

# TECHNICAL FEASIBILITY REPORT

MB SHIKSAN  
AND  
TECHNICAL  
WALFERE  
SOCIETY

# EXECUTIVE SUMMARY

Project Shiksha & Skill Development is an integrated social-development initiative proposed by MB Shiksan and Technical Walfere Society to strengthen education, practical skill development, vocational capability, youth employability and community-level opportunities in Rajasthan.

The project will initially focus on Bundi, Rajasthan, with a long-term objective of extending structured education and skill-development opportunities to rural and underserved communities across the state. The intervention combines learning support, vocational training, women and youth development, community mobilisation and outcome-based monitoring.

## Technical Feasibility Snapshot

| Particulars           | Technical Position                     |
|-----------------------|----------------------------------------|
| Project Sector        | Education & Skill Development          |
| Initial Location      | Bundi, Rajasthan                       |
| Project Model         | Community-Based Integrated Development |
| Primary Beneficiaries | Children, Youth, Women & Communities   |
| Core Facilities       | Learning & Training Spaces             |
| Technology            | Computers & Digital Resources          |
| Initial Funding       | ₹1.00 Crore                            |
| Implementation Period | Five Years                             |

# PROJECT CONCEPT & TECHNICAL RATIONALE

The project is designed around the development pathway of Education → Skill Development → Vocational Capability → Employability → Livelihood Opportunities. Its technical approach connects learning interventions with practical capability and employment-oriented development.

The requirement for the project arises from identified gaps in structured learning access, practical skill exposure, vocational training, youth work readiness and women-focused skill opportunities.

## Technical Intervention Framework

| Development Requirement             | Technical Response                       |
|-------------------------------------|------------------------------------------|
| Limited structured learning         | Education & literacy activities          |
| Learning-resource gaps              | Educational materials & academic support |
| Limited practical skills            | Vocational training                      |
| Weak job orientation                | Employability-oriented learning          |
| Limited women-focused opportunities | Women skill development                  |
| Limited local access                | Community-based implementation           |

# SITE & LOCATION FEASIBILITY

The project will initially be implemented in Bundi, Rajasthan, with a focus on rural and underserved communities. The location strategy is designed to bring structured education, vocational training and development opportunities closer to beneficiaries while creating a foundation for future expansion.

The proposed setup requires accessible and functional premises with suitable learning, training, administrative and resource-support areas. The technical model is scalable and can be replicated across additional communities as programme coverage increases.

## Strategic Location Feasibility Assessment

| Key Dimension             | Technical Assessment                                     |
|---------------------------|----------------------------------------------------------|
| Geographic Reach          | Bundi-based implementation with rural community coverage |
| Beneficiary Accessibility | Local and community-oriented programme delivery          |
| Facility Requirement      | Learning, training and administrative spaces             |
| Operational Scalability   | Capacity can expand with beneficiary coverage            |
| Expansion Readiness       | Model designed for wider Rajasthan                       |
| Skill Centres             | Medium                                                   |

# PROGRAMME & SERVICE DELIVERY MODEL

The project integrates education, literacy, vocational training, youth employability, women skill development and community outreach into one coordinated service-delivery framework. The approach is designed to move beneficiaries from basic access and participation towards practical capability and livelihood-oriented opportunities.

Implementation will progress through need identification, mobilisation, programme delivery, assessment and monitoring. This structured approach ensures that activities remain connected to identified community requirements and measurable programme outcomes.

## Integrated Programme Delivery & Impact Framework

| Programme Pillar      | Primary Intervention            | Expected Impact               |
|-----------------------|---------------------------------|-------------------------------|
| Education             | Structured learning & literacy  | Stronger learning foundation  |
| Skill Development     | Practical & vocational training | Usable technical capability   |
| Employability         | Work-oriented development       | Improved work readiness       |
| Women & Youth         | Targeted skill programmes       | Greater livelihood potential  |
| Community Development | Outreach & mobilisation         | Wider programme participation |

# INFRASTRUCTURE & FACILITY REQUIREMENTS

Educational institutions differentiate themselves through programme diversity, academic quality, technology integration and student support services. Comprehensive learning solutions improve student engagement while creating stronger value propositions across multiple educational and skill development segments.

Ananya combines classroom coaching, digital learning, competitive examination preparation and employability programmes through an integrated hybrid model. This diversified portfolio enhances learning outcomes while addressing the evolving educational requirements of students across regional markets.

## Service Benchmarking Matrix

| Infrastructure Component | Functional Requirement              | Programme Value                   |
|--------------------------|-------------------------------------|-----------------------------------|
| Learning Facilities      | Classroom / learning areas          | Structured educational delivery   |
| Training Facilities      | Practical training space            | Hands-on skill development        |
| Learning Resources       | Books, aids & study materials       | Improved learning support         |
| Training Equipment       | Course-specific practical tools     | Competency development            |
| Digital Infrastructure   | Computers & basic digital equipment | Digital learning & administration |

# EQUIPMENT, TOOLS & TECHNOLOGY FEASIBILITY

The project requires a practical combination of educational resources, vocational training tools, furniture and basic digital infrastructure to support structured learning and skill-oriented sessions. The proposed resources are aligned with the intended programme activities and can be deployed progressively according to beneficiary participation and programme requirements.

Basic control systems such as equipment registers, stock records, asset records and utilisation records will support proper resource management. The technical setup is therefore considered scalable and suitable for community-based education and skill development interventions.

## Core Equipment & Technology Readiness Matrix

| Equipment / Resource | Technical Requirement                | Programme Application            |
|----------------------|--------------------------------------|----------------------------------|
| Learning Materials   | Books, educational aids & stationery | Structured learning              |
| Training Tools       | Practical & vocational tools         | Hands-on skill development       |
| Furniture            | Tables, chairs & storage             | Learning environment             |
| Computers            | Basic digital equipment              | Digital learning & employability |
| Training Resources   | Activity-based materials             | Practical sessions               |
| Asset Controls       | Registers & utilisation records      | Resource accountability          |

# TECHNICAL PROCESS & IMPLEMENTATION METHODOLOGY

The implementation methodology follows a structured community-to-outcome process beginning with local need identification and beneficiary mobilisation and progressing through programme delivery, assessment, monitoring and improvement. This approach ensures that activities remain aligned with beneficiary requirements and organisational objectives.

## Programme Implementation & Delivery Flow

| Implementation Stage | Key Technical Activity           | Intended Output         |
|----------------------|----------------------------------|-------------------------|
| Need Identification  | Community assessment             | Defined programme needs |
| Mobilisation         | Awareness & beneficiary contact  | Participant enrolment   |
| Programme Planning   | Activity & resource planning     | Delivery readiness      |
| Programme Delivery   | Education & training sessions    | Learning participation  |
| Assessment           | Learning & competency assessment | Progress measurement    |
| Monitoring           | Attendance & activity review     | Performance control     |
| Evaluation           | Outcome analysis & feedback      | Programme improvement   |

# HUMAN RESOURCES & TECHNICAL MANPOWER

The project requires a coordinated human-resource structure covering programme management, education, vocational training, community mobilisation, administration and monitoring functions. Personnel deployment will be aligned with programme scale and beneficiary requirements rather than relying on a single operational function.

The organisational structure provides a clear reporting and coordination mechanism from the Governing Body through project management and programme teams to field-level personnel. This supports accountability, implementation discipline and continuity of programme delivery.

## Human Resource Deployment & Functional Responsibility Matrix

| Functional Area        | Primary Responsibility    | Technical Contribution |
|------------------------|---------------------------|------------------------|
| Project Management     | Planning & supervision    | Overall execution      |
| Programme Coordination | Activity coordination     | Delivery control       |
| Education Team         | Learning support          | Academic development   |
| Training Team          | Practical training        | Skill development      |
| Field Personnel        | Mobilisation & follow-up  | Beneficiary engagement |
| Monitoring Function    | Data & performance review | Quality improvement    |

# OPERATIONAL CAPACITY & QUALITY CONTROL

Operational capacity will be developed around systematic programme scheduling, appropriate resource utilisation, beneficiary participation tracking and regular performance review. The combination of learning facilities, training resources, digital equipment and trained personnel provides the basic technical foundation required for implementation.

Quality control will focus on trainer/educator supervision, attendance monitoring, participant assessment, completion tracking, documentation and periodic programme review. These mechanisms will help maintain consistency in delivery while allowing corrective action wherever performance gaps are identified.

## Operational Quality & Control Framework

| Control Area         | Key Control Mechanism            | Quality Outcome        |
|----------------------|----------------------------------|------------------------|
| Programme Scheduling | Activity calendar & review       | Timely delivery        |
| Attendance           | Participant records              | Participation control  |
| Training Quality     | Trainer supervision & assessment | Consistent delivery    |
| Resource Use         | Stock & asset registers          | Efficient utilisation  |
| Documentation        | Standard reporting               | Traceability           |
| Performance          | Periodic review                  | Corrective improvement |

# MONITORING, EVALUATION & TECHNICAL PERFORMANCE

The monitoring and evaluation framework is designed to measure both programme implementation and beneficiary-level outcomes. Indicators will cover reach, participation, learning progress, training completion, competency improvement, employability readiness, outreach and beneficiary satisfaction.

Periodic monitoring will provide management with evidence for decision-making and programme improvement. The framework also supports financial and operational accountability by linking implementation records with measurable outputs and annual performance review.

## Monitoring & Evaluation Performance Matrix

| Performance Indicator    | Measurement Focus               | Management Use         |
|--------------------------|---------------------------------|------------------------|
| Beneficiary Reach        | Number of beneficiaries covered | Programme scale        |
| Participation            | Attendance & engagement         | Retention monitoring   |
| Learning Progress        | Education improvement           | Learning effectiveness |
| Training Completion      | Completed participants          | Delivery performance   |
| Skill Competency         | Practical capability            | Training quality       |
| Beneficiary Satisfaction | Feedback & response             | Service improvement    |
| Annual Outcomes          | Consolidated performance        | Strategic review       |

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## TECHNICAL RISKS, COMPLIANCE & SUSTAINABILITY

The project has been designed with operational controls to address key risks relating to programme delays, beneficiary participation, training quality, financial management, funding continuity, human-resource availability, documentation and asset management. Periodic reviews and standardised records will support early identification and corrective action.

### Technical Risk & Sustainability Control Matrix

| <b>Risk / Sustainability Area</b> | <b>Proposed Control</b>                | <b>Expected Outcome</b> |
|-----------------------------------|----------------------------------------|-------------------------|
| <b>Programme Delays</b>           | Activity calendars & periodic reviews  | Timely implementation   |
| <b>Beneficiary Participation</b>  | Mobilisation & follow-up               | Better retention        |
| <b>Training Quality</b>           | Trainer supervision & assessment       | Consistent standards    |
| <b>Financial Management</b>       | Budget-vs-actual review                | Financial discipline    |
| <b>Funding Continuity</b>         | CSR & institutional partnerships       | Resource stability      |
| <b>Documentation</b>              | Standard registers & reporting         | Strong traceability     |
| <b>Sustainability</b>             | Partnerships & community participation | Long-term continuity    |

# TECHNICAL FEASIBILITY ASSESSMENT & CONCLUSION

The proposed project presents a technically feasible and structured model for delivering education, vocational skill development, employability and community-based development interventions. Its implementation framework combines appropriate facilities, basic equipment and digital resources, defined manpower responsibilities, systematic programme processes and measurable monitoring indicators.

## Overall Technical Feasibility Assessment

| Assessment Parameter      | Technical Finding                                             | Feasibility |
|---------------------------|---------------------------------------------------------------|-------------|
| Project Concept           | Clearly defined education & skill-development model           | High        |
| Location                  | Suitable focus on Bundi and underserved Rajasthan communities | High        |
| Infrastructure            | Basic learning, training & digital facilities identified      | High        |
| Manpower                  | Functional roles and reporting structure defined              | High        |
| Implementation            | Structured community-to-outcome methodology                   | High        |
| Quality Control           | Monitoring, assessment & documentation mechanisms             | High        |
| Sustainability            | Partnership and community-based model                         | High        |
| Overall Technical Verdict | Technically viable with systematic implementation             | High        |