labhya Foundation
76	Harsh singh	UNDP
77	DSDO Office-Raichur	-
78	Shashikanth	HHH
79	Basavanni	-
80	Bhumika Malhotra	-
81	Mahipal	-
82	Shruti Choubey	-
83	Santosh Badiger	-
84	Marion Sinha	-
85	Mehr Pasricha	-
86	Murlidhar	Lodestar
87	Parul Singh	HHH

S, No.	Agenda Item	Facilitator
1	Group Introductions	Chandran
2	Opening remarks & context setting	Pankaj
3	Introduction of Labhya Foundation	Richa
4	Presentation of content framework and program elements	Richa
5	Discussion on presentation	Richa
6	Q & A and Feedback	Parul
7	Closing remarks and way forward by UNDP	Chandran

Annexure 7 :

District Level Stakeholder Consultation Attendees

Bangalore Rural:

S. No	Name	Designation	Organization
1	Mr Chandra Markala	Principal	Govt PU College for Girls, Hoskote
2	Mr Murlidhar Suranarayan	Founder and CEO	Lodestar Technologies Services Pvt Ltd
3	Mr Shravan Shetty	Career Coach and Expert	Freelance
4	Sai Madhumita	Student (2 nd PUC Science)	Govt PU College for Girls, Hoskote
5	Indhu	Student (2 nd PUC Science)	Govt PU College for Girls, Hoskote

Dakshin Kannada

S. No	Name	Designation
1	Bharati Bai K	Principal, Govt PU college Car Street
2	Rashmi H	Professor, Government First Grade College, Balthagady
3	Bindhu	Balmata Degree College
4	Anusha	3 rd year student BCOM
5	Gowthami	3 rd year student BCOM
6	Pratyusha	3 rd year student BCOM
7	Balakrishna HR	District Coordinator, Head Held High Foundation
8	Anshika Katara	Program Manager, Head Held High Foundation

Annexure 8 :

Schedule of Career Coach Training Workshop & List of Nodal Officers

Day	Training Date	Time	Method of Delivery	Agenda
1	Tuesday, June 15 2021	2 PM - 6 PM	Live Online Capacity Building Workshop	Part I: Icebreaking, norm setting, introductions Part II: Challenges faced by youth and analysing their needs Part III: Stakeholder Mapping Part IV: Project Code Unnati's framework
2	Wednesday, June 16 2021	Deadline to submit assignment: 5 PM	Asynchronous Home Assignment 1	Part I: Field Interview and Need Analysis Part II: Reading Resources (CG&C)
3	Thursday, June 17 2021	2 PM - 6 PM	Live Online Capacity Building Workshop	Part I: Approaches to Career Guidance & Counselling Part II: Career Practitioner, their need and mindset Part III: Facilitation Skills (Who is a facilitator, facilitation skills/characteristics, Do's & Don'ts)
4	Friday, June 18 2021	Deadline to submit assignment: 5 PM	Asynchronous Home Assignment 2	Part I: Reflect on the experience of talking to a youth & identifying the 5 resources Part II: Go through the Project Code Unnati CG&C content
5	Saturday, June 19 2021	2 PM - 6 PM	Live Online Capacity Building Workshop	Part I: Facilitating the CG&C sessions in institutions Part II: Facilitating one-on-one CG&C for youth Part III: Facilitating Sessions Online
6	Monday, June 21 2021	Deadline to submit assignment: 5 PM	Asynchronous Home Assignment 3	Part I: Reading about the DECIDES Framework Part II: Conduct a 5-10 minutes demo with a youth and make a recording of the demo session Part 3: Preparing for Live Demonstration (In-institution, stakeholder management and one-on-one guidance)
7	Tuesday, June 22 2021	2 PM - 5 PM	Live Online Capacity Building Workshop	Part I: QnA Part II: Live demonstrations: In-institution content & feedback Part III: Live demonstrations: Stakeholder management + Feedback Part IV: Live demonstrations: Facilitating the one-on-one sessions + Feedback

Nodal Officers :

S.No	Name	Age	Sex	Region
1	Sharath Kumar M	26	Male	Bengaluru (Bangalore) Urban
2	Mohan Kumar R	32	Male	Bengaluru (Bangalore) Urban
3	Avinasha B N	26	Male	Bengaluru (Bangalore) Urban
4	Susheela S	38	Female	Bengaluru (Bangalore) Urban
5	Somashekharappa B. K.	41	Female	Bengaluru (Bangalore) Urban
6	P.K.Malarvizhi	52	Female	Bengaluru (Bangalore) Rural
7	Rathod Shrinivas	35	Male	Bengaluru (Bangalore) Urban
8	Gowtham R	27	Male	Bengaluru (Bangalore) Urban
9	Channabasamma.P	40	Female	Raichur
10	Thrishanth Kumar	38	Male	Dakshina Kannada
11	Santhosh Prabhu M	32	Male	Dakshina Kannada
12	Prasanna Kumar	37	Male	Dakshina Kannada
13	Dr. Mary M. J	45	Female	Dakshina Kannada
14	Mohana N	33	Male	Dakshina Kannada
15	Dr. Sheshappa k	46	Male	Dakshina Kannada
16	Mohini	50	Female	Dakshina Kannada
17	Hydarali	49	Male	Dakshina Kannada
18	Jyothi P	43	Female	Dakshina Kannada
19	Dr.Srinivasa	40	Male	Dakshina Kannada
20	Divya M P	41	Female	Dakshina Kannada
21	Gangadhara	47	Male	Dakshina Kannada
22	Hanumanthaiah G H	30	Male	Dakshina Kannada
23	Amrut	46	Male	Raichur
24	Bindu T	41	Female	Dakshina Kannada
25	Ronald Praveen Correa	47	Male	Dakshina Kannada
26	Annapurna p	32	Female	Dakshina Kannada
27	Shobhamani	40	Female	Dakshina Kannada
28	Meenakshi acharya	42	Female	Dakshina Kannada
29	Aruna Kumari	37	Female	Dakshina Kannada
30	Aruna Kumari	37	Female	Dakshina Kannada
31	Santhosh Kumar P	33	Male	Dakshina Kannada
32	Ashwini M S	34	Female	Dakshina Kannada
33	Prashanth C J	27	Male	Bengaluru (Bangalore) Rural
34	Devaraju. G	45	Male	Ramanagara
35	Vijaya V Shanbhag	41	Female	Bengaluru (Bangalore) Urban
36	Ralanna.L	54	Male	Bengaluru (Bangalore) Rural
37	Ambika.A.R	36	Female	Bengaluru (Bangalore) Urban
38	Mahesh S	33	Male	Bengaluru (Bangalore) Urban
39	Dr. Venkatesha	55	Male	Bengaluru (Bangalore) Urban
40	Sharathkumar.k	28	Male	Ramanagara
41	Sowmyashree P	26	Female	Bengaluru (Bangalore) Urban
42	Channabasamma.P	40	Female	Raichur
43	Jayashree shree	38	Female	Dakshina Kannada
44	S . Varalakshmi	52	Female	Bengaluru (Bangalore) Urban
45	A P Prakasha	51	Male	Ramanagara
46	Mr.Mariswamy N	53	Male	Bengaluru (Bangalore) Urban
47	BB Venkatesh	52	Male	Bengaluru (Bangalore) Urban
48	Nalinakshi. R.	55	Female	Ramanagara
49	Balasubramanya P. S.	42	Male	Dakshina Kannada
50	Roopashree T N	43	Female	Bengaluru (Bangalore) Urban
51	Bharath Kumar S	36	Male	Bengaluru (Bangalore) Urban

S.No	Name	Age	Sex	Region
52	Manjula.J	40	Female	Bengaluru (Bangalore) Urban
53	Pradeep bv	50	Male	Chitradurga
54	Meerasab .s.mulla	56	Male	Gadag
55	Rajeshwari H S	30	Female	Dakshina Kannada
56	Vanamala	50	Female	Dakshina Kannada
57	R.G.hosamani	56	Male	Kalaburagi (Gulbarga)
58	Ravichandra K K	45	Male	Bengaluru (Bangalore) Rural
59	Rajani D K	43	Female	Bengaluru (Bangalore) Urban
60	Veerabhadrappe	33	Male	Raichur
61	P.K.Malarvizhi	52	Female	Bengaluru (Bangalore) Urban
62	Dr. Manjula. B	48	Female	Bengaluru (Bangalore) Urban
63	Santoshkumar Raikoti	41	Male	Bidar
64	Laxman Yadav	44	Male	Raichur
65	Santhosh	28	Male	Bengaluru (Bangalore) Rural
66	Channabasappa pasar	55	Male	Raichur
67	Channabasappa pasar	55	Male	Raichur
68	Dr.Ravi.M	41	Male	Raichur
69	Venkatesh	45	Male	Raichur
70	Venkatesh	45	Male	Raichur
71	Karibasavana Gowda G	37	Male	Bengaluru (Bangalore) Urban
72	Dr Kiran B Kamaji	41	Male	Bengaluru (Bangalore) Urban
73	Girisha.K	35	Male	Bengaluru (Bangalore) Urban
74	Dr Ambaraya Shivaraya Hagaragi	49	Male	Kalaburagi (Gulbarga)
75	Dr.Kempegowda P	48	Male	Bengaluru (Bangalore) Rural
76	Ayesha Khanum	28	Female	Bengaluru (Bangalore) Rural
77	Dr.Sharanabasava Baburao Mahajan	49	Male	Kalaburagi (Gulbarga)
78	Bala Krishna Pappala	36	Male	Bengaluru (Bangalore) Urban
79	Sampath Kumar C	26	Male	Bengaluru (Bangalore) Urban
80	Bhaskara L	36	Male	Dakshina Kannada
81	Somashekhara	34	Male	Bengaluru (Bangalore) Urban
82	Vinay Shankar V	32	Male	Raichur
83	Guranna Venkanagouda Raraddi	32	Male	Raichur
84	Dr Adinarayanappa.N.A	49	Male	Bengaluru (Bangalore) Rural
85	Suresha c	31	Male	Bengaluru (Bangalore) Urban
86	Roja A	27	Female	Shivamogga (Shimoga)
87	Suresha S	37	Male	Bengaluru (Bangalore) Urban
88	Arbaz Pasha	26	Male	Kolar
89	Shankaraiah MS	35	Male	Bengaluru (Bangalore) Urban
90	Nanjappa.H	50	Male	Bengaluru (Bangalore) Rural
91	L Jayapandian	47	Male	Kolar
92	Ravikumara p g	37	Male	Bengaluru (Bangalore) Urban
93	Ashwatha s	38	Male	Chikballapur
94	Vinutha p n	39	Female	Bengaluru (Bangalore) Rural
95	Prasanna kumara BS	44	Male	Bengaluru (Bangalore) Rural
96	Sumangala Angadi	44	Female	Raichur
97	Muttappa	37	Male	Kalaburagi (Gulbarga)
98	Dr. Suman Shetty N	38	Female	Dakshina Kannada
99	Tippanna Kempenoor	45	Male	Bidar
100	Srihari K	48	Male	Chikballapur
101	ಅರಣ್ಣ ಕುಮಾರ್ GS	43	Male	Bengaluru (Bangalore) Urban
102	Prasanna Kumar B K	22	Male	Bengaluru (Bangalore) Rural
103	Ravichandra K K	45	Male	Bengaluru (Bangalore) Rural

Offline

Sl. No.	Name	College	Stream
1	Mahesh NB	Lavanya Degree College	Degree
2	Ravi GN	GPUC college Doddabelavangala	PUC
3	Mankesh Madav	GPUC Hoskote	PUC
4	Dr Ramakrishnappa V	GFGC Dodballapur	Degree
5	Dr Nagaraju	GFGC Dodballapur	Degree
6	Nandakumar RR	RL Jalaapa College	ITI
7	Dr Siddaramaraju	GFGC College Dodballapur	Degree
8	Sumanth MG	Nagarjuna College of Management Studies	Degree
9	H Lakshmi Devi	Govt PU College Yettinganahalli	PUC
10	Dr Sasikala MS	Acharya Institute of Graduate studies	Degree
11	Raj AA	Acharya Institute of Graduate studies	Degree
12	Sumanth MG	Nagarjuna College of Management Studies	Degree
13	Sriram	Nagarjuna College of Management Studies	Degree
14	Dr Geetanjali	Nagarjuna College of Management Studies	Degree
15	Srinivas R	Hoysala Degree College	Degree
16	Dr Pakirappa H	Acharya Institute of Graduate studies	Degree

Annexure 9 :

Session Plans of Training Sessions

UNDP Project Code Unnati Career Guidance & Counselling Session Index

Total Content in Hours				125
Institution Category	Employability/ CG&C	Content Topic	Type of Content	No. of Hours
ITIs and Polytechnic Content List				
ITI/Polytech	CG&C	SWOT Analysis	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Entrance exams, Scholarships and Internships	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Critical Skills for Your Career Path	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Power of Upskilling	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Career Challenges	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Skill Gaps	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Reprogramming Core Beliefs	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Alternative Career Maps	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Detailing Alternative Strategies	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Assessing Priorities	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Dignity of Labour	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Employer Policies	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Bargaining Skills	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Introduction to Bookkeeping	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	User Journey	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Marketing	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Approaching Customers	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Ensuring Physical Safety at Work	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Ensuring Mental Safety at Work	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Responsibility at Work	Self Learning Handout + Practice Worksheet	1
	Employability Skills	Work Ethic	Self Learning Handout + Practice Worksheet	1
	Employability Skills	Generating Ideas	Self Learning Handout + Practice Worksheet	1

UNDP Project Code Unnati Career Guidance & Counselling Session Index

Total Content in Hours				125
Institution Category	Employability/ CG&C	Content Topic	Type of Content	No. of Hours
ITIs and Polytechnic Content List				
ITI/Polytech	Employability Skills	Active Listening	Self Learning Handout + Practice Worksheet	1
	Employability Skills	Giving & Receiving Respect at work	Self Learning Handout + Practice Worksheet	1
	CG&C	Self-Evaluation - CG&C	Qualitative Assessment	1
	Employability Skills	Self-Evaluation - Employability Skills	Qualitative Assessment	1
		To be decided	Video Content	9
Total				44.5
University Content List				
University	CG&C	SWOT Analysis	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Mapping careers in Commerce	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Mapping careers in Humanities	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Mapping careers in Science	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Entrance exams, scholarships, internships	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Critical Skills for your Career Path	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Career Challenges	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Skill gaps	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Reprogramming Core Beliefs	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Alternative Career Maps	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Detailing Alternative Strategies	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Assessing Priorities	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Fear of failure	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Building confidence	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Finding a job and approaching employers	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
	Employability Skills	Ace the Interview	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5

UNDP Project Code Unnati Career Guidance & Counselling Session Index

Total Content in Hours				125
Institution Category	Employability/ CG&C	Content Topic	Type of Content	No. of Hours
University Content List				
University	Employability Skills	Employer Policies	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
University	Employability Skills	Ensuring Physical Safety	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
University	Employability Skills	Ensuring Mental Safety	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
University	Employability Skills	Bargaining Skills	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
University	Employability Skills	Rapport Building	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
University	Employability Skills	Collaboration Skills	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
University	Employability Skills	Finding a Mentor	Self Learning Handout + Practice Worksheet	1
University	Employability Skills	Internet Research	Self Learning Handout + Practice Worksheet	1
University	Employability Skills	Data Collection	Self Learning Handout + Practice Worksheet	1
University	CG&C	Self-Evaluation - CG&C	Qualitative Assessment	1
University	Employability Skills	Self-Evaluation - Employability Skills	Qualitative Assessment	1
University		To be decided	Video Content	6
Total				44
Pre-University Content List				
Pre-University	CG&C	SWOT Analysis	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Mapping careers - Commerce	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Mapping careers - Humanities	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Mapping careers - Science	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Higher Education Courses	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Entrance exams, scholarships, internships	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Career Challenges	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Identifying Skill gaps	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
		Reprogramming Core Beliefs	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5

UNDP Project Code Unnati Career Guidance & Counselling Session Index

Total Content in Hours				125
Institution Category	Employability/ CG&C	Content Topic	Type of Content	No. of Hours
Pre-University Content List				
Pre-University	CG&C	Identifying Alternative Career Maps	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	CG&C	Detailing Alternative Career Strategies	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	CG&C	Assessing Priorities	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Communicate confidently	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Problem Solving Skills	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Research	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Prioritizing Work	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Managing Difficult Emotions	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Imposter Syndrome	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	Employability Skills	Leading by Example	Lesson Plan + Self Learning Handout + Practice Worksheet + PPT	1.5
Pre-University	CG&C	Self-Evaluation - CG&C	Qualitative Assessment	1
Pre-University	Employability Skills	Self-Evaluation - Employability Skills	Qualitative Assessment	1
Pre-University		To be decided	Video Content	6
Total				36.5

Sample Lesson Plan :

Career Guidance and Counselling
Session 2: Mapping Your Career in Commerce
Lesson Plan

<u>Objective:</u> Participants will be able to analyse their values and explore different career paths available to them	
<u>Theme:</u> Career Guidance and Counselling	
<u>Participants:</u> University Commerce Students	
<u>Total Time:</u> 90 Minutes	
<u>Materials Required:</u> White sheets/ chart papers/ writing material	
<u>Instructor Note:</u> For youth to have a satisfying career, it is important that they develop an awareness of their value system. Finding out the answers to these questions can help them understand new things about themselves. This session introduces the different career paths that youth can take. It also has tools that can be used to identify the values mentioned here.	
<u>Opening Protocol:</u> <ul style="list-style-type: none"> • Greet the participants. • Take attendance. • In pairs, ask participants to share with each other how they are feeling. 	5 Minutes
<u>Opening Activity:</u> <ul style="list-style-type: none"> • Alright, everyone! Today we will be talking about something that can help you explore what you want to do after you finish college. We will be talking about the different career paths that are available after pursuing your university course in the commerce stream. • Before we begin, let's take a few minutes to think about this question: What are some skills that I have built in my course? (<i>Instructors may note that it is possible that learners are not aware of the meaning of skills. Some examples are given below. Use them if necessary.</i>) <ul style="list-style-type: none"> ○ Writing reports ○ Critical thinking ○ Data Analysis ○ ICT skills • Now, you have 5 minutes. In groups of 5, each participant will share their responses on the question. • Now, one person from 3-4 groups can come forward and sum up the discussion they had in their groups. 	15 Minutes

Annexure 10 : Data on Guest Lectures

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
1	GFGC Siddakatte	Dakshina Kannada	2-Jan-22	Inspector Raghava S Padil	Police Department	Career in Police	60
2	GFGC Vitla	Dakshina Kannada	23-Nov-21	Nataraj	Entrepreneur	Entrepreneurship	70
3	Dr. P Dayananda Pai Sathish Pai Govt. First Grade College, Mangalore Carstreet, Mangalore	Dakshina Kannada	13-Nov-21	Harsha Rao	Entrepreneur	Entrepreneurship	30
4	Padua college Mangalore	Dakshina Kannada	1-Nov-21	Dr. Deven PP- ENT AJ Hospital	Doctor	Professionalism and how to study	93
5	Padua college Mangalore	Dakshina Kannada	18-Nov-21	Nataraj	Entrepreneur	Strategy	171
6	Canara College Mangalore	Dakshina Kannada	17-Nov-21	Nataraj	Entrepreneur	Entrepreneurship	66
7	St Agnes	Dakshina Kannada	26-Nov-21	Nataraj	Entrepreneur	Entrepreneurship	150
8	Government First Grade College Doddaballapura	Bangalore	21-Dec-21	Umesh Kumar	Principal	Finacial litracy	72
9	Government First Grade College Doddaballapura	Bangalore	14-Jan-22	Ravi Kumar	HOD	Soft skills	58
10	Sree Siddaganga college for Arts and Commerce, Nelemangala	Bangalore	12-Aug-22	Rajesh	College Incharge	Business	75
11	Govt polytechnic college Bantwal	Dakshina Kannada	23-Feb-22	Avinash PSI	police sub inspector	career in police & govt job	84
12	Govt ITI kadri Mangalore	Dakshina Kannada	6-Jan-22	Sunil kumar	Nimhance trainer	Career Guidance	170
13	GFGC Vitla	Dakshina Kannada	14-Jun-22	Fathima	Life skill trainer	Career Guidance and 21 st century skills	60
14	GFGC Punjalkatte	Dakshina Kannada	15-Jun-22	Shanthappa	Life skill trainer	Career Guidance and 21 st century skills	220
15	GFGC Punjalkatte	Dakshina Kannada	17-Jun-22	Shanthappa	Life skill trainer	Career Guidance and 21 st century skills	210
16	GFGC Bettampadi	Dakshina Kannada	16-Jun-22	Rajshekar	Lead Trainer	21 st century skills	140
17	Vijaya college mulki	Dakshina Kannada	16-Jun-22	Harinath	Lead Trainer	21 st century skills	170
18	GFGC Siddakatte	Dakshina Kannada	17-Jun-22	Thejaswi Raj	Entrepreneur	Business	90
19	GFGC Bettampadi	Dakshina Kannada	17-Jun-22	Harinath	Lead Trainer	21 st century skills	75
20	GFGC Bettampadi	Dakshina Kannada	17-Jun-22	Rajshekar	Lead Trainer	21 st century skills	75
21	GFGC Balmata	Dakshina Kannada	17-Jun-22	George	Career coach	career Guidance	110
22	GFGC Bettampadi	Dakshina Kannada	18-Jun-22	Harinath	Lead Trainer	21 st century skills	70
23	GFGC Bettampadi	Dakshina Kannada	18-Jun-22	Rajshekar	Lead Trainer	21 st century skills	75

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
25	GFGC Balmata	Dakshina Kannada	20-Jun-22	Harinath	Lead Trainer	21 st century skills	120
26	GFGC Balmata	Dakshina Kannada	20-Jun-22	Rajshekar	Lead Trainer	21 st century skills	120
27	GFGC Balmata	Dakshina Kannada	21-Jun-22	Harinath	Lead Trainer	21 st century skills	110
28	GFGC Balmata	Dakshina Kannada	21-Jun-22	Rajshekar	Lead Trainer	21 st century skills	90
29	GFGC Vitla	Dakshina Kannada	22-Jun-22	Fatima	life skills trainer	21 st century skills	60
30	GFGC Kanyana	Dakshina Kannada	22-Jun-22	Fathima	life skills trainer	21 st century skills	50
31	Padua college Mangalore	Dakshina Kannada	23-Jun-22	Jai Kishan Bhat	Life skills Trainer	21 st century skills	150
32	GFGC Balmata	Dakshina Kannada	23-Jun-22	Jai Kishan bhat	Life skills Trainer	21 st century skills	220
33	GFGC Belthangadi	Dakshina Kannada	29-Jul-22	Shanthappa	Life skills Trainer	21 st century skills	120
34	GFGC Belthangadi	Dakshina Kannada	30-Jul-22	Shanthappa	Life skills Trainer	21 st century skills	120
35	GFGC Bettampadi	Dakshina Kannada	24-Aug-22	Sarasvathi	Career Guider	Career Guidance	90
36	GFGC Carstreet	Dakshina Kannada	25-Aug-22	Arjun	Placement	Career Guidance	80
37	Canara College Mangalore	Dakshina Kannada	8-Oct-22	Seema Prabhu	Life skills trainer	21 st century skills	110
38	GFGC Carstreet	Dakshina Kannada	25-Aug-22	Arjun	Placement	Career Guidance	79
39	GFGC Carstreet	Dakshina Kannada	20-Aug-22	Subramanya	Asst Professor	Entrance exam	110
40	GPUC B Mooda	Dakshina Kannada	15-Aug-22	Shanthappa	Life skills trainer	21 st century skills	180
41	GFGC Carstreet	Dakshina Kannada	23-Aug-22	Alla pashu	Life skills trainer	21 st century skills	90
42	GPUC B Mooda	Dakshina Kannada	15-Aug-22	Alla pashu	Life skills trainer	21 st century skills	180
43	GFGC Vitla	Dakshina Kannada	22-Aug-22	Fathima	Life skills	21 st century skills	90
44	Canara College Mangalore	Dakshina Kannada	18-Aug-22	Dr Nashima	Doctor	Health instruction	160
45	GFGC Belthangadi	Dakshina Kannada	22-Aug-22	Shanthappa	Life skills Trainer	21 st century skills	120
46	GFGC Belthangadi	Dakshina Kannada	23-Aug-22	Shanthappa	Life skills Trainer	21 st century skills	120
47	GFGC Bettampadi	Dakshina Kannada	9-Oct-22	Subbappa kaikamba	Asst profes- sor GFGC Balmata	Exam preparation	90
48	GFGC Bettampadi	Dakshina Kannada	9-Oct-22	Profulla Ganesh	Maths shortcut trainer	Banking exam preparation	90

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
49	GFGC Bettampadi	Dakshina Kannada	9-Dec-22	Profulla Ganesh	Maths shortcut trainer	Banking exam preparation	90
50	GPUC Mukrunpady	Dakshina Kannada	13-Sep-22	Profulla Ganesh	Maths shortcut trainer	Banking exam preparation	69
51	Govt ITI Narimugoru	Dakshina Kannada	14-Sep-22	Ravichandra	PDO	Facilities youth	40
52	Canara College Mangalore	Dakshina Kannada	21-Sep-22	Sesappa	NSS special officer University	Motivation	110
53	GFGC Punjalkatte	Dakshina Kannada	21-Sep-22	Suresh	NSS officer Nitte college	Personality development	120
54	Canara College Mangalore	Dakshina Kannada	23-Sep-22	Nanditha	Doctor	Health issues	90
55	GFGC Siddakatte	Dakshina Kannada	24-Sep-22	Savitha	Wellness trainer	Wellness	60
56	GFGC Haleyangadi	Dakshina Kannada	14-Sep-22	Fathima	life skill trainer	21st century skills	45
57	GFGC Haleyangadi	Dakshina Kannada	14-Sep-22	Preethesh	Head Seva Kendra	Scholarship information	45
58	GFGC Carstreet	Dakshina Kannada	28-Sep-22	Preethesh	Head Seva Kendra	Scholarship information	90
59	GFGC Haleyangadi	Dakshina Kannada	15-Sep-22	Alla pashu	life skills trainer	21st century skills	45
60	GFGC Haleyangadi	Dakshina Kannada	16-Sep-22	Shanthappa	life skills trainer	21st century skills	45
61	GFGC Punjalkatte	Dakshina Kannada	9-Jul-22	Shanthappa	life skills trainer	21st century skills	90
62	GFGC Punjalkatte	Dakshina Kannada	9-Jul-22	Radhakrishna	Physical Teacher	Physical fitness	90
63	GPUC Mukrunpady	Dakshina Kannada	9-Oct-22	Lavanya	Scholarship center	Scholarship information	55
64	GPUC B Mooda	Dakshina Kannada	14-Sep-22	Bhagyesh Rai	Head ,Coaching academy	Govt job preparation	86
65	GPT Bantwal	Dakshina Kannada	15-Sep-22	Ramesh	NSS officer	Exam preparation	200
66	GFGC Vitla	Dakshina Kannada	17-Sep-22	Profulla Ganesh	Maths shortcut trainer	Banking exam preparation	50
67	GFGC Haleyangadi	Dakshina Kannada	26-Sep-22	Harish	Trainer	What after next ?	45
68	Govt ITI Narimugoru	Dakshina Kannada	14-Oct-22	Rohith	Skill trainer	Technical skill	50
69	GFGC Haleyangadi	Dakshina Kannada	10-May-22	Santhappa	Life skills	Life skills	45
70	GFGC Siddakatte	Dakshina Kannada	20-Oct-22	Anusha	Financial Literacy counsellor	Financial Literary	80
71	Govt ITI Narimugoru	Dakshina Kannada	29-Oct-22	Geetha	Financial literate counselor	Finance	75
72	GFGC Vitla	Dakshina Kannada	29-Oct-22	Dhananjay	PSI	Career opportunity in police department	70
73	GFGC Vitla	Dakshina Kannada	29-Oct-22	Manoj Kumar	Police Constable	Career opportunity in police department	70

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
74	Padua college Mangalore	Dakshina Kannada	31-Oct-22	Lathish	Banking	Career Opportunity in Bank	120
75	GFGC Vamanapadau	Dakshina Kannada	11-Mar-22	Santhappa	Life skills Trainer	Life skills	60
76	GFGC Vamanapadu	Dakshina Kannada	11-Mar-22	Alla Pashu	life skills Trainer	life skills	60
77	GFGC Punjalkatte	Dakshina Kannada	11-Apr-22	Divya	HR	Cogent Company information	90
78	GFGC Punjalkatte	Dakshina Kannada	11-Apr-22	Shwetha	HR	Cogent company job opportunity	90
79	GFGC Punjalkatte	Dakshina Kannada	11-Apr-22	Dayananda	Sales Executive Tata motors	Career opportunity in tata motors	90
80	GFGC Punjalkatte	Dakshina Kannada	11-Apr-22	Suresh	HR	Career opportunity in tata motors	90
81	GFGC Punjalkatte	Dakshina Kannada	11-Apr-22	Dhamodar	HR	Supreme insurance	90
82	Govt ITI Narimugoru	Dakshina Kannada	11-Aug-22	Rohith	Skill trainer	skill connect portal registration program	60
83	Govt ITI Narimugoru	Dakshina Kannada	11-Aug-22	Chethan	Director MD house Bangalore	job opportunities MD house	60
84	Govt ITI Narimugoru	Dakshina Kannada	11-Aug-22	Suchetha	Statistical officer	Facilities skill development office	60
85	Govt ITI Narimugoru	Dakshina Kannada	11-Aug-22	Shridhar Acharya	Business-man	Motivational speech	60
86	GFGC Vamanapadau	Dakshina Kannada	11-Sep-22	Anusha	Financial Literacy counsellor	Career opportunity in banking	79
87	GPUC Mukrunpady	Dakshina Kannada	11-Oct-22	Geetha Vijay	Financial Literacy counselor	Financial literacy and career in financial services	60
88	GFGC Women's Puttur	Dakshina Kannada	16-Nov-22	Ganesh N Kallarpe	journalist	Social Media awareness	65
89	GFGC Women's Puttur	Dakshina Kannada	16-Nov-22	Dimple	Placement officer	Job opportunity various companies in india	65
90	Govt ITI Narimugoru	Dakshina Kannada	16-Nov-22	Dimple	Placement officer	Job opportunity various companies in india	65
91	GFGC Vamanapadau	Dakshina Kannada	21-Nov-22	Dimple	Placement officer	Job opportunity various companies in india	70
92	GFGC Vamanapadau	Dakshina Kannada	21-Nov-22	Anusha	Karnataka bank	Banking exam preparation	70
93	GFGC Bantwal	Dakshina Kannada	17-Nov-22	Prasanth Pai	Mescom officer	Opportunities for mescom department	65
94	GFGC Balmata	Dakshina Kannada	24-Nov-22	Rohith	HR	job opportunities for Axis Bank	80
95	GFGC Balmata	Dakshina Kannada	24-Nov-22	Dayananda	HR	job opportunities Aravinda motors	80
96	GFGC Balmata	Dakshina Kannada	24-Nov-22	Dimple	Placement Officer	Job opportunity various companies in india	55
97	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Dimple	Placement officer	Job opportunity various companies in india	55

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
98	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Rohith	HR	job opportunities for Axis Bank	55
99	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Anusha	HR	job opportunities Adhi consultant	55
100	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Divya	HR	job opportunities cogent company	55
101	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Thrupthi	HR	Job opportunity for justdial	55
102	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Payal	Bharath auto	job opportunity for Bharath auto	55
103	GFGC Siddakatte	Dakshina Kannada	25-Nov-22	Sonal	Jio reliance	job opportunities for Jio reliance	55
104	GFGC women's Puttur	Dakshina Kannada	16-Nov-22	Ganesh kalllarpe	Journalist	social media awareness	69
105	Basaveshwara Women's College, Nelamangala	Bangalore	10-Oct-22	Agatha	Na	Women empowerment and entrepreneur	35
106	Basaveshwara Women's College, Nelamangala	Bangalore	9-Nov-22	Arathi	Na	Women empowerment and entrepreneur	110
107	Basaveshwara Women's College, Nelamangala	Bangalore	9-Nov-22	Arjun	Placement officer at Head-Held-High Foundation.	Employability Skills	110
108	Government First Grade College Doddaballapura	Bangalore	23-Dec-22	Mrs Smitha G S	Assistant commissioner for commercial taxes	How to prepare for Civil examinations.	89
109	Sree Siddaganga college for Arts and Commerce, Nelemangala	Bangalore	30-Dec-22	Pallavi S	Executive Trainer	Goal setting	75
110	Sree Siddaganga college for Arts and Commerce, Nelemangala	Bangalore	30-Dec-22	Sumit Dhanore	Master Trainer	Communication skills	75
111	RL Jalappa Polytechnique	Bangalore	9-Jan-23	Meghraj Mantri	Executive Trainer	LSRW	48
112	RL Jalappa Polytechnique	Bangalore	9-Jan-23	Sujeeth Kulkarni	Executive Trainer	Ethical Values	45
113	RL Jalappa Polytechnique	Bangalore	9-Jan-23	Jeevan Waghmare	Executive Trainer	Financial Literacy	47
114	Government PU College Doddaballapur	Bangalore	10-Jan-23	Meghraj Mantri	Executive Trainer	LSRW	55
115	Government PU College Doddaballapur	Bangalore	10-Jan-23	Sujeeth Kulkarni	Executive Trainer	Ethical Values	129
116	Lavanya Degree college	Bangalore	10-Jan-23	Pallavi S	Executive Trainer	Goal setting	22
117	Government PU College Doddaballapur	Bangalore	11-Jan-23	Pallavi S	Executive Trainer	Goal setting	65
118	Government PU College Doddaballapur	Bangalore	11-Jan-23	Jeevan Waghmare	Executive Trainer	Financial Literacy	120
119	Lavanya Degree college	Bangalore	11-Jan-23	Maroti Dhule	Executive Trainer	Time Management	25
120	Government First Grade College Doddaballapura	Bangalore	12-Jan-23	Sujeeth Kulkarni	Executive Trainer	Ethical Values	60
121	Government First Grade College Doddaballapura	Bangalore	12-Jan-23	Jeevan Waghmare	Executive Trainer	Financial Literacy	60

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
122	Bashumiya Sahukar Govt First Grade College, Sindhanur Road, manvi	Raichur	4-Feb-22	Mahadev Pan-chamukhi	PI, Manvi Police Department	Career Guidance to become a Police Officer	233
123	KPSSS Degree College, Manvi	Raichur	26-Aug-22	B. Rajashekhar	How to face Interview	President at Sindhu Pattina Sahakari Nigama, Sindhanur	67
124	KPSSS Degree College, Manvi	Raichur	6-Sep-22	Prof. Amaresh Patil	HOD of Management, SLN college, Raichur	What's next after graduation	65
125	Govt. PU college for girls, Munnurwadi	Raichur	23-Sep-22	Asiya	Master Trainer (DTC) at DHO Raichur	Health and Hygiene	93
126	Govt. PU college for girls, Munnurwadi	Raichur	23-Sep-22	Asiya	Master Trainer (DTC) at DHO Raichur	Health and Hygiene	102
127	Govt. PU college for girls, Munnurwadi	Raichur	18-Jul-22	Mahesh birge	Trainer (Resilience) Manager HHHF	Soft Skills	115
128	Govt. PU college for girls, Munnurwadi	Raichur	18-Jul-22	Mahesh birge	Trainer (Resilience) Manager HHHF	Soft Skills	105
129	Basava ITI college Manvi	Raichur	21-Jun-22	PAMPAN-GAUDA	Opportunities after ITI	AEE, GESCOM, No of student present	38
130	KPSSS Degree College, Manvi	Raichur	3-Jan-23	Nagalinga B	Resources Person (HHHF)	Time Management and Goal setting	38
131	Bashumiya Sahukar Govt First Grade College, Sindhanur Road, manvi	Raichur	3-Jan-23	Nagalinga B	Resources Person (HHHF)	Time Management and Goal setting	65
132	Loyola Degree College, Manvi	Raichur	3-Jan-23	Nagalinga B	Resources Person (HHHF)	Time Management and Goal setting	32
133	Basava ITI college Manvi	Raichur	11-Jan-23	Nagalinga B	Resources Person (HHHF)	Time Management and Goal setting	35
134	Pragati PU College Manvi	Raichur	11-Jan-23	Nagalinga B	Resource person (HHHF)	How to face the interview and Time Management	17
135	Pragati PU College Manvi	Raichur	11-Jan-23	Nagalinga B	Resource person (HHHF)	How to face the interview and Time Management	40
136	Loyola Degree College, Manvi	Raichur	11-Jan-23	Nagalinga B	Resource person (HHHF)	How to face the interview and Time Management	21
137	Govt Polytechnic College, Devadurga	Raichur	12-Nov-21	Shivananda	Technical Director	Career in Industry	96
138	Govt Polytechnic College, Devadurga	Raichur	7-Feb-22	Dr. Manohar Patar	Psychiatrist	Mental Health	246
139	Govt Polytechnic College, Devadurga	Raichur	7-Apr-22	Dr.Rajendra prasad	Doctor	Environmenatalist	214

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
140	Govt.girls PU college	Raichur	2-Aug-22	sharadha	PSI	Compitative exams	89
141	Govt.girls PU college	Raichur	19-Nov-22	Shivamurthy	Bank Manager	Finacial litracy	89
142	Navayuga College Raichur	Raichur	2-May-22	Laxmappa	English Lecturer	English Litracy	79
143	Navayuga College Raichure	Raichur	5-Jan-23	Shivamurthy	Bank Manager	Finacial litracy	69
144	ST.Thomas	Raichur	2-Apr-22	Veeresh Kottadoddi	PDO	KPSC Exams	57
145	SSM degree college	Raichur	8-Mar-22	S S Biradar	Principal	NSS ,Motivation	55
146	Seva college	Raichur	9-May-22	Sujit Kulkarni	Trainer	Soft skills	35
147	Govt.PU Gillesugur	Raichur	2-Mar-22	Hemareddy	DHO	Compitative exams	53
148	Govt Polytechnic College, Devadurga	Raichur	8-Dec-22	Nagaraj Yadav	Teacher	How to prepare for Competitive exams	130
149	Muktayakka Women's Degree college Devadurga	Raichur	24-Aug-22	Nagaraj Yadav	Teacher	Preparation for competitive exams	133
150	Govt ITI college Devadurga	Raichur	26-Oct-22	Purushottam Pattar	Operation Lead	Services in sevasindhu	185
151	Government PU college Gobbur	Raichur	11-Jul-22	Naganagou-da	FLC	Digital Banking Awareness	165
152	Government PU college Masarakal	Raichur	16-Nov-22	Naganagou-da	FLC	Digital banking awareness	82
153	Muktayakka Women's Degree college Devadurga	Raichur	12-Aug-22	Naganagou-da	FLC	Digital banking awareness	55
154	Government First Grade College Doddaballapura	Bangalore	17-Jan-23	Pallavi S	Executive Trainer	Goal setting	59
155	Government First Grade College Doddaballapura	Bangalore	17-Jan-23	Sumit Dhanore	Executive Trainer	Communication and Employability Skills	59
156	GFGC Vamanapadau	Dakshina Kannada	7-Jan-23	Thejaswy	Analyst expert	Scope Of MBA	70
157	GFGC Vamanapadau	Dakshina Kannada	19-Jan-23	Usha	Counselor Amulya financial literacy center	Aptitude test	69
158	GFGC Women's puttur	Dakshina Kannada	5-Jan-23	Alla Pashu	Trainer	Preparation for Competition exam	65
159	Lavanya Degree college	Bangalore	7-Feb-23	Dr.Ramanna-gouda	Professor / Trainer	Competitive exam	37
160	Lavanya Degree college	Bangalore	7-Feb-23	Dr.Ramanna-gouda	Professor / Trainer	Competitive exam	42
161	Government First Grade College Doddaballapura	Bangalore	7-Feb-23	Dr.Ramanna-gouda	Professor / Trainer	Competitive exam	59
162	Government First Grade College Doddaballapura	Bangalore	7-Feb-23	George A	Career Coache	Interview skills	59
163	Government First Grade College Doddaballapura	Bangalore	7-Feb-23	George A	Career Coache	Interview skills	59
164	KPSSS Degree College, Manvi	Raichur	3-Jan-23	Nagalinga	ICTC sector Manvi	Time Management and Goal setting	38

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
164	KPSSS Degree College, Manvi	Raichur	3-Jan-23	Nagalinga	ICTC sector Manvi	Time Management and Goal setting	38
165	Bashumiya Sahukar Govt First Grade College, Sindhanur Road, manvi	Raichur	3-Jan-23	Nagalinga	ICTC sector Manvi	Time Management and Goal setting	65
166	Loyola Degree College, Manvi	Raichur	3-Jan-23	Nagalinga	ICTC sector Manvi	Time Management and Goal setting	40
167	Basava ITI college Manvi	Raichur	11-Jan-22	Nagalinga	ICTC sector Manvi	How to face interview and time management	35
168	Pragati PU College Manvi	Raichur	11-Jan-22	Nagalinga	ICTC sector Manvi	How to face interview and time management	34
169	Pragati PU College Manvi	Raichur	11-Jan-22	Nagalinga	ICTC sector Manvi	How to face interview and time management	20
170	Loyola Degree College, Manvi	Raichur	11-Jan-22	Nagalinga	ICTC sector Manvi	How to face interview and time management	21
171	GGPU Raichure	Raichur	20-Jan-23	Mr. Nagaraj Ratkal	ICTC counselor Gobbr	Soft skills	43
172	Navayuga College Raichure	Raichur	21-Jan-23	Mr. Nagaraj Ratkal	ICTC counselor Gobbr	Soft skills	31
173	Navayuga College Raichure	Raichur	21-Jan-23	Mr. Nagaraj Ratkal	ICTC counselor Gobbr	Soft skills	35
174	GFGC Vamanapadau	Dakshina Kannada	19-Jan-23	Usha	Counselor Amulya financial literacy center	Aptitude test	69
175	GFGC Women's puttur	Dakshina Kannada	5-Jan-23	Alla Pashu	Trainer	Preparation for Competition exam	65
176	GFGC Vamanapadau	Dakshina Kannada	19-Jan-22	Usha	Counselor	Job opportunities banking	50
177	GPUC B Mooda	Dakshina Kannada	23-Jan-23	Alla baksha	Life skill trainer	Life skills	35
178	GFGC Carstreet	Dakshina Kannada	20-Jan-23	Savitha	Counselor	Mental Health and Mental stress	200
179	GFGC Carstreet	Dakshina Kannada	20-Jan-23	Suresh Babu	Counselor	Awareness on wellness	200
180	GPUC B Mooda	Dakshina Kannada	2-Feb-23	alla Pashu	Trainer	Exam preparation	60
181	GPUC Carstreet	Dakshina Kannada	4-Feb-23	Alla Pashu	Trainer	Exam Preparation	60
182	GFGC Bettampadi	Dakshina Kannada	7-Feb-23	Bhagyesh Rai	Director	Competition exam	250
183	GFGC Bettampadi	Dakshina Kannada	7-Feb-23	Lakshman	Trainer	Communication English	250
184	Pragati PU College Manvi	Raichur	4-Feb-23	Mr. Dayanand	Project Manager	What is the NGO? And functions of NGO, communication skill	45
185	Pragati PU College Manvi	Raichur	4-Feb-23	Mr. Dayanand	Project Manager	What is the NGO? And functions of NGO, communication skill	56
186	KPSSS Degree College, Manvi	Raichur	4-Feb-23	Nagalinga	ICTC sector Manvi	Health and Hygiene	56

Sl. No	Name-of College	District *	Date	Guest Lecturer Name	Designation	Topic	No of Students
207	KPSSS Degree College, Manvi	Raichur	15-Feb-23	Nagalinga	ICTC Sector Manvi	Values and Ethics	43
208	KPSSS Degree College, Manvi	Raichur	15-Feb-23	Nagalinga	ICTC Sector Manvi	SMART Goals	30
209	Loyola Degree College, Manvi	Raichur	7-Mar-23	Nagalinga	ICTC Sector Manvi	Body Language	16
210	Loyola Degree College, Manvi	Raichur	7-Mar-23	Nagalinga	ICTC Sector Manvi	Grooming	13
211	Govt.girls PU college	Raichur	18-Jan-23	Nagalinga B	Resource person (HHHF)	Soft Skills	89
212	Govt.girls PU college	Raichur	18-Jan-23	Nagalinga B	Resource person (HHHF)	Soft Skills	89
213	Govt.girls PU college	Raichur	19-Jan-23	Saroja	Health Trainer DHO RCR	Health & Hygenic	77
214	Govt.girls PU college	Raichur	19-Jan-23	Siddamma	Sneha clinic RIMS RCR	Health & Hygenic	83
215	Govt.girls PU college	Raichur	19-Jan-23	Saroja	Health Trainer DHO RCR	Health & Hygenic	77
216	Govt.girls PU college	Raichur	19-Jan-23	Siddamma	Sneha clinic RIMS RCR	Health & Hygenic	83
217	Seva college	Raichur	18-Jan-23	Nagalinga B	Resource person (HHHF)	Soft skills	29
218	Seva college	Raichur	18-Jan-23	Nagalinga B	Resource person (HHHF)	Time Management and Goal setting	35

Annexure 11 :

Session Plans of Training Sessions

Webinar Topic	Date Streamed	Name of Expert	Affiliation of Expert
How to Write a CV in 2020	29-08-2020	Mohit Suri	HHH
How to Crack a Job Interview in 2020	02-09-2020	Mohit Suri	HHH
How to be Job Ready during COVID-19	05-09-2020	Mohit Suri	HHH
Looking for Opportunities in 2020	09-09-2020	Vasundara Dash	UNDP
Are you Struggling to Become Confident? Learn Soft Skills 2020	14-09-2020	Shravan Shetty	Career Coach and Speaker
Networking and Communication Skills to grow in your Career	16-09-2020	Shravan Shetty	Career Coach and Speaker
How to Build Emotional Intelligence to Handle Various Life Situations	18-09-2020	Debleena Majumdar	Education Specialist and Founder of Kahaniya
		Richa Gupta	Founder, Labhya Foundation
How to Develop Good Research Skills	21-09-2020	Richa Gupta	Founder, Labhya Foundation
Careers in the Leather Sector	22-09-2020	Rajesh Ratnam	CEO, Leather Sector Skills Council
Careers in the Automotive Sector	24-09-2020	Arindam Lahiri	CEO, Automotive Skills Development Council
Careers in the Hospitality Sector	26-09-2020	Kanika Hasrat	GM, Taj City Centre, Gurugraam
Careers in the Telecom Sector	29-09-2020	Harjeet Kohli	Group Director, Strategy and Business Development, Bharti Airtel Ltd
Careers in the Beauty and Wellness Sector	29-09-2020	Monica Bahl	CEO, Beauty and Wellness Sector Skill Council
Banking, Finance and Insurance Sector	03-10-2020	Rajiv Bajaj	Chairman, Bajaj Capital Ltd
IT sector	05-10-2020	Puneet Jetli	Founde, The Happiest Minds
Education Sector	07-10-2020	Vasvi Bharat Ram	Joint Vice-Chairperson, Shri Ram Schools
Logistics Sector	09-10-2020	Aniket Bose	Head of Operations and Accounts, Fashinza
Healthcare Industry	12-10-2020	Dr. Manish Gaur	MD, Pranaam Hospital
Make an Impactful CV	14-10-2020	Shravan Shetty	Career Coach and Speaker
How to Prepare for a Job Interview in 2020	16-10-2020	Shravan Shetty	Career Coach and Speaker
Careers in the Retail Sector	19-10-2020	BS Nagesh	Chairman, Shoppers Stop and Founder, Trust for Retailers and Retail Associates of India (TRRAIN)
Careers in the Retail Sector, Pt 2	19-10-2020	BS Nagesh	Chairman, Shoppers Stop and Founder, Trust for Retailers and Retail Associates of India (TRRAIN)

Webinar Topic	Date Streamed	Name of Expert	Affiliation of Expert
Careers in the Banking, Finance and Insurance Sector	19-10-2020	Atul Joshi	Vice President, HR and Admin, Mahindra and Mahindra Finance Service Limited
Manufacturing Sector	20-10-2020	Sudarshan V	MD, Spectrum Tool Engineers Pvt Ltd
Electronics Sector	22-10-2020	G Raj Narayan	MD, Radel Electronics Pvt Ltd
Retail Sector	23-10-2020	Binoli Patil	Head, People Connect, Enrich Salon
IT/ITeS Sector	24-10-2020	Dattatri Salagame	Co-Founder, The Happiest Minds Technologies
Automotive Sector	26-10-2020	Shyam Zambre	Head, Training Technical, VE Commercial Vehicles Ltd (A Volvo Group and Eicher Motors Joint Venture)
IT/ITeS Sector	28-10-2020	Tirumal Rao Chamalla	MD, Sikkolus
Construction Sector	30-10-2020	Shri K Bikshapathi	Director General, National Academy of Construction
Retail Sector	02-11-2020	BVM Rao	Head, HR, Shoppers Stop
Opportunities in the Gig Economy	04-11-2020	Roopa Madan Narayan	Consultant - Assessment Development Partner, Tejasvita Trust
Opportunities in Banking, Finance and Insurance Sector	04-11-2020	Nagaraja K	Staff Training College, Adjunct Professor, Christ University, Bangalore
IT/ITeS Sector	06-11-2020	Prasad Khose	Founder, Crayomi
Social Entrepreneurship Sector	07-11-2020	Archana Sinha	Change Leader, Ashoka
Manufacturing Sector	09-11-2020	Mohan Patil	Head, Manufacturing, Thermax Shirwal Factory
Pharmaceutical Sector	10-11-2020	SV Krishna Prasad	CEO and Director, Cito Healthcare Pvt Ltd
Craft and Artisan Based Entrepreneurship	12-11-2020	Mayura Balasubramaniam	Founder, Craftizen Foundation
Find your Purpose: Youth Counselling and Guidance	18-11-2020	Piyush Tewari	Founder, SaveLIFE Foundation
How to Overcome the Fear of Failure	20-11-2020	Ajay Gupta	Life Coach and International Speaker
Foodpreneurship and its Advantages	23-11-2020	Faisullah Sarabjeeth and	Slurp Studio
Social Security Schemes for the Youth	28-11-2020	Collective	Haqdarshak Empowerment Services Pvt Ltd
Opportunities in Green Jobs	01-12-2020	Dr. Shalini Sarin	Director, Elektromobilitat, Board Member, Mentor and Advisor, CHRO and Clean Energy
Careers in the Food and Beverages Sector	07-12-2020	Sanket Shrikant	Founder, Wolume Up
Agriculture Sector	10-12-2020	Nagulal Hada	Manager, Partnerships and Farmer Interface at Gramhal
Starting your Entrepreneurial Journey	12-12-2020	Madan Padaki	Founder, Head Held High Foundation, Global Alliance for Mass Entrepreneurship
Start up Funding	14-12-2020	Ramesh Dharmaji	MSME Resource Partner, DGM (Retd) SIDBI
Importance of Career Guidance and Counselling	14-12-2020	Shravan Shetty	Career Coach and Speaker

Interviews

Entrepreneurship Antarprerana - Women Collective	15-09-2022	Chandana	HHH
Careers in Green Business	15-09-2022	David Kumar	GM, United Way Bangalore
Career Pathways in Commerce	15-09-2022	Prof. Anil Kumar Garg	NA
Career Pathways in Science	15-09-2022	Mr. Venkatesh	Dean, School of Mathematics and Natural Science
Power of Mentoring	15-09-2022	Suresh Raju	Senior Manager, Value Added Programs
Challenges and Opportunities of Early Career Experience	15-09-2022	Dr. Sandeep Nair	NA
Careers in Humanities	15-09-2022	Mr. HS Ashok	Dean for School of Arts and Psychology

Link to the YouTube Channel:

<https://www.youtube.com/@sachhongesapne7345>

Annexure 12:

Planned Extended Activities

No.	Deliverable	Target	Benefit	Activity
1	Students are linked with internship/ apprenticeship/ VTP's	700 (as per the previous MOU)	Linkage of students to advancement pathways for skill acquisition.	<ul style="list-style-type: none"> Conduct Job melas, Career conclaves at each district involving employers & organizations to connect students to economic pathways.
2	Mapping transitions	1000	The voices from this activity will give an in-depth understanding of the student work transition lifecycle. This will further serve as an input into curriculum enhancement.	<ul style="list-style-type: none"> Select 1000 – 300 + from each district from the pool of students of final semester, Alumni who have graduated from last AY, with a mix of gender, streams & various colleges within a district. Each college will be represented with 30+ students. Administer a survey with a well curated questionnaire to get more insights from the students on mapping their aspirations, challenges & expectations. Outcome of this survey will initiate with insights on students' expectations/ aspirations.
3	Building college to work networks	3 stakeholder meets	Creation of a decentralised infrastructure that would enhance two way interaction and shape the networks that support transition from education into working life.	<ul style="list-style-type: none"> Map all the local employers within the district to create ecosystem of supply & demand of the work force soon after college. A dipstick study with local employers at each district to estimate their requirements & skills for jobs that are available. Charter a memorandum with Institutions / employers / Local NGO / employment govt. agencies / trade bodies etc Create a governing body at each college comprising of NSS officer, Principal, Student leader/Employers with clear mandate of sustainable initiatives to give boost to work network.
4	Summer youth employment	Minimum 10 MOUs signed between institution and employers	Deployment of a well-defined pathway to manifest a linkage between academic and work pathways and enable the students to better understand employment practices and also employer expectations from young employees.	<ul style="list-style-type: none"> Sign MOUs with employers between Institution to carry out the following activities within the academic year: guest Lectures, apprenticeship, internship, OJTs etc. Conduct campus recruitment drives twice in an AY. Input on any specific skills requirement for institutions to cater from time to time.
5	Creation of local pool of certified career coaches	Minimum 5 per district	Design and deployment of a credentialling system for career coaches that will represent a move towards standardization.	<ul style="list-style-type: none"> Create a self-sufficiency at Institutional level by connecting to a pool of certified career coaches comprising of retired personnel, volunteers & freelance coaches for CG & C & 21st century skills. This pool of resources would be absorbed by each college to have their own resource & desk on CG & C. HHH would certify them after imparting necessary TOT.

Annexure 13 :

Placement and Internship Data

Job Roles	No. of Participants
Accounts Executive	1
Analyst Trainee - Internship	1
Apprenticeship	39
Assistant Cashier	3
Assistant Maintenance Engineer	1
Associate	1
Certified internet consultant	3
CRE	3
CSA	26
Customer care Executive	2
Electrician	1
Engineer	2
Executive Transportattion	1
Front Desk	1
Godown Assistant	1
Helper	7
Intern – Electronic System Designer	1
Internship	27
Jio Fiber Associate	1
Jr Accountant	1
Jr Software Engineer	2
JRE	1
Line Assembly	5
Marketing	113
Marketing Assistant	1
Marketing Executive	111
Neem Training Contract letter	1
Operator	3
Photography	281
Production Executive	2
Promoter	1
Relationship Executive	11
Sales Executive	1
Sales Man	1
Sales Officer	2
Software	1
TEACHER	1
Technician	2
Trainee	40
Trainee Electrician	4
Trainee Recruiter	1
Trainee Tech Assistant	1
Trainee Technician	8
Vocational Training	14
Grand Total	731

Annexure 14:

Monitoring and Evaluation Framework

S. No	Output	Deliverable	Verification
1	12000 youth enrol for the CG&C sessions	Total district wise youth enrolment data	
1 (a)	No of enrolments	Total & district wise break-up	registration forms, psychometric assessment
1 (b)	No of Code Unnati App downloads	Total & District wise break up	
2	Demographic data capture	District wise demographic detailing of the youth	
2 (a)	Gender disaggregated data	District wise break up of No of girls No of boys	Registration form
2 (b)	Age categorization	No of youth in 15-24-year age group district wise break up No of girls No of boys	
3.	Delivery of sessions at 50-60 institutions	Sessions are delivered as per the plan submitted to UNDP. Session details, student data and insights from the session shared with UNDP	Session plan, session queries and feedback snapshot
4.	Bucketing of queries and insights based on the modules and career pathways	Insights are captured for all modules monthly and analysed for further linking the youth for CG&C (individual/group)	Feedback form and insights from queries
5	8000 youth are provided 21st century skills and digital skills	Data capture - No of youth	Physical feedback form and google form entries
5 (a)	Demographic profiling	Gender disaggregated data Name Age Contact details (phone/email) Highest education	Feedback form
5 (b)	Information categorization	No of youth provide information based on queries Bucketing of queries Insights captured from one on one and group counseling	Feedback form and insights from the career coaches
6	Completion of training of Career coaches, Code Unnati team and Nodal Officers	Data – Name, location, name of institution (for Nodal Officers), participation proof	Registration data, feedback form, video links and insights

Annexure 15 :

Career Conclaves

Mangalore

The District Career Conclave was a day-long mega event. Below were some highlights:

- 20+ career stalls to share the future career opportunities with the students including higher and vocational education options, skill development and apprenticeship opportunities.
- 500+ students from various educational and vocation institutions including PU colleges, ITI, Polytechnics, and Arts & Science colleges.
- 20+ employers from various sectors sharing job opportunities.
- 10+ industry experts sharing the career insights.
- 30+ experts including career counsellors, facilitators, trainers, and representatives from industry associations, government, and career platforms.
- Career guidance sessions moderated by industry and career experts.
- Career exhibitions that showcased career journeys through interactive sessions with relevant experts.
- Career stalls to encouraging interaction with prospective employers, trainers, and experts.

Students who received offer letters (OL) during the Conclave

Sl No	Name	Designation	Package	Employer
1	SREERAM	Relationship Executive	15,000 PM	Teamlease
2	KAVYARAO	Relationship Executive	15,000 PM	Teamlease
3	ITHAF ALI AHMAD	Relationship Executive	15,000 PM	Teamlease
4	SHEK MOHAMMED DARFAZ	Relationship Executive	15,000 PM	Teamlease
5	ABOVC PAHMAN SHIBAZ	Relationship Executive	15,000 PM	Teamlease
6	SHAROON	Relationship Executive	15,000 PM	Teamlease
7	DHANUSH SHETTY	Relationship Executive	15,000 PM	Teamlease
8	ABIUSHIMAB	Relationship Executive	15,000 PM	Teamlease
9	NAGAMMAHM	Relationship Executive	15,000 PM	Teamlease
10	RADHA	Relationship Executive	15,000 PM	Teamlease
11	LAXMI S	Relationship Executive	15,000 PM	Teamlease
12	SONU PV	Relationship Executive	15,000 PM	Teamlease
13	HARIGOVINA	Relationship Executive	15,000 PM	Teamlease
14	MUHAMMED HISHAM	Relationship Executive	15,000 PM	Teamlease
15	HISHAM MUHAMMED	Relationship Executive	15,000 PM	Teamlease
16	VYSHAK SIJU	Relationship Executive	15,000 PM	Teamlease
17	MOHAMMED MUSSARAF	Relationship Executive	15,000 PM	Teamlease
18	MOHAMMED YOUSUF RIFAZ	Relationship Executive	15,000 PM	Teamlease
19	THANVEER KP	Relationship Executive	15,000 PM	Teamlease
20	ADHIRAJ	Relationship Executive	15,000 PM	Teamlease
21	MANJUNATH	Relationship Executive	15,000 PM	Teamlease
22	MOHAMMED NOOH	Relationship Executive	15,000 PM	Teamlease
23	MOHAMMED RABEH	Relationship Executive	15,000 PM	Teamlease
24	SURAJ KUMAR	Relationship Executive	15,000 PM	Teamlease
25	NISAR AHAMMED	Relationship Executive	15,000 PM	Teamlease
26	SHREERAKSHA KP	Relationship Executive	15,000 PM	Teamlease
27	DHANUSHREE	Relationship Executive	15,000 PM	Teamlease
28	SHILPA	Relationship Executive	15,000 PM	Teamlease
29	ABDULKADERSAQIB	Relationship Executive	15,000 PM	Teamlease
30	MOHAMMEDEBRHAMFARAN	Relationship Executive	15,000 PM	Teamlease
31	DEONSAMFERNAWDES	Relationship Executive	15,000 PM	Teamlease
32	ANDRIYA PINTO	Relationship Executive	15,000 PM	Teamlease
33	SNARHA SEQURAEIRA	Relationship Executive	15,000 PM	Teamlease
34	JALMAR	Relationship Executive	15,000 PM	Teamlease
35	AMSHUL K	Relationship Executive	15,000 PM	Teamlease
36	MAQSOOD	Relationship Executive	15,000 PM	Teamlease
37	SIMTAN VASANT	Relationship Executive	15,000 PM	Teamlease
38	ANGELLA NICHELAS	Relationship Executive	15,000 PM	Teamlease
39	AKSHARA A R	Relationship Executive	15,000 PM	Teamlease
40	MOHAMMED LABEEB	Relationship Executive	15,000 PM	Teamlease
41	JOYSTON DSOUZA	Relationship Executive	15,000 PM	Teamlease
42	MOHAMMED BASIM	Relationship Executive	15,000 PM	Teamlease
43	ADEEB AHMED	Relationship Executive	15,000 PM	Teamlease
44	AKASH P V	Relationship Executive	15,000 PM	Teamlease
45	HUDAD SHARWQ	Relationship Executive	15,000 PM	Teamlease
46	PRAJENE	Relationship Executive	15,000 PM	Teamlease
47	AVINASH	Relationship Executive	15,000 PM	Teamlease
48	YASHODA	Relationship Executive	15,000 PM	Teamlease
49	VARUN	Relationship Executive	15,000 PM	Teamlease
50	M. NOORUDDEN	Relationship Executive	15,000 PM	Teamlease
51	PAVAN	Relationship Executive	15,000 PM	Teamlease

District Career Conclave gets good response

MANGALURU, DHNS

To bridge the information gap for students of Dakshina Kannada and boost career opportunities, a District Career Conclave was organised by SAP, KSDC, Government of Karnataka and UNDP India at St Aloysius College in Mangaluru.

The purpose was for students to interact with recruiters, industry domain experts, and career counsellors, explore higher education opportunities and make informed career choices.

The District Career Conclave was inaugurated by MCC Commissioner Akshy Sridhar in the presence of S J Hemachandra (KES, District Skill Development Officer, KSDC), Devaraju K (IEDS, Joint Director, MSME, Mangalore), Dr Jennifer Lolita (Joint Director, Collegiate Education), Ajith



MCC Commissioner Akshy Sridhar inaugurates District Career Conclave at St Aloysius College in Mangaluru.

Kamath (Ex-president of KIA and secretary of STRIVE, Mangalore), Rev Dr Praveen Martis (Principal, St Aloysius College) and Jeyachandran, State Head, UNDP Karnataka.

"UNDP India and SAP India, with the support of KSDC and the Government of Karnataka have been carrying out

various programmes to help Karnataka's youth and women become job ready. The career conclave aims to expose young minds to various professional specialisations and higher education opportunities. Interacting with potential employers has helped participants understand corporate skill

requirements. Decent work and economic growth are important Sustainable Development Goals and the career conclave in Mangaluru is a positive step in the direction," said Govindaraj Jeyachandran, UNDP India's Karnataka State Project head.

SAP Labs India's partnership with UNDP in Karnataka is about propelling the social entrepreneurship ecosystem, building career pathways for youth and leveraging the power of technology to foster economic opportunities, said Gunjan Patel, regional director and head of CSR, SAP Indian Subcontinent.

The career conclave had 20 career stalls to share future career opportunities with the students, including higher and vocational education options, skill development and apprenticeship opportunities.

More than 500 students participated. There were 30 experts including career counsellors, facilitators, trainers and representatives from industry associations, the government and career platforms.

Project Code Unnati

Since 2020, UNDP India and SAP Labs India have been working together to boost youth innovation and entrepreneurship under Project Code Unnati. The project aims to improve access to employment opportunities for 20,000 youth and 5,000 women across three districts of Karnataka — Bengaluru Rural, Dakshina Kannada and Raichur.

It aims at imparting digital literacy, career guidance and counselling and 21st Century skills for youth along with fostering youth-led entrepreneurship at the university level.

Time	Activity/ Topic	Speaker
8.30 – 9.45 AM	Registrations	
9.45 -10.00 AM	Welcome note	Mr. Bharath Staff of Loyola college
10.00 - 10.10 AM	Prayer & Lighting of the lamp	Dignitaries
10.10 – 10.30 AM	Overview of district Skill Development initiatives	Sri Meheboob Jilan (KAS) District Skill Development Officer, Raichur
10:30 – 10:45 AM	Chief Guest Address	Fr. Leo Pereira S.J Superior Loyola college, Manvi
10.45 – 11.00 AM	Inaugural address	Fr. Melwyn Dcunha Principal Loyola college, Manvi
11.00 – 11.15 AM	Importance of Career awareness for youths	Sri Subhash Chawan Asst Engineer, Sub-division office, JESCOM, Manvi
11.15 – 11.25 AM	Vote of Thanks	Mr. Georg A Staff of HHH, Raichur
11.30 – 2.00 PM	Aspirational candidates visit to interaction with Employers	
2.00 – 2.30 PM	Networking Lunch	

Companies which took part in the Career Conclave

Sl No	Company Name	Working Location	Job Sector	Field
1	MUTHOOT FINANCE	Karnataka & Telangana	Non Technical	Retail
2	M Pockett	Hyderabad	Non Technical	BPO
3	Airtel	Raichur	Non Technical	BPO & Marketing
4	Univrsal Business Solutions	Raichur	Non Technical	BPO & Marketing
5	Med Plus	Karnataka & Telangana	Non Technical	Hospitality
6	Relaince	Karnataka & Telangana	Non Technical	Retail
7	Apollo	Karnataka & Telangana	Non Technical	Hospitality
8	Indusind	Raichur	Non Technical	Banking
9	Celekt Mobiles	Hyderabad	Non Technical	Retail
10	Hyundai	Raichur	Non Technical	Manufacturing

Bangalore Rural

Sl No.	Name	Mobile Number	Company	College Name	Course	Year of Pursuing
1	Shashank	9019937005	Suprajit Automotive Pvt Ltd	Sri Aravinda ITI College	ITI	Final Year
2	Arun Kumar N	8861076575	Suprajit Automotive Pvt Ltd	Sri Aravinda ITI College	ITI	Final Year
3	Ramesh R	7204608896	Suprajit Automotive Pvt Ltd	Sri Aravinda ITI College	ITI	Final Year
4	Abhishek C	9731009658	Suprajit Automotive Pvt Ltd	Sri Aravinda ITI College	ITI	Final Year
5	Akshay Kumar H R	8904725388	Suprajit Automotive Pvt Ltd	Sri Aravinda ITI College	ITI	Final Year
6	Varun C	8088139953	Suprajit Automotive Pvt Ltd	JCS ITI Neelamangala	ITI	Final Year
7	Vinay N	9019678975	Suprajit Automotive Pvt Ltd	JCS Nelamangala	ITI	Final Year
8	Vinay C	9741170549	Suprajit Automotive Pvt Ltd	JCS Nelamangala	ITI	Final Year
9	Kempegowda M	9353078464	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
10	Akash AC	9902510846	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
11	Ashoka VM	8431120218	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
12	Suman C	9663279734	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
13	Aman Prasad	8210058755	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
14	Manoj	8618009116	Suprajit Automotive Pvt Ltd	Govt ITI	ITI	Final Year
15	Abhishek. A	6361189479	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
16	Santhosh K	7483611025	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
17	Anjan Kumar T	9731059918	Suprajit Automotive Pvt Ltd	Govt ITI	ITI	Final Year
18	Nikhil B	9945463544	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
19	Nikhil	9611891672	Suprajit Automotive Pvt Ltd	R L Jalappa College	ITI	Final Year
20	Kumara Swamy SP	8088004231	Navata Transport	Govt First Grade College	BSC	Final Year
21	Vinay N	9019678975	Navata Transport	JCS Nelamangala	ITI	Final Year
22	Balaji SR	6362237353	Navata Transport	Govt First Grade College	BSC	Final Year
23	Abhilash	6362861193	Navata Transport	Govt First Grade College	BSE	Final Year
24	Sandeep Kumar	8123445565	Navata Transport	Govt First Grade College	BSC	Final Year
25	Shiva Charan	8088840271	Navata Transport	Govt First Grade College	B COM	Final Year
26	santhosh s	8496856382	Navata Transport	R.L. JALAPPA Polytechnic College	CIVIL ENGG	Final Year
27	Naveen Kumar BR	9019653594	Navata Transport	Govt First Grade College	B COM	Final Year
28	shashi Kumar	9108530752	Navata Transport	Govt First Grade College	B COM	Final Year
29	Anil Kumar	8660930052	Navata Transport	R L Jalappa College	CSE	Final Year
30	Arifa Banu	9886861773	Silver spark Apparel	Govt First Grade College	B Com	Final Year
31	Sameera Gazala	7899160392	Silver spark Apparel	Govt First Grade College	B Com	Final Year
32	Sahana	9741757910	Silver spark Apparel	R L Jalappa College	B Com	Final Year
33	Devika	9844153981	Silver spark Apparel	Govt First Grade College	HEP	Final Year
34	Bhavya	9986093208	Silver spark Apparel	Lavanya Degree College	B COM	Final Year
35	Archana	9353993963	Silver spark Apparel	Govt First Grade College	HEP	Final Year
36	Sushmitha R	8310647955	Silver spark Apparel	Govt First Grade College	HEP	Final Year
37	Shobha	6360862251	Silver spark Apparel	Govt.PU.College Doddaballapur	PUC	Final Year
38	Chaitra	9739259833	Silver spark Apparel	Govt First Grade College	B Com	Final Year
39	Bhavya	9901026829	Silver spark Apparel	Govt First Grade College	BA	Final Year
40	Poojitha R	8073775416	Silver spark Apparel	AFS National Collage	B COM	Passed

41	Aruna M	8088178396	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year
42	Chethana H.V.	8660969643	Team Lease(Bata & Manyavar)	Govt First Grade College	B Com	Final Year
43	Keerthi	7338664249	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year
44	Latha N	7676200238	Team Lease(Bata & Manyavar)	Government PU collage	2nd PUC	Final Year
45	Manoj M	9741095903	Team Lease(Bata & Manyavar)	Sri Aravinda ITI College	ITI	Final Year
46	Murali	968442741	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year
47	Nayana M	9916620027	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year
48	NavyashreeM R	6361538490	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year
49	Niveditha	9663420636	Team Lease(Bata & Manyavar)	Govt College Madgondalli	commerce	Final Year
50	Shilpa	7483592990	Team Lease(Bata & Manyavar)	GFGC Doddaballapur	BSC	Final Year
51	Srilekha G R	8884234591	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year
52	Tejaswini	9481302896	Team Lease(Bata & Manyavar)	Govt First Grade College	B Com	Final Year
53	Usha	7795458421	Team Lease(Bata & Manyavar)	Govt First Grade College	BA	Final Year
54	Varun K S	9148268456	Team Lease(Bata & Manyavar)	Lavanya Degree College	B Com	Final Year

Media Coverage

ಪ್ರಜಾವಾಣಿ

ದೊಡ್ಡಬಳ್ಳಾಪುರ: ಉದ್ಯೋಗ ಜಾಗೃತಿ ಮೇಳ

ಕುಟುಂಬದ ಮೂಲಗಳು ತಿಳಿಸಿವೆ.

ಬೈದೋಗಿಕ ಕೌಶಲ ತರಬೇತಿಗೆ ಒತ್ತು

ಪ್ರಜಾವಾಣಿ ವಾರ್ತೆ

ದೊಡ್ಡಬಳ್ಳಾಪುರ: ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮ, ಬೆಳ್ಳಾ ಕೌಶಲ ಕೋಶದಿಂದ ಯುವನೊಬ್ಬರೊಂದಿಗೆ ಹಾಗೂ ಎಸ್‌ಎಸ್‌ ಲ್ಯಾಬ್ ಸಹಯೋಗದೊಡನೆ ಬುಧವಾರ ನಗರದ ಆರ್.ಎಲ್. ಜಾಲಪ್ಪ ಪಾತ್ರಿಕ ಮಹಾವಿದ್ಯಾಲಯದ ಕಲಾ ಮಂದಿರದಲ್ಲಿ ಉನ್ನತಿ ಪರಿಕಲ್ಪನೆಯ ಬೆಳ್ಳಾ ಮಟ್ಟದ ಕೆಲಸಕ್ಕೆ ಸಮಾವೇಶದ ಅಂಗವಾಗಿ ಉದ್ಯೋಗ ಜಾಗೃತಿ ಮೇಳ ನಡೆಯಿತು.

ರಾಜ್ಯ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಇಲಾಖೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಭಾವನಾ ಮಾತನಾಡಿ, ಯುವಜನರಲ್ಲಿ ಉದ್ಯಮಶೀಲತೆ ವೃದ್ಧಿಗೆ ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮ ಒತ್ತು ನೀಡಿದ್ದು, ಅನೇಕ ಯೋಜನೆಗಳನ್ನು ಜಾರಿಗೆ ತಂದಿದೆ. ವಿದ್ಯಾರ್ಹತೆ ಮತ್ತು ಉದ್ಯೋಗದ ನಡುವೆ ಇರುವ ಕೊರತೆ ನಿರ್ವಹಿಸುವ ವಿವಿಧ ಕೌಶಲ ತರಬೇತಿಯನ್ನು ಯುವಜನರಿಗೆ ನೀಡುವುದು ಮೊದಲ ಅದ್ಯತೆಯಾಗಿದೆ. ಅವಕಾಶಗಳ ಸದೃಶತೆಗೆ ಪೂರಕ ವೇದಿಕೆ ಇದಾಗಿದೆ ಎಂದು.

ಬೆಳ್ಳಾ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿ ಲಕ್ಷ್ಮಿನಾರಾಯಣರಾವು ಮಾತನಾಡಿ, ಸಂವಹನ ಕೌಶಲವನ್ನು ವೃದ್ಧಿಗೊಳಿಸಲು ಬೇಕಾದ ಪರಿಕ್ರಮೆಗಳ ಬಗ್ಗೆ ಹೆಚ್ಚಿನ ಗಮನ ಹರಿಸುವುದು ಉತ್ತಮ. ಬೆದೋಗಿಕ ಬೆಳವಣಿಗೆಗೆ ಬೇಕಾದ

ಮಾರ್ಗದರ್ಶನ ಹಾಗೂ ಲಭ್ಯ ಸಂಪನ್ಮೂಲಗಳ ಸದೃಶತೆಯಿಂದ ಸಾಧನೆ ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಅನೇಕ ಪ್ರತಿಷ್ಠಿತ ಸಂಸ್ಥೆಗಳು ಕೌಶಲಾಧಾರಿತ ಯುವಜನ ನಿರೀಕ್ಷೆಯಲ್ಲಿವೆ ಎಂದು ಹೇಳಿದರು.

ದೇವರಾಜ ಅರಸ್ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಉಪಾಧ್ಯಕ್ಷ ಜಿ. ರಾಜೇಂದ್ರ ಕುಮಾರ್, ನಾಗರಿಕ ಸೇವೆ ಸೇರಿದಂತೆ ಮಹತ್ವದ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ಗ್ರಾಮೀಣ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಾಧನೆ ಅನನ್ಯ ಯುವಜನರಲ್ಲಿ ಕೃಷಿ ಸಂಬಂಧಿತ

ಪಾಠ್ಯಕ್ರಮ ಕೌಶಲಗಳನ್ನು ಉತ್ತೇಜಿಸುವ ಕುರಿತು ತರಬೇತಿ ನೀಡಬೇಕೆಂದು ತಿಳಿಸಿದರು.

ಒಂದು ದಿನದ ಅಭಿಯಾನದಲ್ಲಿ 40 ಮಳಿಗೆಗಳ ಮೂಲಕ ವಿವಿಧ ಕಂಪನಿಗಳು ಹಲವು ಕಾಲೇಜುಗಳಿಂದ ಭಾಗವಹಿಸಿದ್ದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉದ್ದೇಶದ ಹಾಗೂ ಭವಿಷ್ಯದ ಸಾಧ್ಯತೆ ಕುರಿತು ಅರಿವು ಮೂಡಿಸಿದವು. ಹಲವು ಉದ್ಯಮಿಗಳು, ತಜ್ಞರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉದ್ದೇಶದವಾಚಕದ ಬಗ್ಗೆ ತಿಳಿಸಿಕೊಟ್ಟರು.

ಇಂದಿನಾಗಾಂಧಿ ರಾಷ್ಟ್ರೀಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಕುರಿತು ಮಾತನಾಡುತ್ತಾ ನಿರ್ದೇಶಕಿ ರಾ.ಎಸ್. ರಾಧಾ, ಹೆಲ್ಪ್ ಡೆಸ್ಕ್ ಫೌಂಡೇಶನ್ ವ್ಯವಸ್ಥಾಪಕ ಪ್ರತಿಷ್ಠೆ ಮದನ್ ಪಡೆಕೆ, ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿಯ ಸೇವಾ ಸಂಸ್ಥೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಅಮಲಿ ನಾಯಕ್, ಹನಿಕಾಂಟ್ ಕ್ರಿಯೇಟಿವ್ ಸರ್ವೋತ್ಕರ್ಷ ಮಾತೃಕೇಟರ್ ಮ್ಯಾನೇಜರ್ ಎಂ.ವಿ. ಸೌಮ್ಯ ಮತ್ತು ಯುಎನ್‌ಐಡಿ ಮುಖ್ಯಸ್ಥ ಜಯಚಂದ್ರನ್ ಪಾಲ್ಗೊಂಡರು.



ಯುವಜನರ ಬೈದೋಗಿಕ ಕೌಶಲಾಭಿವೃದ್ಧಿಗೆ ಅದ್ಯತೆ

ರಾಜ್ಯ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಇಲಾಖೆ ಕಾರ್ಯನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಭಾವನಾ ಅಭಿಮತ

ದೊಡ್ಡಬಳ್ಳಾಪುರ: ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮ, ಬೆಳ್ಳಾ ಕೌಶಲ ಕೋಶದಿಂದ ಯುವನೊಬ್ಬರೊಂದಿಗೆ ಹಾಗೂ ಎಸ್‌ಎಸ್ ಲ್ಯಾಬ್ ಸಹಯೋಗದೊಡನೆ ಬುಧವಾರ ನಗರದ ಆರ್.ಎಲ್. ಜಾಲಪ್ಪ ಪಾತ್ರಿಕ ಮಹಾವಿದ್ಯಾಲಯದ ಕಲಾ ಮಂದಿರದಲ್ಲಿ ಉನ್ನತಿ ಪರಿಕಲ್ಪನೆಯ ಬೆಳ್ಳಾ ಮಟ್ಟದ ಕೆಲಸಕ್ಕೆ ಸಮಾವೇಶದ ಅಂಗವಾಗಿ ಉದ್ಯೋಗ ಜಾಗೃತಿ ಮೇಳ ನಡೆಯಿತು.

ರಾಜ್ಯ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಇಲಾಖೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಭಾವನಾ ಮಾತನಾಡಿ, ಯುವಜನರಲ್ಲಿ ಉದ್ಯಮಶೀಲತೆ ವೃದ್ಧಿಗೆ ಕರ್ನಾಟಕ ಕೌಶಲಾಭಿವೃದ್ಧಿ ನಿಗಮ ಒತ್ತು ನೀಡಿದ್ದು, ಅನೇಕ ಯೋಜನೆಗಳನ್ನು ಜಾರಿಗೆ ತಂದಿದೆ. ವಿದ್ಯಾರ್ಹತೆ ಮತ್ತು ಉದ್ಯೋಗದ ನಡುವೆ ಇರುವ ಕೊರತೆ ನಿರ್ವಹಿಸುವ ವಿವಿಧ ಕೌಶಲ ತರಬೇತಿಯನ್ನು ಯುವಜನರಿಗೆ ನೀಡುವುದು ಮೊದಲ ಅದ್ಯತೆಯಾಗಿದೆ. ಅವಕಾಶಗಳ ಸದೃಶತೆಗೆ ಪೂರಕ ವೇದಿಕೆ ಇದಾಗಿದೆ ಎಂದು.

ಬೆಳ್ಳಾ ಕೌಶಲಾಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿ ಲಕ್ಷ್ಮಿನಾರಾಯಣರಾವು ಮಾತನಾಡಿ, ಸಂವಹನ ಕೌಶಲವನ್ನು ವೃದ್ಧಿಗೊಳಿಸಲು ಬೇಕಾದ ಪರಿಕ್ರಮೆಗಳ ಬಗ್ಗೆ ಹೆಚ್ಚಿನ ಗಮನ ಹರಿಸುವುದು ಉತ್ತಮ. ಬೆದೋಗಿಕ ಬೆಳವಣಿಗೆಗೆ ಬೇಕಾದ

ಮಾರ್ಗದರ್ಶನ ಹಾಗೂ ಲಭ್ಯ ಸಂಪನ್ಮೂಲಗಳ ಸದೃಶತೆಯಿಂದ ಸಾಧನೆ ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಅನೇಕ ಪ್ರತಿಷ್ಠಿತ ಸಂಸ್ಥೆಗಳು ಕೌಶಲಾಧಾರಿತ ಯುವಜನ ನಿರೀಕ್ಷೆಯಲ್ಲಿವೆ ಎಂದು ಹೇಳಿದರು.

ದೇವರಾಜ ಅರಸ್ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಉಪಾಧ್ಯಕ್ಷ ಜಿ. ರಾಜೇಂದ್ರ ಕುಮಾರ್, ನಾಗರಿಕ ಸೇವೆ ಸೇರಿದಂತೆ ಮಹತ್ವದ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ಗ್ರಾಮೀಣ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಾಧನೆ ಅನನ್ಯ ಯುವಜನರಲ್ಲಿ ಕೃಷಿ ಸಂಬಂಧಿತ

ಪಾಠ್ಯಕ್ರಮ ಕೌಶಲಗಳನ್ನು ಉತ್ತೇಜಿಸುವ ಕುರಿತು ತರಬೇತಿ ನೀಡಬೇಕೆಂದು ತಿಳಿಸಿದರು.

ಒಂದು ದಿನದ ಅಭಿಯಾನದಲ್ಲಿ 40 ಮಳಿಗೆಗಳ ಮೂಲಕ ವಿವಿಧ ಕಂಪನಿಗಳು ಹಲವು ಕಾಲೇಜುಗಳಿಂದ ಭಾಗವಹಿಸಿದ್ದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉದ್ದೇಶದ ಹಾಗೂ ಭವಿಷ್ಯದ ಸಾಧ್ಯತೆ ಕುರಿತು ಅರಿವು ಮೂಡಿಸಿದವು. ಹಲವು ಉದ್ಯಮಿಗಳು, ತಜ್ಞರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉದ್ದೇಶದವಾಚಕದ ಬಗ್ಗೆ ತಿಳಿಸಿಕೊಟ್ಟರು.

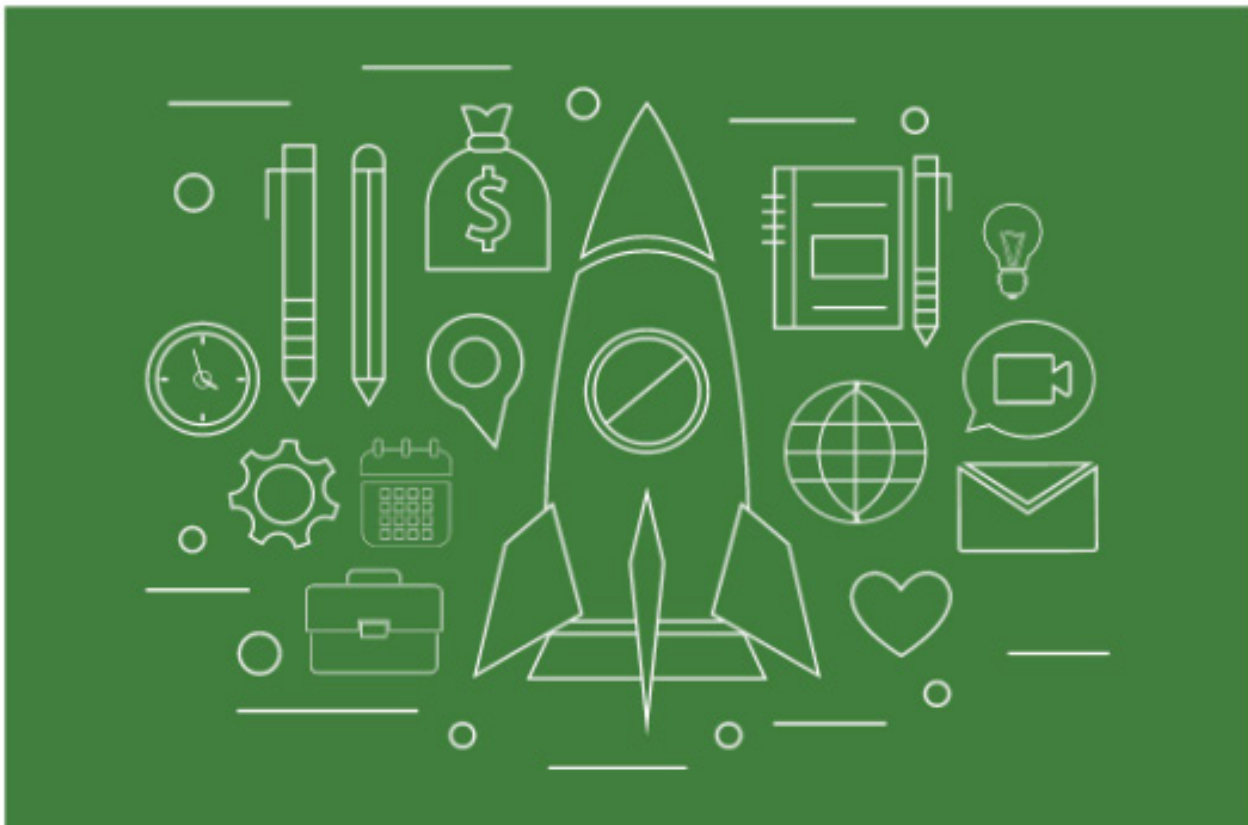
ಇಂದಿನಾಗಾಂಧಿ ರಾಷ್ಟ್ರೀಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಕುರಿತು ಮಾತನಾಡುತ್ತಾ ನಿರ್ದೇಶಕಿ ರಾ.ಎಸ್. ರಾಧಾ, ಹೆಲ್ಪ್ ಡೆಸ್ಕ್ ಫೌಂಡೇಶನ್ ವ್ಯವಸ್ಥಾಪಕ ಪ್ರತಿಷ್ಠೆ ಮದನ್ ಪಡೆಕೆ, ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿಯ ಸೇವಾ ಸಂಸ್ಥೆಯ ಕಾರ್ಯ ನಿರ್ವಾಹಕ ನಿರ್ದೇಶಕಿ ಅಮಲಿ ನಾಯಕ್, ಹನಿಕಾಂಟ್ ಕ್ರಿಯೇಟಿವ್ ಸರ್ವೋತ್ಕರ್ಷ ಮಾತೃಕೇಟರ್ ಮ್ಯಾನೇಜರ್ ಎಂ.ವಿ. ಸೌಮ್ಯ ಮತ್ತು ಯುಎನ್‌ಐಡಿ ಮುಖ್ಯಸ್ಥ ಜಯಚಂದ್ರನ್ ಪಾಲ್ಗೊಂಡರು.



Annexure 16 :

Training Manuals

Cover Page of the Training Manual for ITI Students in English:



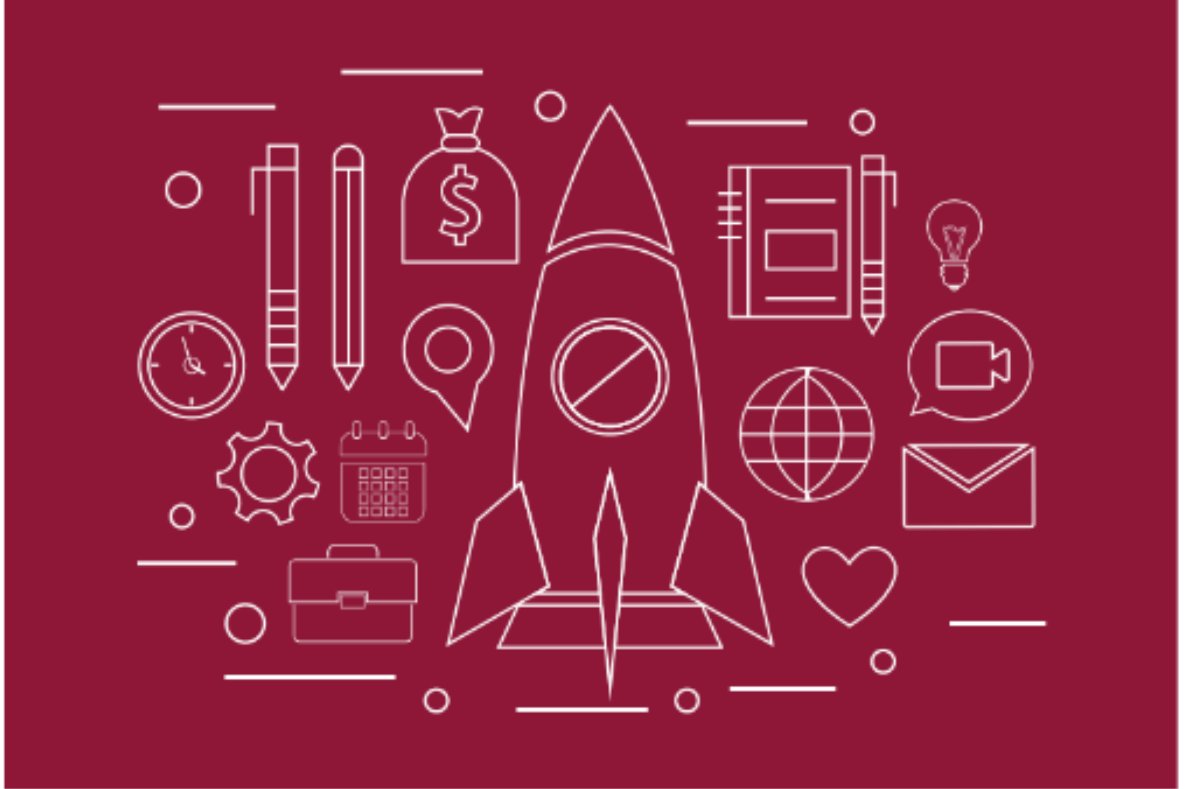
Project Code Unnati

Career Guidance and Counseling

Handbook for Students

ITI & Polytechnic

Cover Page of the Training Manual for PUC Students
in Kannada:



ಪ್ರಾಜೆಕ್ಟ್ ಕೋಡ್ ಉನ್ನತಿ
ವೃತ್ತಿ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು
ಸಮಾಲೋಚನೆ

ಪದವಿ ಪೂರ್ವ

ವಿದ್ಯಾರ್ಥಿಗಳ ಕೈಪಿಡಿ

Page 13 of the Training Manual for University Students in Kannada, describing Instructional Guidelines for Trainers:

ವೃತ್ತಿ ತರಬೇತುದಾರರು/ನೋಡಲ್ ಅಧಿಕಾರಿಗಳಿಗೆ ಮಾಡಬೇಕಾದ ಮತ್ತು ಎಚ್ಚರವಹಿಸಬೇಕಾದ ಅಂಶಗಳು.

ಮಾಡಬೇಕಾದ ಅಂಶಗಳು

1. ಚೆನ್ನಾಗಿ ಸಿದ್ಧರಾಗಿರಿ. ಮುಂಚಿತವಾಗಿ ತರಬೇತಿ ಸಾಮಗ್ರಿಗಳ ಮೂಲಕ ಹೋಗಿ ಮತ್ತು ವಿಷಯದೊಂದಿಗೆ ಸ್ಪಷ್ಟವಾಗಿರಬೇಕು.
2. ಭಾಗವಹಿಸುವವರು ಬಂದಾಗ ಅವರನ್ನು ಸ್ವಾಗತಿಸಿ.
3. ಭಾಗವಹಿಸುವವರೊಂದಿಗೆ ಕಣ್ಣಿನ ಸಂಪರ್ಕವನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಿ ಮತ್ತು ತಾಂತ್ರಿಕವಾಗಿ ಮತ್ತು ಆತ್ಮವಿಶ್ವಾಸದಿಂದ ನೋಡಿ.
4. ನಿಮ್ಮ ಅಂಶವನ್ನು ಒತ್ತಿ/ವಿವರಿಸಲು ಸೂಕ್ತ ಸನ್ನಿವೇಶವನ್ನು ಬಳಸಿ.
5. ಸಾಮಾಜಿಕ ಅಂತರಗಳನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲಾಗಿದೆಯೇ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಿ.
6. ಮುಖ್ಯ ಅಂಶಗಳನ್ನು ಒತ್ತಿ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮರುಪರಿಶೀಲಿಸಿ.
7. ಅವರು ಮುಕ್ತವಾಗಿ ಹಂಚಿಕೊಳ್ಳಲು ಮತ್ತು ಕೇಳಲು ಅವರಿಗೆ ಸುರಕ್ಷಿತ ಜಾಗವನ್ನು ರಚಿಸಿ.
8. ಪ್ರತಿ ಹೊಸ ಪರಿಕಲ್ಪನೆಯ ನಂತರ ಅವರಿಗೆ ಯಾವುದೇ ಪ್ರಶ್ನೆಗಳಿವೆಯೇ ಎಂದು ನಯವಾಗಿ ಕೇಳಿ.
9. ಪ್ರತಿ ಸೆಷನ್‌ಗೆ ನಿಗದಿಪಡಿಸಿದ ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಸೆಷನ್‌ಗಳನ್ನು ಪ್ರಾರಂಭಿಸಿ ಮತ್ತು ಮುಗಿಸಿ.
10. ನೀವು ಅಗತ್ಯವಿರುವ ಎಲ್ಲಾ ಸಲಕರಣೆಗಳನ್ನು ಹೊಂದಿರುವಿರಾ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಿ ಮತ್ತು ಪ್ರಾಜೆಕ್ಟರ್, ಲ್ಯಾಪ್ ಟಾಪ್, ಮೈಕ್ ಇತ್ಯಾದಿ ಸರಿಯಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತಿವೆಯೇ ಎಂದು ಪರಿಶೀಲಿಸಿ.
11. ಭಾಗವಹಿಸುವವರು ಬೇಸರಗೊಂಡು, ಸುಸ್ತಾದು, ಕಳೆದುಹೋದ ಹಠಾಶರಾದ ಸೂಚನೆ ಕಂಡುಬಂದಲ್ಲಿ, ಅಗತ್ಯವಿದ್ದಾಗ ಅವರೊಂದಿಗೆ ಮಾತಾಡಿ.
12. ಅಧಿವೇಶನದ ಉದ್ದೇಶವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಿ. ಪ್ರತಿ ಅಧಿವೇಶನದ ಉದ್ದೇಶಿತ ಉದ್ದೇಶದ ಕಡೆಗೆ ಚರ್ಚೆಯನ್ನು ಮುನ್ನಡೆಸಿಕೊಳ್ಳಿ.
13. ಉಡುಗೆ ವ್ಯಕ್ತಿಪರವಾಗಿರಲಿ.
14. ನಿಮ್ಮ ಸ್ವರದ ಬಗ್ಗೆ ಗೌರವಯುತವಾಗಿ ಮತ್ತು ಜಾಗರೂಕರಾಗಿರಿ.
15. ವೈವಿಧ್ಯತೆ ಮತ್ತು ಅಭಿಪ್ರಾಯಗಳ ವ್ಯತ್ಯಾಸವನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಿ.

ಎಚ್ಚರವಹಿಸಬೇಕಾದ ಅಂಶಗಳು

1. ಪರಿಚಯವಿಲ್ಲದೆ ನೇರವಾಗಿ ವಿಷಯಕ್ಕೆ ಹೋಗುವುದು.
2. ಆಸಕ್ತಿ ಇಲ್ಲದಂತೆ ಇರುವುದು.
3. ತಡವಾಗಿ ತರಗತಿಗೆ ಹೋಗುವುದು.
4. ಒಂದು ಪರಿಕಲ್ಪನೆಯ ಚಿತ್ರ ತೋರಿಸಿ ಬೇರೆವಿವರಣೆ ನೀಡುವುದು.
5. ನೀವು ನಿರೀಕ್ಷಿಸಿದ ಉತ್ತರ ಸಿಗದೇ ಇದ್ದಾಗ ಅಸಮ್ಮತಿ ಅಥವಾ ಅಸಮರ್ಥತೆ ವ್ಯಕ್ತ ಪಡಿಸುವುದು.
6. ವಿಷಯವನ್ನು ತೀವ್ರವಾಗಿ ಓದಿಸುವುದು.
7. ಏಕತಾನತೆಯ ಧ್ವನಿಯಲ್ಲಿ ಮಾತನಾಡುವುದು.
8. ಅನಗತ್ಯ ಚಲನವಲನಗಳು ಮಾಡುವುದು ಹಾಗೆ ಬೆನ್ನು ಹಾಕಿ ನಿಲ್ಲುವುದು.
9. ಯಾವಾಗಲೂ ಒಂದು ಕ್ರಮದಲ್ಲಿ ಹೋಗುವುದು (ಉಪನ್ಯಾಸ ಕ್ರಮ ಅಥವಾ ಭಾಗವಹಿಸುವಿಕೆ).
10. ಕೊನೆಯಲ್ಲಿ ಹೊಸ ವಿಚಾರವನ್ನು ಪರಿಚಯಿಸುವುದು.
11. ವಿಧ್ಯಾರ್ಥಿಗಳ ಪ್ರಶ್ನೆ ಅಸಮಂಜಸ ಹಾಗೂ ಅಸ್ಪಷ್ಟ ಎಂದು ಹೇಳುವುದು.
12. ಪಾಠ ಯೋಜನೆಯನ್ನು ಓದುವುದು.
13. ಪ್ರತಿಯೊಬ್ಬರ ಕೆಲಸಿಯ ಶೈಲಿ ಒಂದೇ ರೀತಿ ಎಂದು ಭಾವಿಸುವುದು.
14. ಕಲಿಯುವವರನ್ನು ಕಡಿಮೆ ಎಂದು ಭಾವಿಸುವುದು.
15. ಪರಿಭಾಷೆಗಳು, ಸಂಕ್ಷೇಪಣೆಗಳು ಅಥವಾ ಸಂಕೀರ್ಣ ಶಬ್ದಕೋಶದ ಬಳಕೆ.

Annexure 17 :

Faculty Development Programmes

Workshop Agenda :

Day	Agenda item
Day 1 (Pre-lunch)	Session Title: Providing systemic Career Guidance & Counselling to youth Day 1
	Session Time Breakdown:
	Total: 3 Hours
	1 Hour: Icebreaking, norm-setting, introductions
	2 Hours: Challenges faced by youth, needs of youth mapping.
Day 1 (Post-lunch)	The overall structure of the program and expectations from participants, stakeholder management
	0.45 Hrs. – Lunch
	Session Title: Providing systemic Career Guidance & Counselling to youth.
	Session Time Breakdown:
	Total: 3 Hours
Day 2	1 Hour: What is CG&C? Who is a career guide/counsellor/practitioner? your role as a career practitioner?
	1 Hour: Facilitating the CG&C sessions in institutions.
	1 Hour: Facilitating one-on-one CG&C for youth
	Session Title: Providing systemic Career Guidance & Counselling to youth Day 2
	Session Time Breakdown:
Day 2	Total: 7 Hours
	2 Hours: what are 21 st century skills? Importance
	0.45 Hours: Lunch Break
	2 Hours: Live demonstrations (CG&C) & Feedback
	1 Hours: Live demonstrations: Stakeholder management & facilitating the content.
Day 2	1 Hours – Feedback & conclusion

Annexure 18 :

Alumni Survey Questionnaire

1. Date
2. Unique ID
3. Registration Number
4. College Name
5. Candidate Full Name
6. Gender *
7. Trainee Mobile number as in the tracker
8. Alternate number
9. Have you attended CG&C and 21st century skills program organised by UNDP?
10. Which topics from the training helped you?
11. How useful was the training?
12. Are you using code unnati mobile application?
13. Will you recommend Project Code Unnati training to your friends.
14. Choice Distinction or Trainees aspiration (To be filled by surveyor based on the list of the trainees provided by HHH)
15. Placement Status
16. What are you doing right now? (Current status)
17. Current Employer Name
18. Current Job Role/Designation
19. When did you join the job?
20. No of months/years of job experience?
21. What is your monthly salary in INR?
22. Employer location
23. Did HHH help you to get this job?
24. How satisfied are you with your current job?
25. Remarks
26. Which course have you registered for
27. Name of the institute
28. Why are you not doing anything?
29. What are the challenges that are restricting you to do anything
30. Any Other feedback

