



Impact Assessment Report of - Kotak Mahindra Bank Ltd. Vocational Training Project (Beauty, Healthcare and Hospitality) Implemented by Pratham FY 2021-2022

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Ethical Consideration

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

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Executive Summary

This report evaluates the Pratham vocational training program, focusing on its relevance, coherence, efficiency, effectiveness, and sustainability. Through comprehensive data analysis and interviews with stakeholders, the study presents key findings on various indicators of the program's success.

Relevance Indicators

Purpose and Design: The program is well-structured to address barriers such as resource availability and information access for disadvantaged youth. It follows a four-step structure to provide both theoretical and practical training, enabling participants to adapt to evolving job market demands. The urgency of skilling India's youth is underscored by the program's alignment with government schemes and Pratham's targeted mobilization strategies.

Student Motivation: The program effectively attracts students through a combination of a desire to learn (75%), job prospects (70%), and word-of-mouth (31%). These motivations align with Pratham's strategic outreach efforts.

Mode of Training: Training is delivered through various modes, with 93% of online participants accessing classes regularly. A preference for in-person training (63%) among hybrid model participants highlights the importance of hands-on learning.

Coherence Indicators

Curriculum and Pedagogy: The curriculum is designed according to NSDC guidelines, offering a structured progression from basic awareness to hands-on skills. Practical training is supported by local experts (Ustaads), ensuring relevance and real-world application.

Training of Students: Trainers provide comprehensive support through daily evaluations, theoretical instruction, and practical demonstrations. The involvement of Ustaads enhances the practical training experience.

Certification and Placement Preparation: The program emphasizes certification (NSDC) and holistic development, including non-technical skills essential for workplace readiness.

Efficiency Indicators

Mobilization and Enrollment: Strategies such as door-to-door visits and referrals are effective, with 53% of students registering online. Personal visits to centers by interested youths and parents boost enrollment.

Trainer Recruitment and Training: Trainers undergo rigorous selection and regular training to ensure high-quality instruction. Strong trainer expertise contributes to program efficiency.

Pedagogy and Training of Students: Trainers' responsiveness and approachability foster a supportive and engaging learning environment, enhancing training efficiency.

Placement Support: A structured placement process, including pre-placement training and data-driven job mapping, effectively supports students' transition to employment.

Effectiveness Indicators

Course Completion: High completion rates (97% for full training) and certification attainment (71%) reflect the program's effectiveness. Dropout reasons provide insights for improving support mechanisms.

Employment and Income: Post-program, participants report increased employment and higher incomes, with a median income rise from INR 8,250 to INR 12,000. Improved financial habits and savings indicate enhanced financial stability.

Sustainability Indicators

Retention Rate and Career Progress: A significant proportion of trainees secure jobs (74%), with 48.15% staying in the same organization for 11-20 months. Reasons for job changes highlight the need for continuous career support.

Post-Placement Tracking and Support: Regular follow-ups and tele-calling ensure ongoing support, with a 65% connection rate at 12 months. This helps address job-related issues and track career progress.

Alumni Engagement: Pratham's alumni network facilitates ongoing communication and support. Alumni suggest more frequent engagement meetings to share experiences and learnings.

Overall, the Pratham vocational training program demonstrates strong alignment with national skilling objectives, effective mobilization and training strategies, and significant positive impacts on participants' employment and financial well-being. Continuous improvement in support mechanisms and alumni engagement will further enhance the program's sustainability and long-term success.

Chapter - 1 Introduction

[The Beauty & Personal Care market](#) in India is the 8th largest globally, with a total value of \$15 billion, and is projected to generate a revenue of US\$31.51bn in 2024. This market is expected to witness an annual growth rate of 3.00% (CAGR 2024-2028). Another major sub-sector in this industry is hair care. Growth in this market is driven by increased labour force participation of women and a surge in middle-class income, in addition to increased spending among youth on beauty and personal care products. The COVID-19 pandemic has brought India's healthcare sector to the forefront and revealed the need for a skilled and competent workforce in healthcare. [In 2024, the total health budget allocated for India was approximately 985 billion Indian rupees.](#) The Interim Budget for 2024-25 allocated INR 90,171 Cr to the Ministry of Health and Family Welfare, marking a 12.5% increase over the revised estimates of INR 80,517.62 Cr in the previous fiscal year. [This allocation aims to strengthen healthcare infrastructure and enhance system preparedness across the country.](#) Further, India's hospitality sector integrates lodging and boarding, food, and beverages services. [The market is expected to exhibit an impressive annual growth rate of 5.41% \(CAGR 2024-2028\), contributing to a market volume of US\\$11.27bn by 2028.](#)

India's median age is around 28 years, indicating a predominantly young population thereby giving India an advantage through this window of demographic dividend. Approximately 65% of its population falls within the working-age group. By 2030, India is projected to have the largest working-age population globally, surpassing even China.

In order to utilise this opportunity, the past decade has seen a strong policy push by governments at the states and the centre, under the ambit of a range of interconnected campaigns and schemes to enhance skill education for the youth. For instance, the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) under the Ministry of Skill Development and Entrepreneurship ([MSDE](#)) and the Deen Dayal Upadhyaya Grameen Kaushalya Yojana ([DDUGKY](#)) integrated into the National Rural Livelihood Mission. These schemes fall under the broader umbrella of the Skill India campaign, which integrates with other economic projects such as Make In India, Digital India, Smart Cities and Start-Up India with the aim of ensuring that youth are trained to meet the increasing requirements for skilled labour to drive India's economic growth.

KMBL's Commitment to CSR:

- **Community Engagement:** KMBL actively engages with communities to understand their material expectations and concerns. These insights shape the bank's CSR agenda.
- **Transparent Implementation:** KMBL implements, monitors, reviews, and evaluates CSR initiatives transparently, aiming for desired outcomes.
- **Project Areas:** The bank undertakes projects in diverse areas, including education, vocational skills, preventive healthcare, environment, sustainable development, sports, and reducing inequalities faced by socially and economically backward groups.

- **Collaboration:** KMBL collaborates with governmental agencies, NGOs, and other institutions to collectively deliver community development initiatives, providing necessary resources.
- **Employee Participation:** KMBL encourages its employees to contribute and volunteer for community development initiatives.
- **Surplus Utilization:** Any surplus arising from CSR initiatives is reinvested to further enhance the CSR agenda, separate from Kotak's profits.
- **Legal Compliance and Best Practices:** KMBL adheres to all applicable legal provisions for CSR and adopts industry best practices whenever feasible.

KMBL ensures full compliance with legal provisions related to CSR. [It adheres to Section 134, Section 135, and Schedule VII of the Companies Act, along with the Companies \(CSR Policy\) Rules, 2014.](#) KMBL identifies focus areas for CSR, including education, livelihood, healthcare, environment, and reducing inequalities. [Examples of their ongoing projects in the aforementioned areas include Project LEAD, Project Umang, and Project Unnati by the Kotak Education Foundation.](#)

1.1 Pratham's Vocational Skilling Program

Pratham, a prominent non-governmental organization in India, has actively engaged in vocational skilling programmes since 2005. Their mission is to empower economically disadvantaged youth by equipping them with essential skills for entry-level roles across various industries like beauty, healthcare and hospitality. The objectives of Pratham's vocational skilling arm are two-fold:

Pratham's vocational skilling program aims to bridge the skills gap and create opportunities for marginalized youth.

The initiative specifically targets economically vulnerable individuals who lack access to quality education and formal training.

The programmes usually tend to have a four-stage structure:

1. **Mobilization:**
 - Pratham actively identifies potential candidates through community outreach, awareness campaigns, and local partnerships.
 - They encourage youth to enrol in vocational courses.
2. **Training:**
 - Once enrolled, participants undergo rigorous training in various trades.
 - These trades include automotive mechanics, electricians, plumbers, tailors, beauticians, and more. In this report, we focus on the beauty, healthcare, and hospitality courses.
3. **Placements:**

- Pratham collaborates with industry partners, businesses, and service providers to secure job placements for trained individuals.
- They facilitate connections between skilled youth and potential employers.

4. Post-Placement Support:

- Pratham goes beyond placements by providing ongoing support.
- This includes mentorship, counselling, and addressing challenges faced by newly employed individuals.

Pratham's training courses cover practical, industry-relevant skills required for specific trades. For automotive mechanic training, participants learn about engine repair, diagnostics, maintenance, and safety protocols. Pratham's vocational skilling arm has transformed countless lives by providing employability skills. By focusing on entry-level positions, they enable youth to earn a livelihood and break the cycle of poverty. The program's sustainability lies in its holistic approach—from skill development to job placement and beyond. Pratham's success stories showcase how vocational skilling empowers individuals, uplifts families, and contributes to community development. It serves as a beacon of hope for economically disadvantaged youth, offering them a pathway to a brighter future through skill acquisition and meaningful employment.

Chapter - 2 Research Methodology

This assessment of the KMPL's vocational training project was undertaken with the intention of assessing the intervention's impact on students enrolled in FY 2021-22 only.

2.1 Research objectives

The key objectives of this research study include:

- i. Comprehensively assessing the impact of the project through the OECD-DAC framework that takes into account the **relevance, coherence, efficiency, effectiveness** and **impact** of any development initiative to establish its social outcomes and improvements in lives of the primary stakeholders.
- ii. Ascertaining the sustainability of the project's processes and outcomes.

2.2 Approach

The study adopted a mixed methods approach to collecting primary data using quantitative and qualitative methods. A random sampling technique coupled with purposive stakeholder sampling was proposed to conduct the survey. A sample with a 95% confidence level and a 5% confidence interval was drawn from the total number of youths trained. These numbers allowed us to treat data from these trainees as representative of the outcomes experienced by the entire cohort. All randomized samples were stratified to ensure proportionality with the demographic profile and geographical spread of the sampling frame, as well as to ensure representation for various skills taught. Details of the research methodology adopted for this impact assessment study is represented in the figure below.

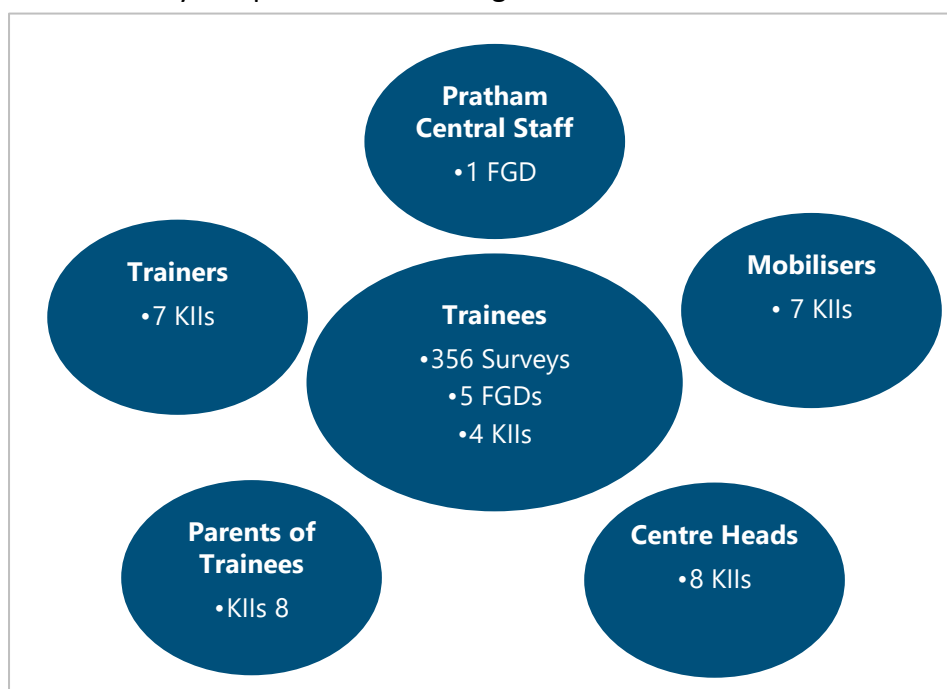


Figure 1: Data collection details

2.3 Analysis Framework

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. The goal of the organization is to shape policies that foster prosperity, equality, opportunity and well-being for all. Together with governments, policy makers and citizens, the organisation work on establishing evidence-based international standards and finding solutions to a range of social, economic and environmental challenges¹.

The OECD Development Assistance Committee (DAC) Network on Development Evaluation (EvalNet) has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability - for measuring the impact of a given programme. These criteria provide a normative framework used to determine the merit of an intervention. They serve as the basis upon which evaluative analyses are made.



Figure 2: OECD framework with criteria

The definition, according to OECD, of the six criteria is described below²:

- **Relevance** - The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.
- **Coherence** - The compatibility of the intervention with other interventions in a country, sector or institution.
- **Efficiency** - The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
- **Impact** - The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

¹ [Organisation for Economic Co-operation and Development](#)

² [Evaluation Criteria](#)

- **Sustainability** - The extent to which the net benefits of the intervention continue, or are likely to continue.

The findings of the study have been presented in the OECD format to assess the impact created by the programme.

Chapter - 3 Profile of the respondents

3.1 Age and Gender

As part of the project design and in adherence with National Skill Development Corporation (NSDC) guidelines, the minimum age requirement for participation is 18 years. The age-profile of the survey participants is presented in Table 1. The median age among respondents is 24. The highest participation was from alumni between the ages of 21 and 24.

Age	% of respondents (N=355)
18 - 20	10%
21 - 25	60%
26 - 30	20%
31 - 35	7%
Above 35	4%

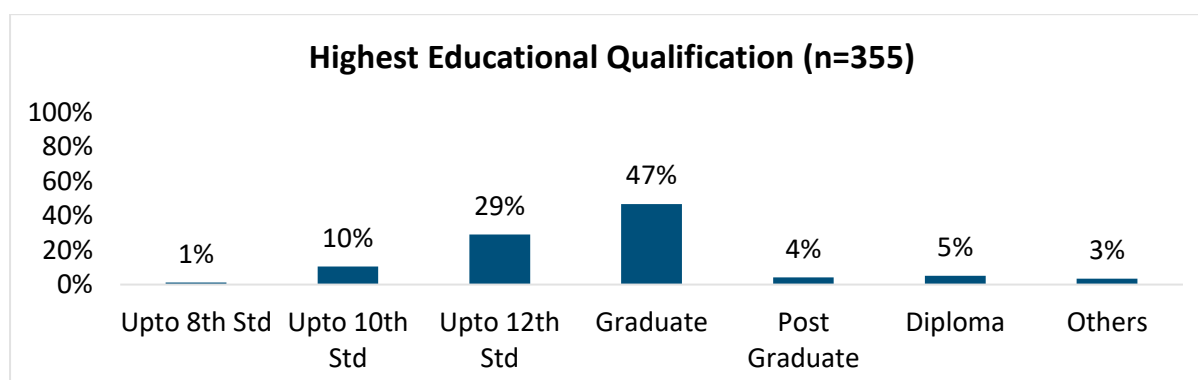
Gender	% of respondents	% of students enrolled
Female	70%	73%
Male	30%	27%

Table 1: Age and Gender Distribution of Respondents

The gender ratio for respondents was 70% female and 30% male. This skewed distribution can be attributed to the fact that the beauty course exclusively targeted women due to the lack of interest among men in pursuing the course. As a result, the majority of respondents were female, reflecting the course's target demographic.

3.2 Education and Occupation Prior to Project

The finding that almost half of the surveyed population (47%) are graduates suggests a relatively high level of education among the respondents. This is particularly noteworthy considering that the program requires trainees to have at least an 8th standard qualification, ensuring basic literacy and comprehension skills relevant to the industry and job market. The inclusion of postgraduates in the program adds an interesting dimension, indicating a diverse range of educational backgrounds among participants. This data further underscores the program's accessibility and appeal across various education levels.

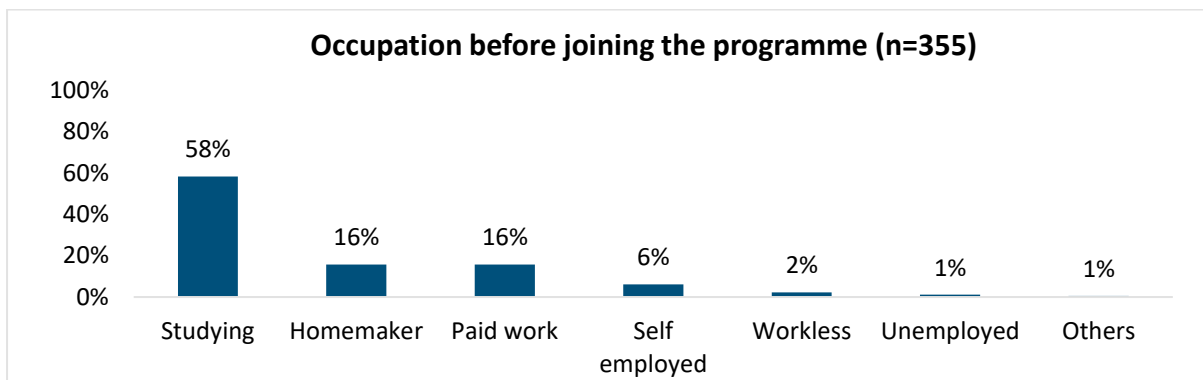


Graph 1: Educational Qualifications

The data highlights that the largest segment of respondents, comprising 58%, were students before enrolling in the program. This suggests a proactive pursuit of further skills or career advancement while still in education, reflecting a desire for personal and professional

development beyond academic studies alone. Moreover, the presence of homemakers, accounting for 16%, and individuals engaged in paid work, also at 16%, underscores the program's appeal across diverse occupational backgrounds.

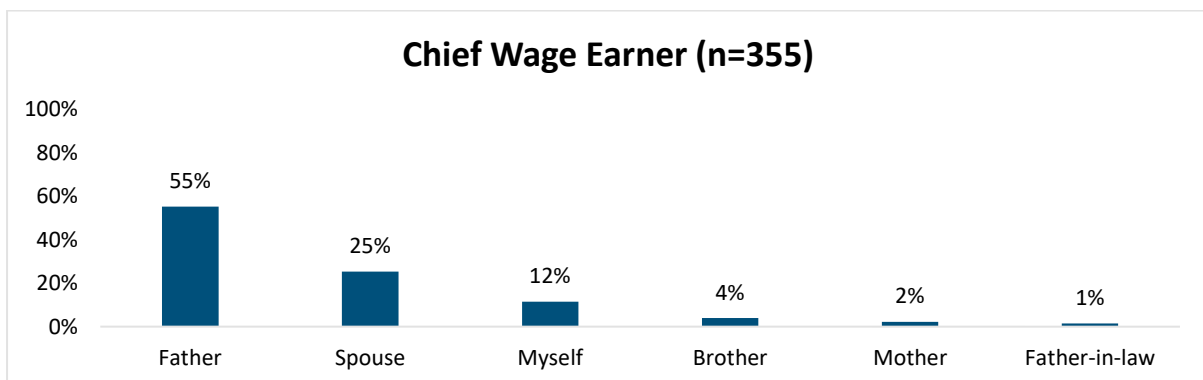
Homemakers likely sought opportunities to expand their skill set and potentially re-enter the workforce, while those already engaged in paid work may have been looking to enhance their existing skill set or explore new career paths. This diversity in occupational backgrounds indicates that the program caters to individuals at different stages of their professional journey, offering valuable opportunities for skill development and career advancement regardless of prior occupation.



Graph 2: Occupation prior to the project

3.3 Family Profile

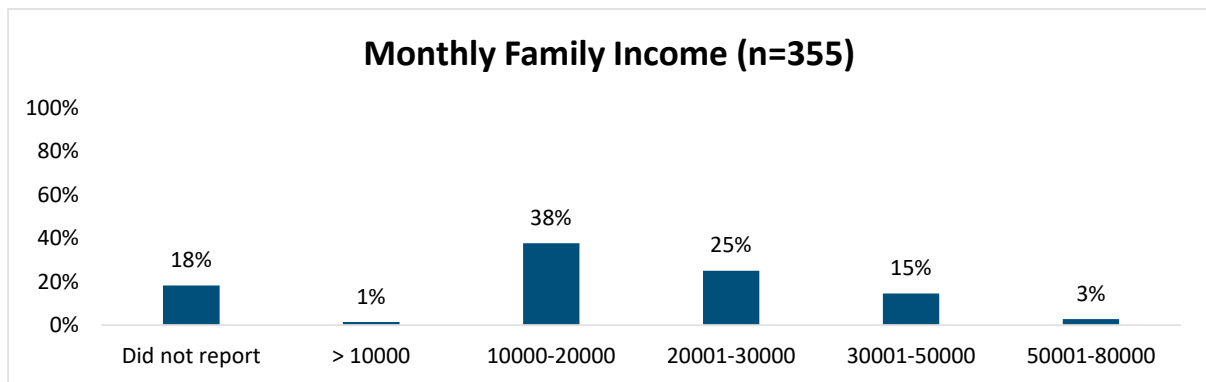
The data suggests that among all respondents, the median number of family members is 5, indicating a typical family size within the dataset. Additionally, the median number of earning members is 2, highlighting the commonality of multiple income earners within families.



Graph 3: Chief wage earner in the family

Furthermore, as depicted in the graph, 38% of respondents reported a monthly family income falling within the range of INR 10,000 to 20,000. Additionally, 25% reported a monthly family income between INR 20,001 to 30,000. The median monthly family income across all

respondents is recorded at INR 25,000.



Graph 4: Monthly Family Income at Present

Chapter - 4 Analysis and Findings

4.1 Findings on Relevance Indicators

4.1.1 Purpose and design of the project

A thorough review of the project design was undertaken through an assessment of project documentation, consultation with teams and benchmarking based on Samhita's research on best- practices in the skilling space. Samhita's understanding of the project design was validated through interviews with project alumni, internal stakeholders from Pratham and field-visits to project locations.

The rationale for the project emerges from the fact that while India's demographic dividend is substantial, the window of opportunity to maximize the potential of this large youth population has narrowed in the last decade due to multiple socio-economic factors. The urgency of skilling this population and enabling their entry to formal livelihood opportunities is recognized in the form of multiple government schemes, currently being implemented.

Pratham's approach to vocational training is designed to respond to these barriers of resource availability, low quality of instruction, and limited access to information for disadvantaged youth. To this end, the project adopts a four-step structure:

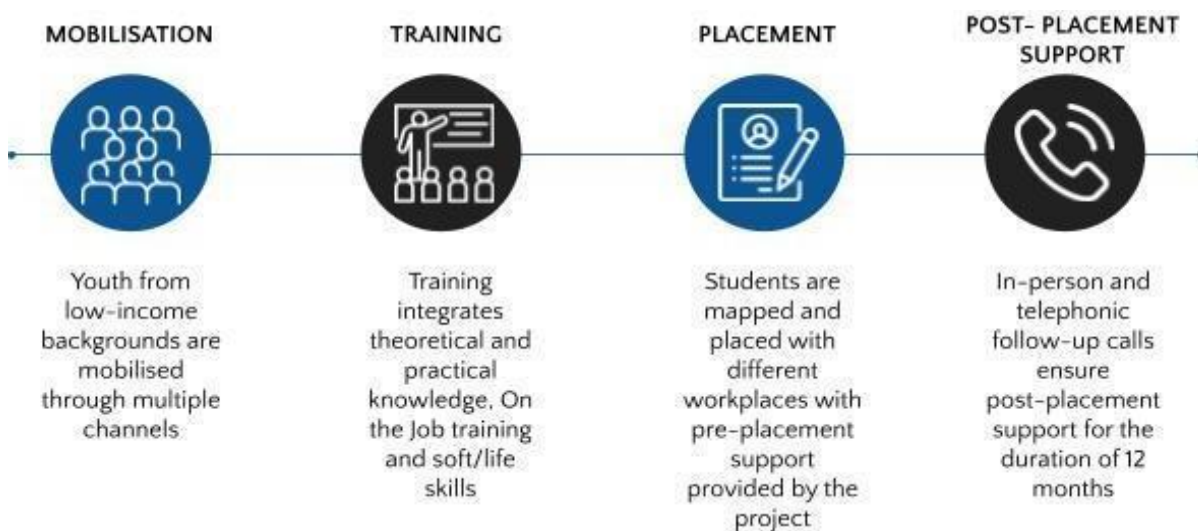


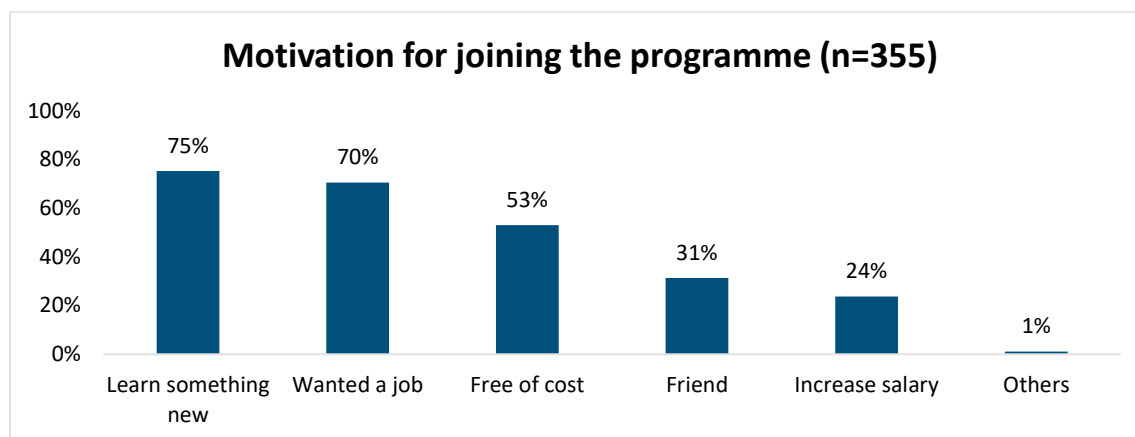
Figure 3: Project Design

The project is thus structured to ensure that disadvantaged students at the village or urban community level are able to access information with regard to career choices, industry and economic prospects, livelihood opportunities and are trained in trades with both theoretical and practical knowledge, potentially enabling them to adapt to the evolving demands of their profession. They are also supported through soft skills training, pre and post placement support to enter the formal workforce for a sustained livelihood.

4.1.2 Students' Motivation for Joining

According to the data provided, 75% of respondents reported that their motivation was a

desire to learn new things, which validates Pratham’s mobilization strategy and messaging adopted by the mobilizers. Additionally, 31% responded that they were influenced by a friend, indicating the prominence of word-of-mouth outreach by friends as a source of information about the project. Moreover, 70% reported that they were motivated by a desire to get a job, while 24% motivated by a desire to improve their salary aligning with the rationale of the project designed by Pratham.



Graph 5: Motivation for joining the programme

" We target lower-income households where the need is greatest. SHG and ASHA workers help us by sharing data. Alumni success stories are powerful in our recruitment. We've found door-to-door mobilization and awareness campaigns more effective than online calls."

- Centre in charge (Health Kolhapur)

4.1.3 Mode of training

Mode of training	% of respondents (n=355)
Only online with all live sessions	45%
Only online with recorded sessions and live sessions	2%
Only in-person training	28%
Both online and in-person	27%

Table 2: Respondents' mode of receiving the training

The survey results indicate that 93% of those who attended online classes were able to access them regularly, highlighting the relevance of the training mode in alignment with trainees' technological access. Regarding the hybrid model of training, out of the 96 individuals who experienced both online and in-person classes, 63% preferred exclusively in-person training, 32% favoured a hybrid approach combining online theory with in-person practical sessions, and 5% advocated for a more significant emphasis on online learning. These preferences may reflect variations in technology access among trainees.

Furthermore, the pandemic-induced lockdowns during the first part of FY 2021-22 prevented

many trainees from receiving in-person practical training from Pratham staff. As an alternative, they were linked with local workshops or other on-the-job training opportunities facilitated by individuals in the area known as Ustaads. Despite these efforts, the lack of practical classes was keenly felt by the trainees, underscoring the vital role of hands-on training in their overall learning experience.

"Our 2-month program is 80% practical and 20% theoretical. We adapted to online methods during COVID, but in-person training is more effective for our hands-on approach. We maintain over 90% attendance and conduct multiple revision sessions."

- Trainer (Health Kolhapur)

4.2 Findings on Coherence Indicators

4.2.1 Curriculum and Pedagogy

Interviews with project heads indicated that curricula were designed in line with NSDC guidelines for each respective course, with material developed by Pratham's central curriculum team and then translated to regional languages.

The curriculum is structured into three levels - awareness, foundation skills, and hands-on skills - ensuring a coherent progression of learning from basic concepts to practical application.

Stage	Pedagogy	Curriculum Content
L1.	Awareness Session: Self-learning through a digital platform	A general overview of the respective sectors, Career trajectories in the field Basic content to provide an overview of what to expect from the course
L2.	Foundational Skills: Virtual training through audio-visuales and online lectures or in-person in the centre	In-depth exploration of course components, delving into various tools and aspects students will engage with.
L3.	Practical training was conducted through in-person sessions at centres, along with on-the-job training (OJT) opportunities at nearby parlours, hotels, and healthcare centres. Furthermore, some trainees received practical training from surrounding parlours, hotels, and healthcare centres facilitated by individuals known as Ustaads.	Course material incorporates hands-on, practical sessions conducted by student groups under trainer guidance. Local Ustaads were provided with course material to aid in training facilitation.

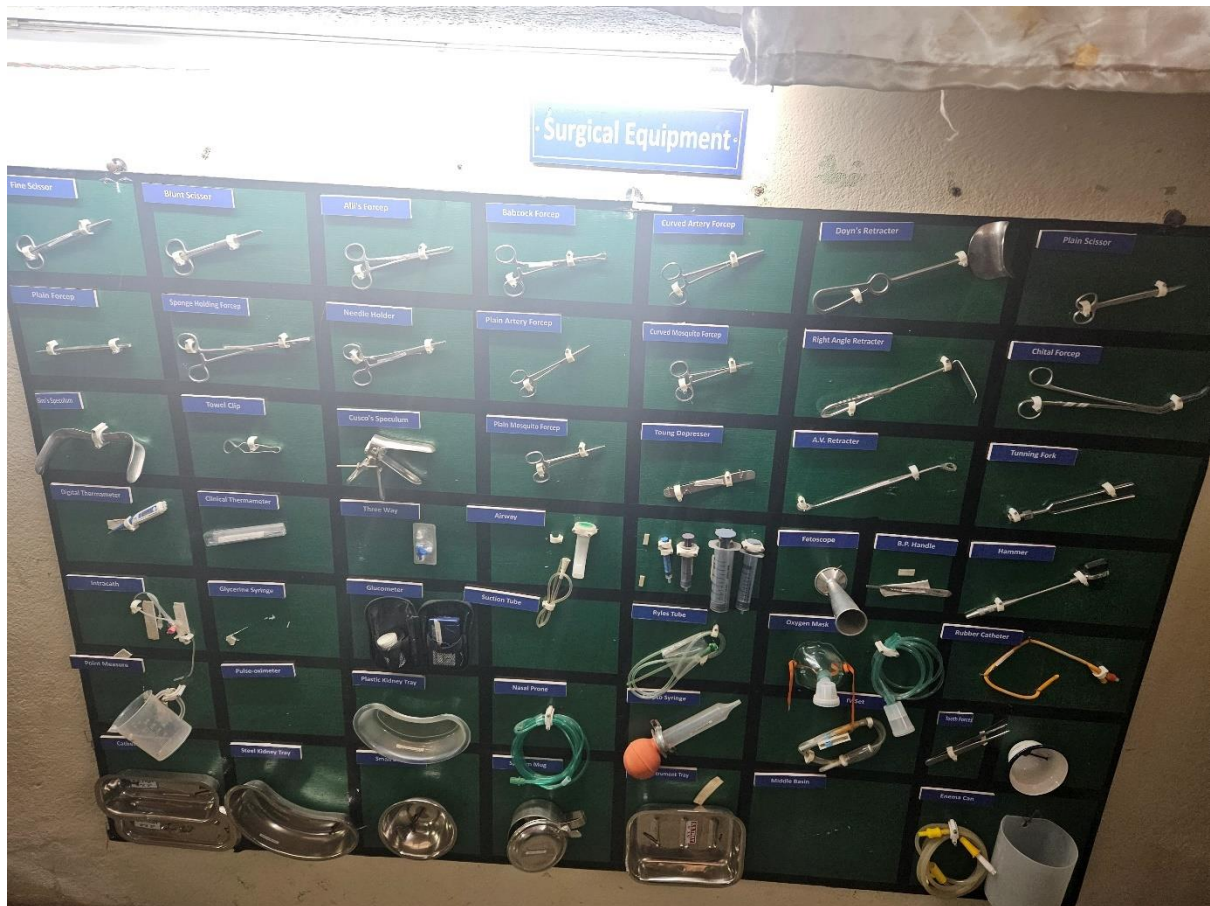
The curriculum design ensures coherence by blending theoretical learning (virtual training) with hands-on experience (practical training), providing a comprehensive skill development

approach.

"We use a comprehensive training handbook and focus on customer service. Our assessments cover both theory and practical skills. We aim to build core skills through three levels of training, including demos, communication, and client management. We also bring in guest lecturers to enrich the learning experience."

- Trainer (Beauty, Jaipur)

Qualitative discussions with stakeholders, including employers, students, and centre managers, revealed concerns regarding the adequacy of the two-month course in providing comprehensive foundational knowledge. Employers expressed dissatisfaction with the need to allocate additional training time due to graduates' insufficient preparedness, hindering their ability to directly engage with clients efficiently.



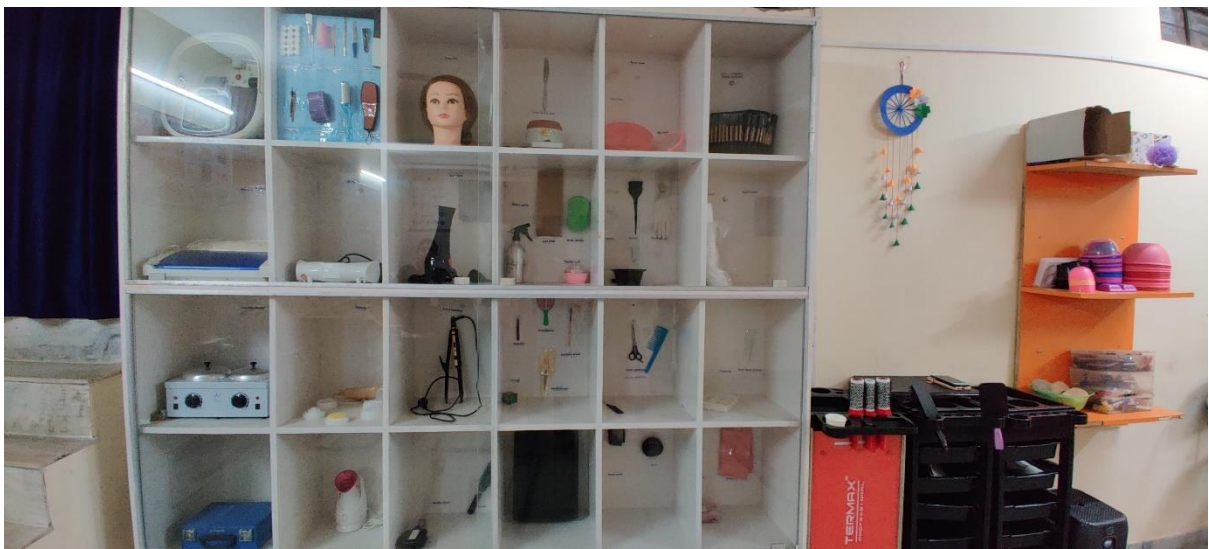
Picture 1: Healthcare training equipment



Picture 2: Healthcare practical training room



Picture 3: Healthcare practical training room



Picture 4: Beauty training equipment



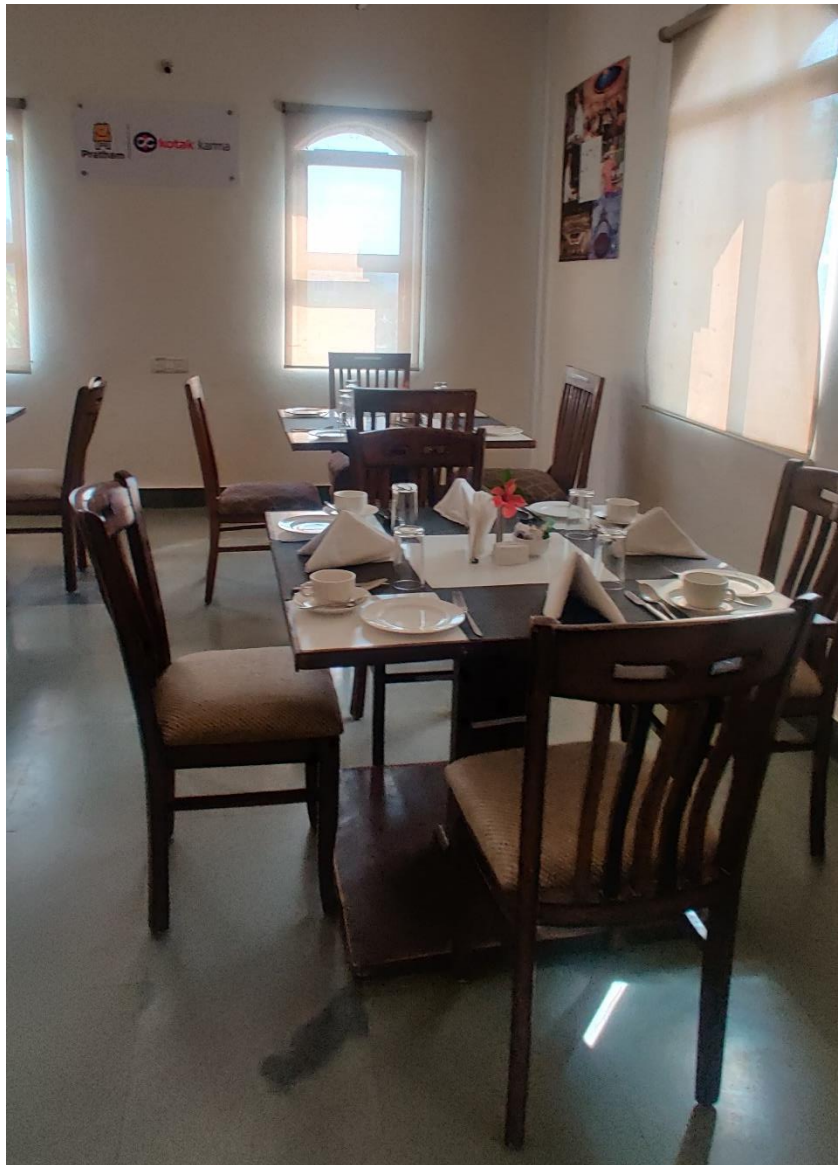
Picture 5: Beauty practical training room



Picture 6: Hospitality training equipment



Picture 7: Hospitality practical training room



Picture 8: Hospitality practical training room

4.2.2 Training of Students

Trainers play a pivotal role in supporting students throughout the course duration by employing various methods. These include daily evaluation of self-learning through verbal knowledge checks, conducting lectures on essential theory, and providing practical guidance through demonstrations and group-work based hands-on learning. Moreover, trainers ensure that OJT organizations are briefed about students' training requirements and monitor student progress accordingly. Addressing students' doubts and concerns through in-person classes, WhatsApp messages, and calls further ensures comprehensive support for both curricular and practical aspects.

In addition to trainers, local Ustaads play a crucial role in facilitating practical training. These individuals, chosen from the community for their expertise in various fields, provide hands-

on training to students either at a village level or at their workstations. By imparting practical knowledge and skills, Ustaads help students understand the real-world applications of their training, making them job-ready for placement partners. The involvement of Ustaads fosters a collaborative approach to training, leveraging local expertise to enhance the effectiveness and relevance of the program.



Picture 9: Beauty training students practicing on mannequins and on other students



Picture 10: Theoretical training for hospitality and healthcare

4.2.3 Certification and Placement Preparation

The project emphasizes certification and placement preparation as integral components of its training program, ensuring that trainees are equipped with the necessary credentials and skills to succeed in the workforce.

- **NSDC Certification:** Upon completion of the course, trainees receive a certificate from the National Skill Development Corporation (NSDC). This certification validates their attainment of industry-relevant skills and enhances their employability in the job market.
- **Holistic Development Support:** In addition to technical training, the project provides extra-curricular support aimed at enhancing students' holistic development and industry readiness. Non-technical sessions cover a range of essential topics including workplace-appropriate personal care, digital literacy, financial literacy, basic English communication, and pre-placement sensitization. These initiatives contribute to students' overall growth and preparation for the demands of the industry.

By combining technical training with comprehensive support for holistic development and industry readiness, the project aims to empower trainees with the skills, knowledge, and confidence needed to secure gainful employment and succeed in their chosen careers.

4.3 Findings on Efficiency Indicators

4.3.1 Mobilisation and Enrolment

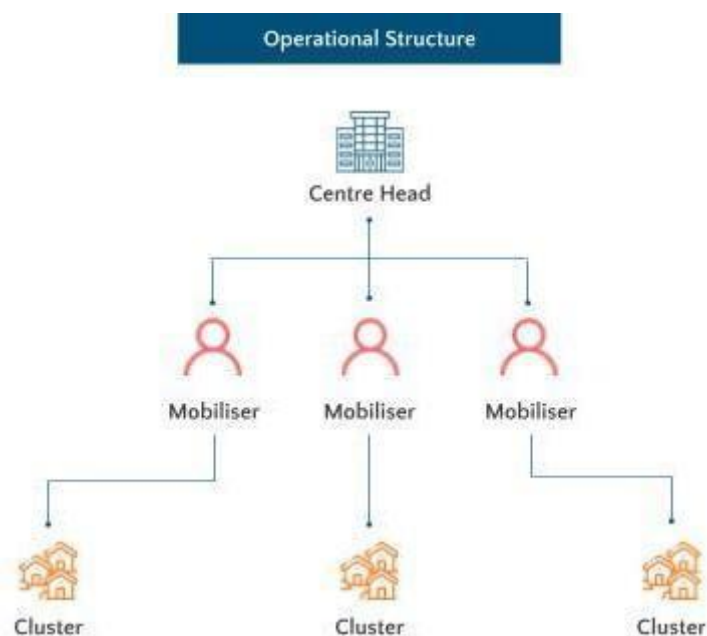


Figure 4: Operational Structure for Mobilisation

Strategies adopted by mobilisers and centre heads included:

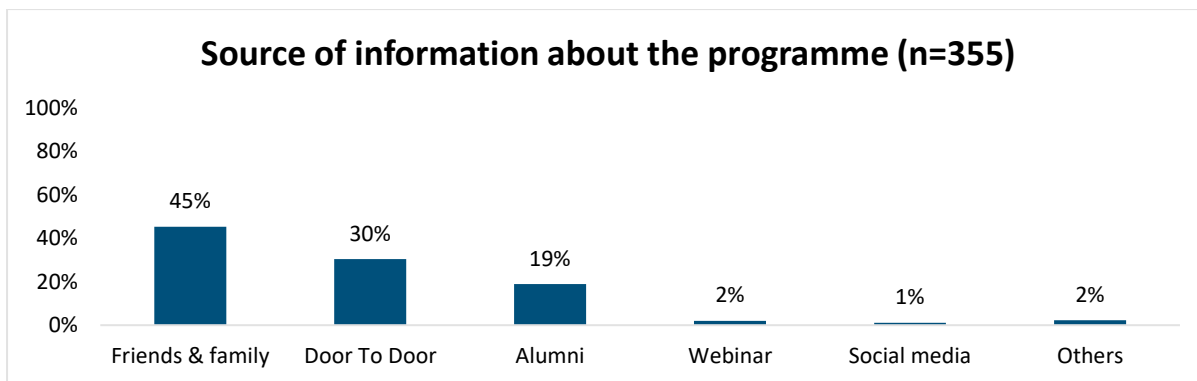
Strategy	Findings
Door to door visits to inform economically disadvantaged youth about the project and pamphlets distributed through the community	30% of respondents reported that they were informed about the course through door-to-door visits
Referrals and Testimonials from current students and alumni	45% of respondents reported that they were informed about the course through a friend or family member and 19% reported that they were informed through alumni. Mobilizers emphasized the importance of an 'inroads' strategy, where the placement and success of one student in a community generate credibility and interest in the project.
Online webinars and social media	3% of respondents reported that they found out about the course through social media and online advertising. Webinars were adopted during the pandemic where free webinars were conducted on platforms such as YouTube to disseminate information surrounding the course. Interested students would leave comments or reach out directly with the Pratham team who would support them by mapping them to their nearest centres of choice.

Table 3: Strategies adopted to mobilise trainees

During mobilization, comprehensive information about the course structure, trade specifics, fees, and career paths is provided. However, challenges arise due to long distances and reliance on public transport for mobilizers to reach villages. Encouraging visits to centres by interested youths and parents proves effective in bolstering enrolment by offering insights into the course delivery process and sharing success stories.

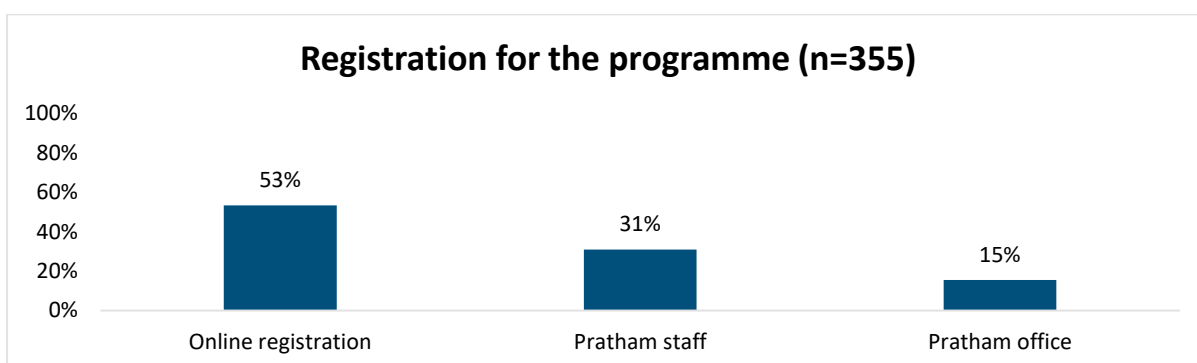
To facilitate informed decision-making, candidates are offered counselling sessions with trainers and centre heads. Female students may face hurdles in obtaining parental approval for enrolment, highlighting the importance of parental visits in aligning expectations.

Furthermore, the project aligns with National Skill Development Council (NSDC) guidelines, ensuring compliance with the NSDC framework for skilling projects. Prerequisites for enrolment include a minimum age of 18 years and completion of Class 8 education, ensuring alignment with national standards and eligibility criteria for skill development programs.



Graph 6: Source of information about the programme

More than half (53%) of the students registered online, indicating the effectiveness of digital platforms in facilitating enrolment. Around 31% registered with the assistance of Pratham staff members, underscoring the importance of personalized support in the enrolment process. Additionally, 15% approached the Pratham office physically to enrol, highlighting the preference for direct engagement channels among some participants. These varied registration methods demonstrate the project's efforts to cater to diverse needs and preferences of potential trainees.



Graph 7: Registration for the programme

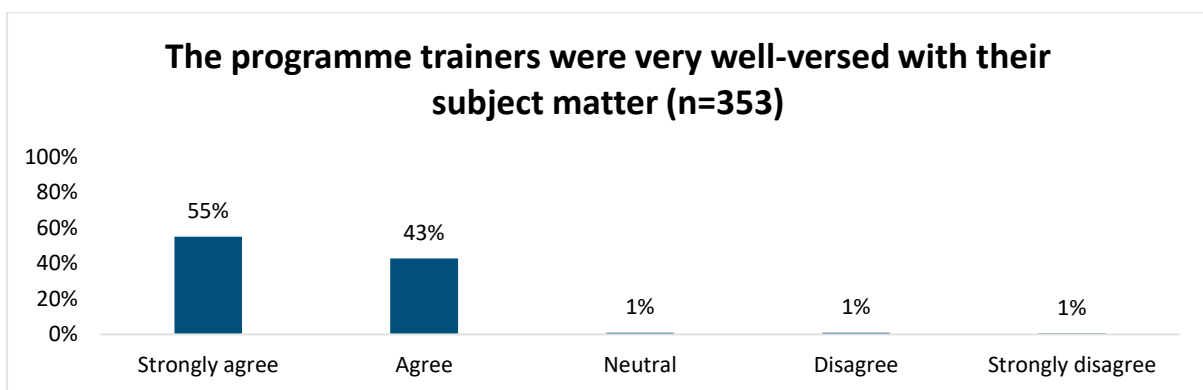
4.3.2 Trainer Recruitment and Training of Trainers (ToT)

Interviews with trainers reveal a supportive environment characterized by adequate training and consistent communication with the curriculum team. The process of trainer recruitment and training is structured to ensure adherence to Pratham's standardized pedagogical practices.

- **Trainer Recruitment Process:** Prospective trainers undergo a rigorous selection process, which includes interviews conducted by the curriculum head and the centre head. Evaluation criteria typically include work experience, educational qualifications, and pedagogical skills.
- **Initial Training of Trainers (ToT):** Newly hired trainers participate in an initial Training of Trainers session, designed to familiarize them with Pratham's pedagogical practices and ensure alignment with organizational standards. This training equips trainers with the necessary skills and knowledge to effectively deliver the program curriculum.

- **Annual Refresher ToT Sessions:** To maintain competency and effectiveness, refresher ToT sessions are conducted annually. These sessions serve to update trainers on any changes or enhancements to the curriculum, reinforce key pedagogical principles, and address any emerging challenges or best practices in skill development.

The high percentage of respondents who strongly agree (55%) and agree (43%) that the programme trainers were very well-versed with their subject matter indicates a strong level of confidence in the expertise of the trainers. This expertise contributes to the efficiency of the training program by ensuring that trainers can effectively impart knowledge and skills to the students. Overall, the trainer recruitment and ToT process reflect a commitment to ensuring the quality and consistency of training delivery across Pratham centres, enhancing the capacity of trainers to effectively impart skills and knowledge to program participants.

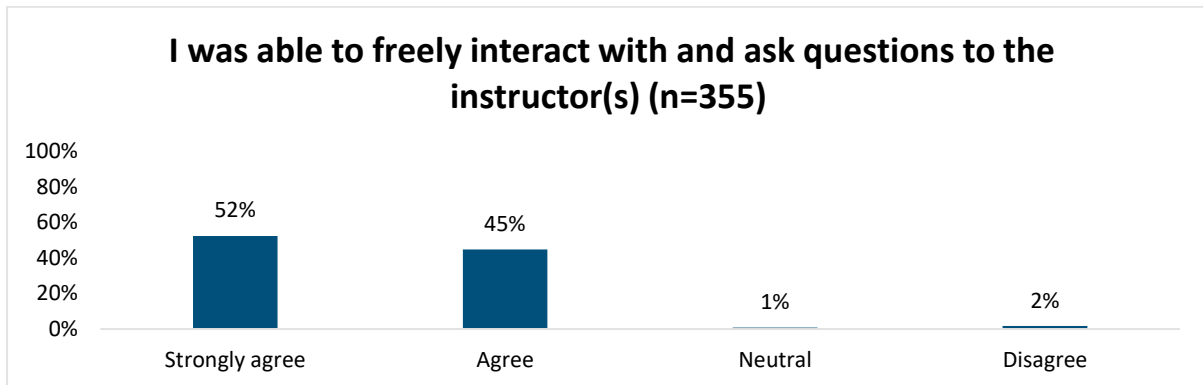


Graph 8: Satisfaction with trainers

4.3.3 Pedagogy and Training of Students

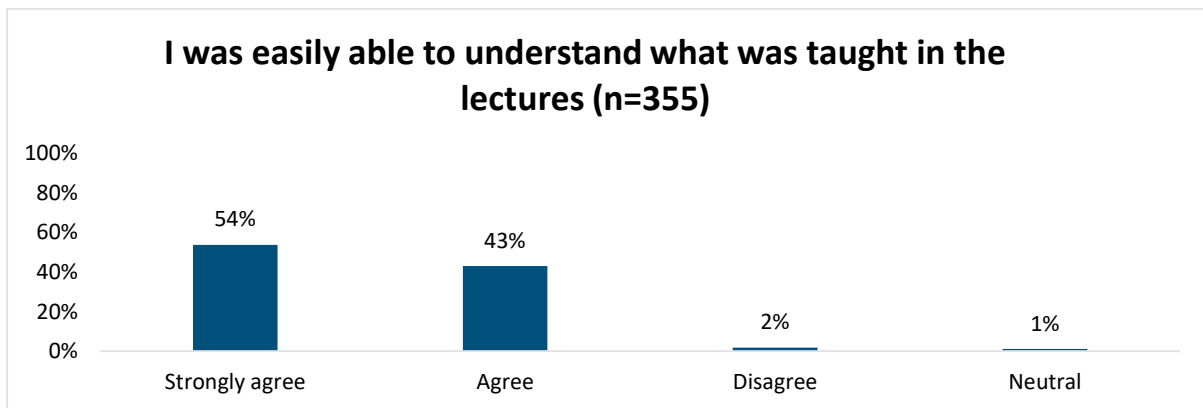
- **Responsiveness to Student Requirements:** Observations of training sessions indicate a high degree of responsiveness by trainers to student needs, including providing practical analogies, responding to questions, and monitoring group work. This responsiveness contributes to the efficiency of the training program by facilitating effective learning experiences and maximizing student engagement.
- **Interactivity between Trainers and Students:** The high percentage of respondents (97%) who reported being able to freely interact with their trainers reflects a supportive learning environment that promotes active engagement and communication. This interactivity enhances the efficiency of the training program by fostering collaboration and addressing student queries promptly.
- **Approachability of Trainers:** Alumni reported finding trainers approachable and responsive throughout the course, indicating a supportive learning environment. Trainers' availability to address doubts and clarify information contributes to the efficiency of the training program by ensuring that students receive the necessary support to succeed.
- **Engagement between Trainers and Students:** Interviews with trainers reveal a deep level of engagement between trainers and students, with trainers serving as the most

consistent point of contact for students throughout their engagement with the course. This high level of engagement contributes to the efficiency of the training program by fostering strong relationships between trainers and students, promoting personalized learning experiences, and providing continuous support to students as they progress in their training journey.



Graph 9: Interaction with instructors

The majority of respondents (54%) strongly agree that they were easily able to understand what was taught in the lectures, with an additional 43% agreeing. This high level of agreement indicates that the trainers' ability to convey information effectively contributes to the efficiency of the training program by promoting comprehension and learning among the students.



Graph 10: Ease of understanding the lectures

Additionally, several alumni mentioned that they remain in contact with trainers even two years after course completion, occasionally visiting the centre and appraising them about their career growth and development. This ongoing connection between alumni and trainers highlights the lasting impact of the training program and the effectiveness of the relationships fostered during the training period. Such continued engagement contributes to the efficiency of the program by reinforcing learning outcomes and providing ongoing support to alumni as they progress in their careers.

4.3.4 Placement Support

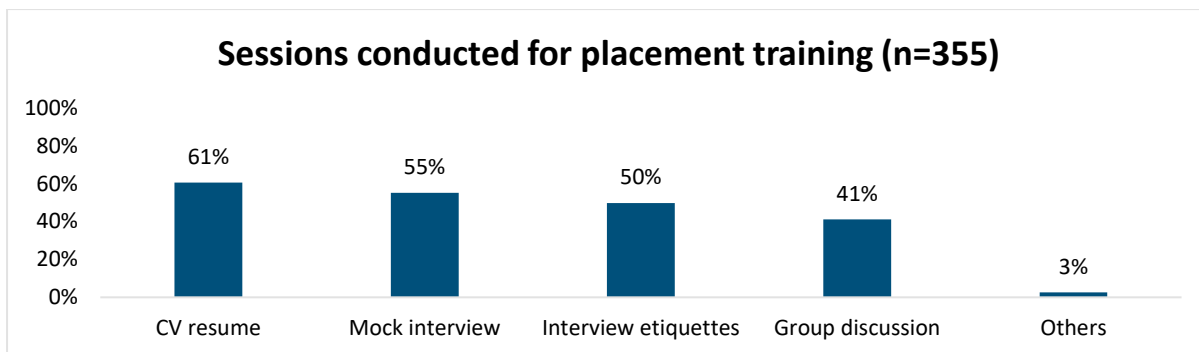
A significant proportion of students, 78%, were offered placement assistance by the Pratham

team after completing their training. This proactive approach to providing support demonstrates Pratham's commitment to facilitating the transition of students into employment opportunities.

The placement process within Pratham follows a well-structured operational hierarchy, ensuring efficient monitoring across multiple levels. Key aspects of the efficiency of the placement process include:

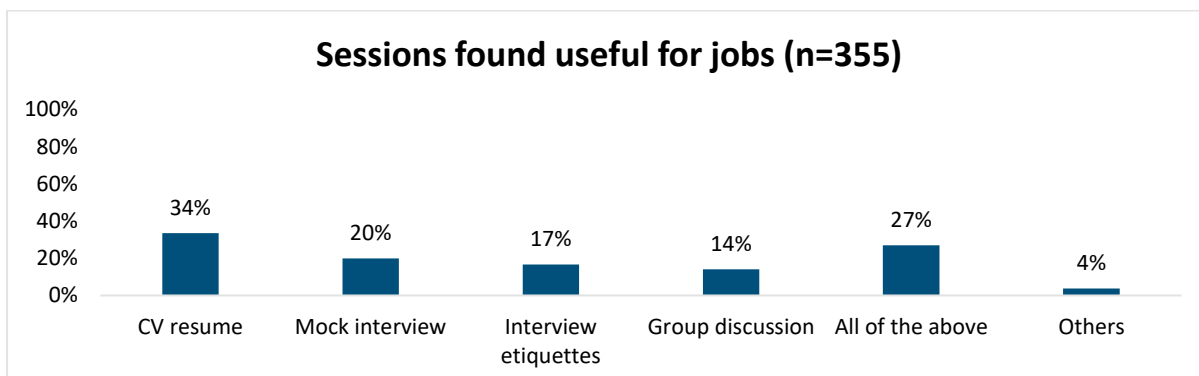
- **Operational Hierarchy:** The placement process involves project-level placement heads for each course, along with zonal/regional heads and placement associates mapped to each centre. This hierarchical structure facilitates effective coordination and supervision, ensuring that the placement process operates smoothly and efficiently.
- **Pre-placement Training Sessions:** The placement cycle begins with comprehensive pre-placement training sessions, covering activities such as CV building, resume preparation, mock interviews, group discussions, interview etiquettes, and other relevant topics. These sessions equip students with the necessary skills and preparation for the job market, enhancing their employability and success in securing job placements. The graph below indicates the participation by respondents in the various sessions.
- **Data Collection and Mapping:** Data is collected from students regarding their preferred types of workplaces and distances from their places of residence. This information is then used to identify suitable job opportunities and map students to relevant vacancies, optimizing the placement process and enhancing the chances of successful placements.
- **Partnership and MoUs:** Pratham establishes partnerships with placement organizations, signing MoUs to ensure adherence to basic guidelines regarding minimum wages, workplace practices, and POSH (Prevention of Sexual Harassment) policies. These partnerships help streamline the placement process and ensure that students are placed in safe and conducive work environments.
- **Accompaniment to Interviews:** Placement associates accompany students to their interviews, providing support and guidance throughout the process. This hands-on approach ensures that students feel supported and prepared, increasing their confidence and likelihood of success during interviews.

Overall, the combination of comprehensive pre-placement and placement training sessions, efficient data collection and mapping, strategic partnerships, and personalized support during the placement process reflects the efficiency and effectiveness of Pratham's placement process in facilitating successful transitions from training to employment for its students.



Graph 11: Sessions conducted for placement training

The data on the usefulness of various sessions in the Pratham vocational training program reveals that CV/resume writing sessions were found most beneficial by 34% of participants, underscoring the importance of effective resume building. Mock interviews were useful to 20%, highlighting the value of practical interview experience. Interview etiquettes helped 17% of participants, emphasizing the significance of proper behaviour during interviews, while group discussions benefited 14%, reflecting the importance of communication and teamwork skills. Additionally, 27% of participants found all the listed sessions useful, indicating that a holistic approach incorporating multiple aspects of job readiness is highly effective in preparing candidates for employment.



Graph 12: Sessions found useful for jobs

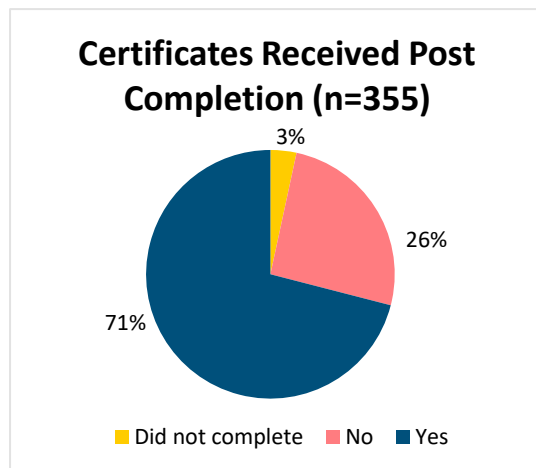
4.4 Findings on Effectiveness Indicators

4.4.1 Course Completion

The effectiveness of the courses in beauty, healthcare, and hospitality is reflected in the high completion rates across all three levels. According to the survey conducted among students who completed the courses, 97% attained Level 3, indicating full completion of the training program. MIS data shared by Pratham further underscores the completion rates, with 88% of students completing Level 3 (full training) and 12% dropping out.

Moreover, 71% of students reported receiving certificates upon completion, indicating the recognition and validation of their efforts in completing the training program. However, it's essential to acknowledge that 26% did not receive certificates, which may indicate potential gaps in administrative processes or communication. Additionally, 3% of respondents did not

complete the course.

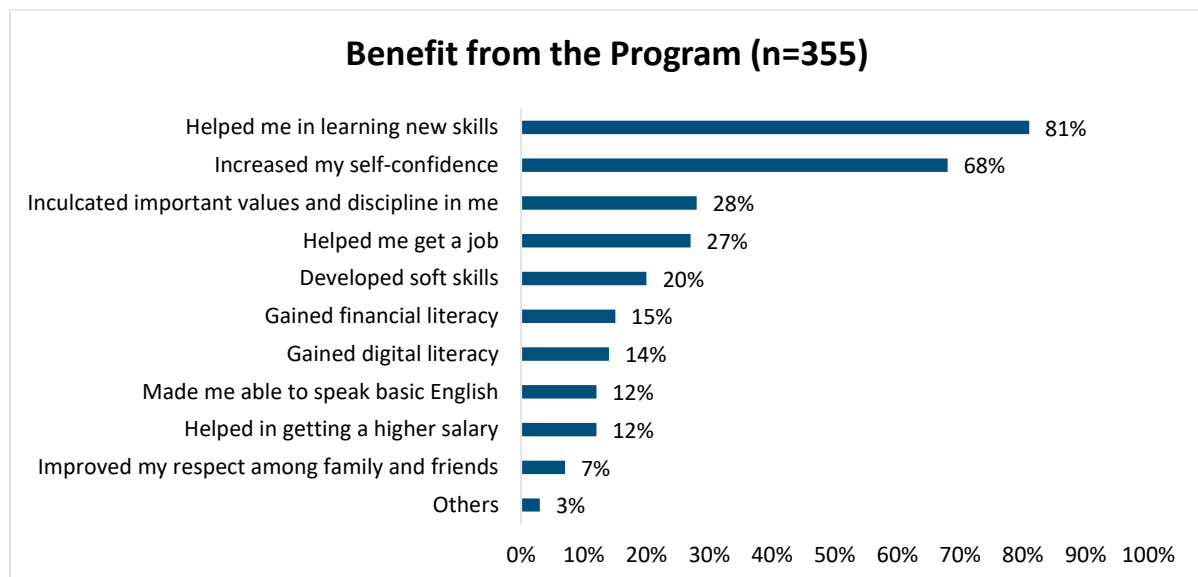


Graph 13: Certificates received post completion

Common reasons provided for dropping out of the course include various factors such as lockdown restrictions, COVID-related anxiety, family or health issues, difficulty understanding the coursework or instructor, existing job commitments, and lack of interest in the online modality or subject matter. Understanding these reasons can help tailor support mechanisms and interventions to better meet the needs of students and improve overall course completion rates.

4.4.2 Benefits from the program

When asked whether they would recommend the program to a friend, an overwhelming 99% of participants responded affirmatively. This high percentage suggests a strong level of satisfaction and perceived value among those who completed the training.



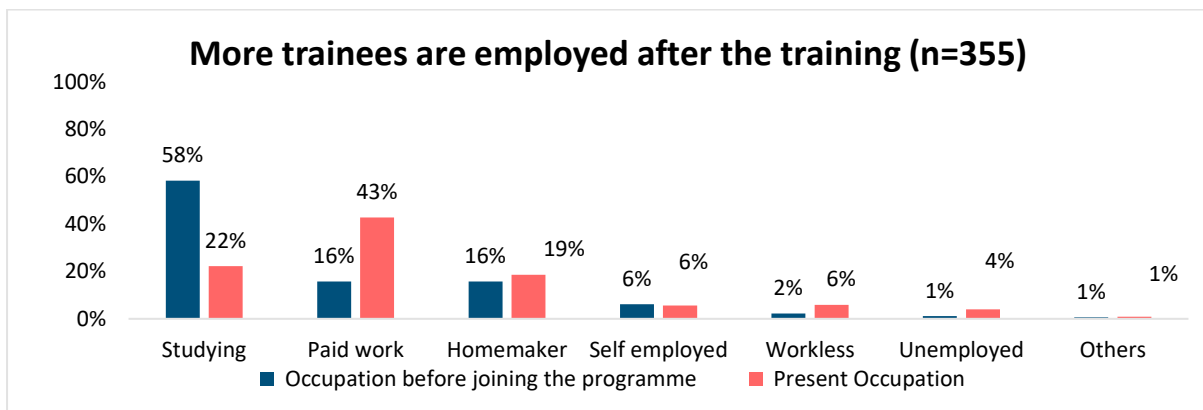
Graph 14: Benefits from the program

4.5 Findings on Impact Indicators

4.5.1 Employment and monthly income

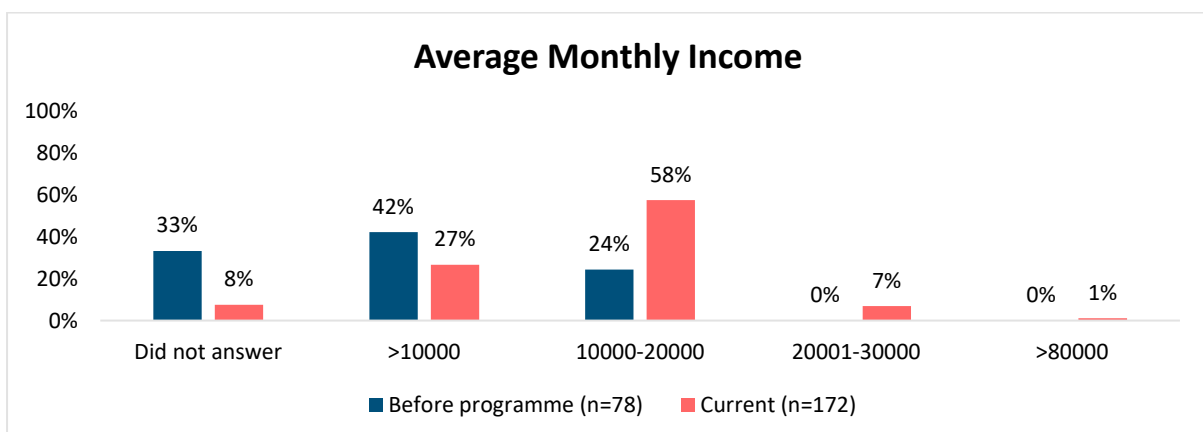
This analysis reveals a substantial improvement in employment rates post-training. Before joining the program, 60 participants were employed, which increased to 171 after completing the training. This demonstrates the program's effectiveness in enhancing the employability of participants, significantly increasing their chances of securing a job. Additionally, the data indicates a substantial shift towards paid work, with a significant increase from 16% to 43%,

further showcasing the program's success in facilitating employment opportunities. The decrease in the percentage of participants studying (from 58% to 22%) suggests that many individuals have transitioned from education to employment or other productive roles. However, the slight increase in the percentage of homemakers and workless individuals, as well as the rise in unemployment, highlights areas where further support may be needed. Overall, the program has effectively helped participants move into the workforce and improve their livelihoods, demonstrating its positive impact on enhancing employability and reducing unemployment.



Graph 15: Professions of the respondents before & after the programme

This comparison indicates shifts in the distribution of average monthly income for participants before and after the program. After the program, there is a notable increase in the percentage of participants earning between 10000-20000, indicating an improvement in income levels for a significant portion of participants. Additionally, there is a decrease in the percentage of participants who did not answer and those earning over 10000, suggesting greater income clarity and improvements in earning capacity post-program. The median income increased from INR 8,250 before the program to INR 12,000 currently.



Graph 16: Income distribution of respondents before and after attending the training

Qualitative interviews with alumni revealed that the training they received had a profound impact on their earning capacity, leading to significant improvements in their standard of living and financial independence.

"After the course, I'm earning more than I expected. We now have more assets in our house, and I feel respected in the community. The course gave me a chance to earn without requiring a big investment upfront."

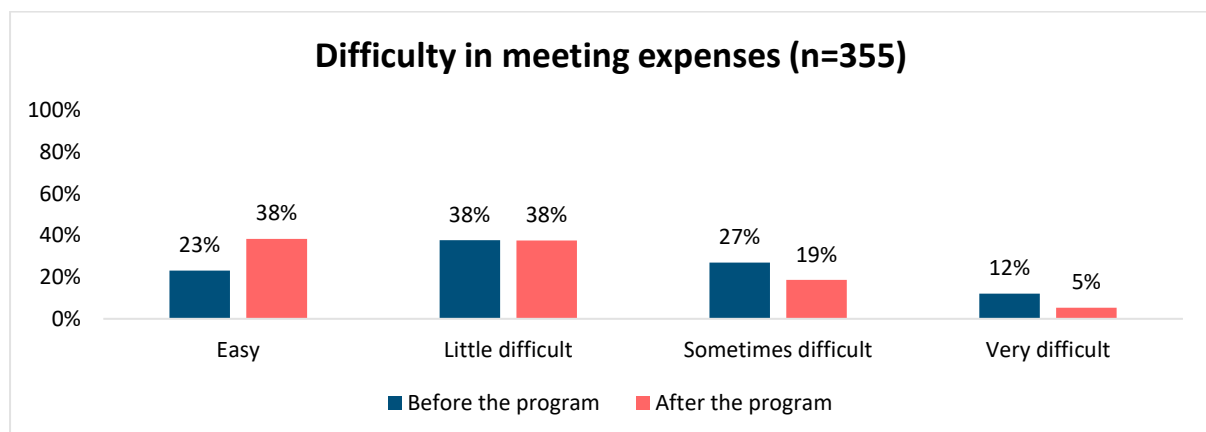
-Alumni, (Healthcare Kolhapur)

"Before joining Pratham's vocational skilling program, my family survived on just 4000-5000 INR per month. After completing the course, I got a job with Urban Company, where I now earn 60,000-70,000 INR each month. With this income, I was able to buy a scooter on my own. This program has truly transformed my life, making me more independent and better able to support my family."

- Alumni (Beauty, Bhopal)

4.5.2 Financial access and practices

This comparison indicates a positive shift in the participants' ability to meet expenses after completing the program. A higher percentage of participants reported it as easy to meet expenses after the program compared to before. Additionally, there is a notable decrease in the percentage of participants experiencing very difficult financial situations after the program. Overall, these findings suggest that the program has had a positive impact on the financial well-being of the participants.



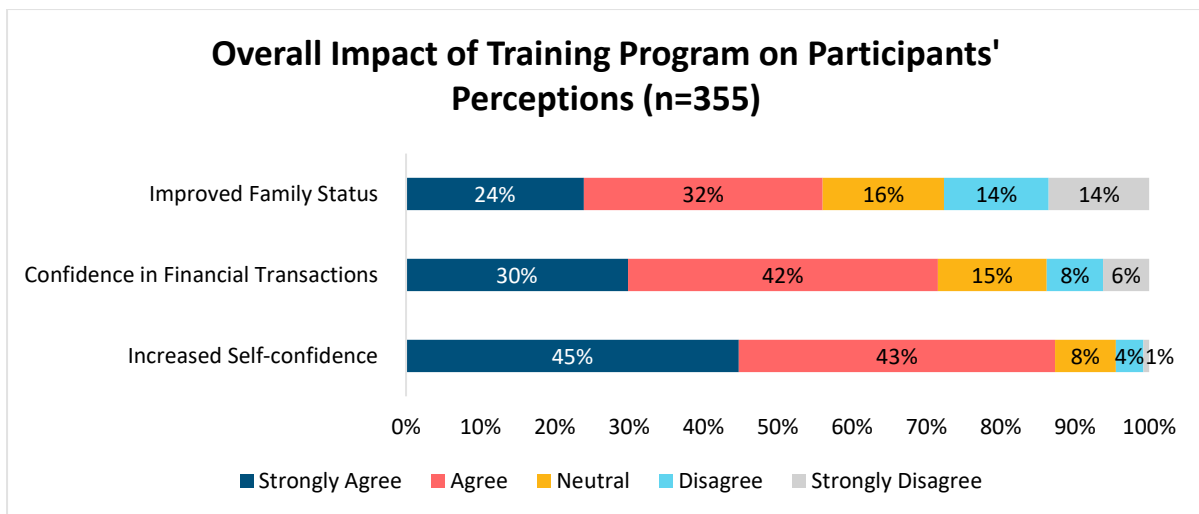
Graph 17: Change in difficulty in savings before & after the programme

The analysis of savings behaviour before and after the program reveals a significant positive impact on participants' financial habits. There is a notable decrease in the percentage of participants reporting no savings, dropping from 88% before the program to 23% after. This indicates a considerable improvement in participants' ability to save money. Moreover, there is an overall increase in the percentage of participants reporting savings across various amounts after the program, suggesting enhanced financial management skills instilled by the program. Notably, more participants are saving larger amounts, such as INR 10,000, INR 12,000, and INR 15,000, post-program compared to before, indicating improved financial stability and capacity to save. Some participants also reported consistent savings amounts before and after the program, signifying the reinforcement or adoption of beneficial financial

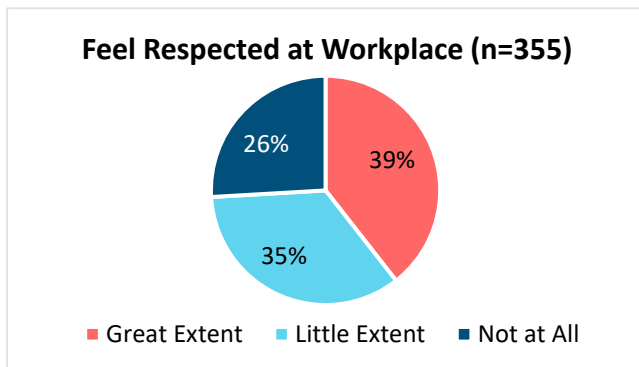
habits. Overall, these findings highlight the program's success in fostering positive savings behaviours and improving participants' financial resilience and stability.

4.5.3 Human Capital

Overall, the training program shows a positive impact on participants by significantly boosting self-confidence and enhancing financial independence skills. A majority of participants reported increased self-assurance and improved capability in handling financial transactions, indicating the program's effectiveness in empowering individuals. However, perceptions regarding improved family status varied, suggesting potential areas for program enhancement to ensure more consistent positive outcomes in familial and social contexts.



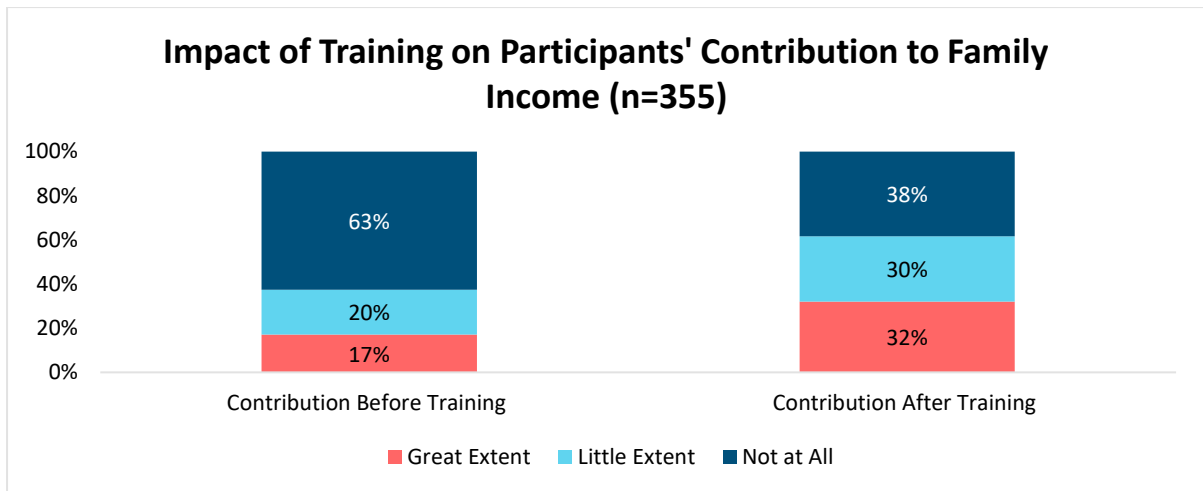
Graph 19: Overall Impact of Training Program on Participants' Perceptions



The data reveals a mixed perception of workplace respect among participants, with a significant portion feeling greatly respected (38.1%), while a notable minority (28.6%) do not feel respected at all. This suggests a need for targeted efforts to improve respect levels across the workplace.

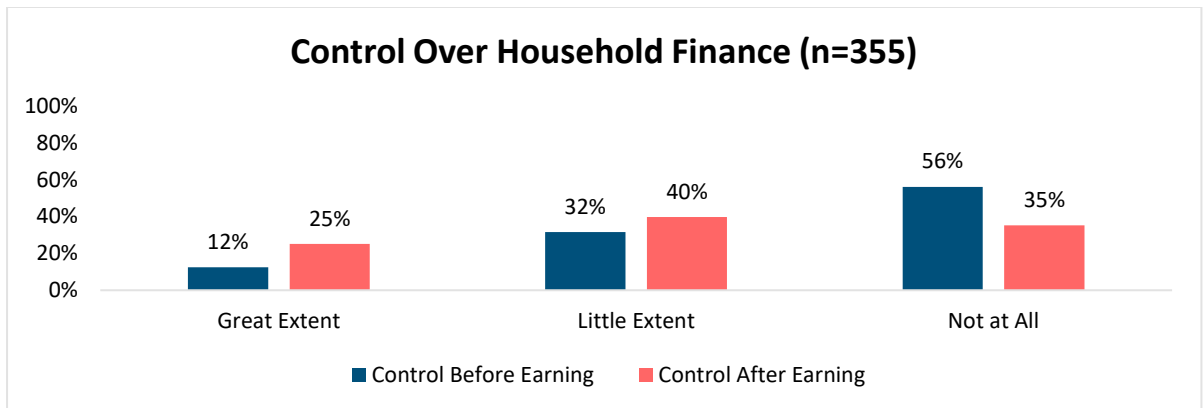
Graph 18: Feeling respected at workplace

The training program has positively impacted participants' financial contributions to their families, with more individuals now contributing significantly or to a lesser extent compared to before the training.



Graph 20: Impact of Training on Participants' Contribution to Family Income

The transition to earning income has positively impacted participants' control over household finances, with noticeable increases in those having significant control.



Graph 21: Control Over Household Finance Before and After Earning

4.6 Findings on Sustainability Indicators

4.6.1 Retention Rate and Career Progress

Quantitative data analysis reveals insights into the retention rate and career progress of trainees' post-placement. Among the trainees, 78% received placement offers in their respective fields, with 74% securing direct jobs with decent pay. Of this group, 50% accepted the job offers, while 24% declined the opportunities, and the remaining 25% did not respond immediately due to not receiving a job offer.

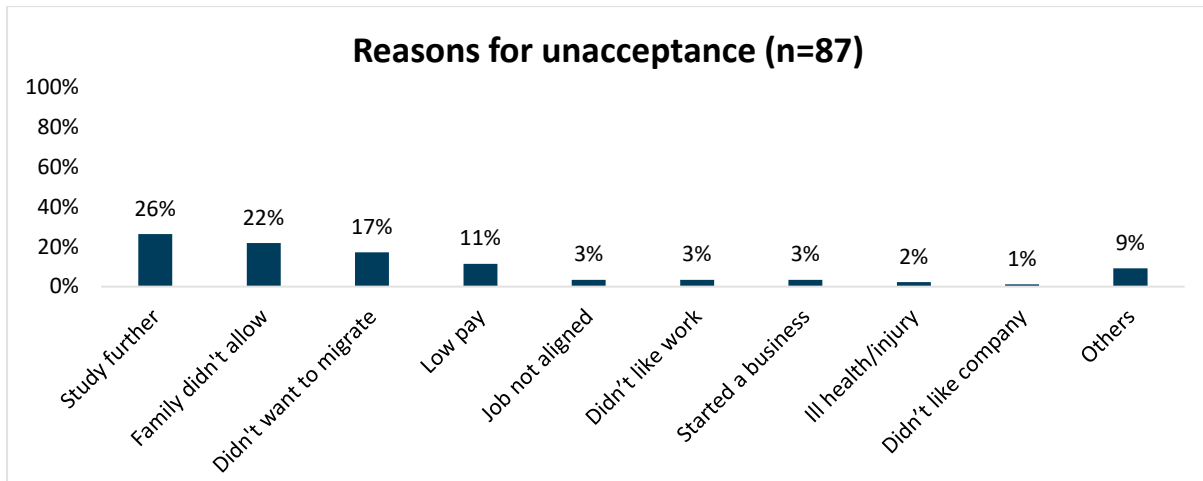
Among those who declined job offers:

- 24% cited reasons such as incomplete studies and a desire to continue their education.
- 21% reported familial disapproval or concerns about potential workplaces.
- For many, issues such as long-distance commutes and relocation away from family were deterrents.
- Approximately 11% considered the offered salary insufficient and awaited better

opportunities.

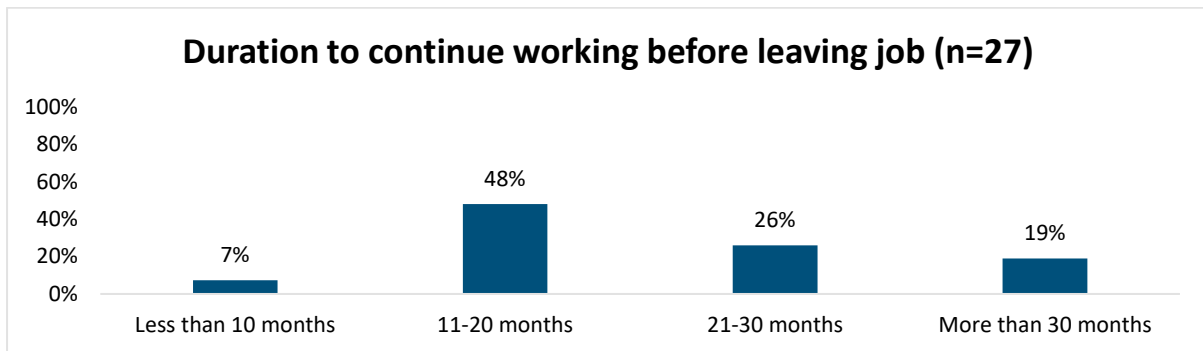
- Other reasons included health concerns, dissatisfaction with the work or company, and personal preferences.
- Remarkably, 3% of students opted to start their own businesses instead of accepting job offers.

The reasons for not accepting job offers are depicted in the figure below.



Graph 22: Reasons for not accepting a job offer

Additionally, among the students who accepted job offers, 48% remained with the same organization for approximately 11-20 months, indicating a level of stability and retention in their chosen roles.



Graph 23: Duration to continue working in the organisation where the students were placed

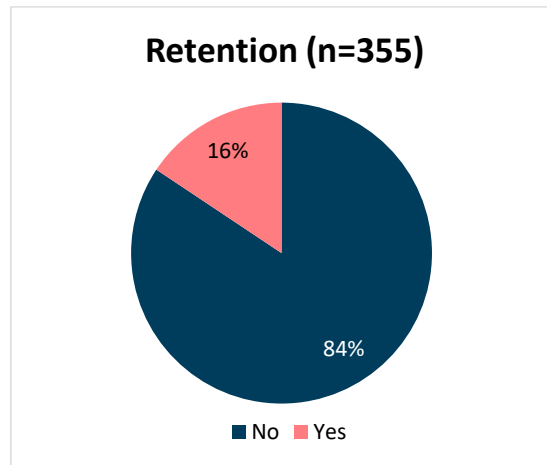
4.6.2 Retention Rate at Workplace Placed by Pratham

Following placement assistance by Pratham, the retention rate at the initial job offerings varied significantly. A majority of trainees opted to leave their initial job placements in pursuit of better opportunities with higher salary prospects. Some individuals discontinued working altogether due to factors such as pursuing higher studies, health concerns, or family emergencies.

At the time of the survey, only 16% of the trainees remained employed at the same place where Pratham had facilitated their placement. Factors contributing to this retention

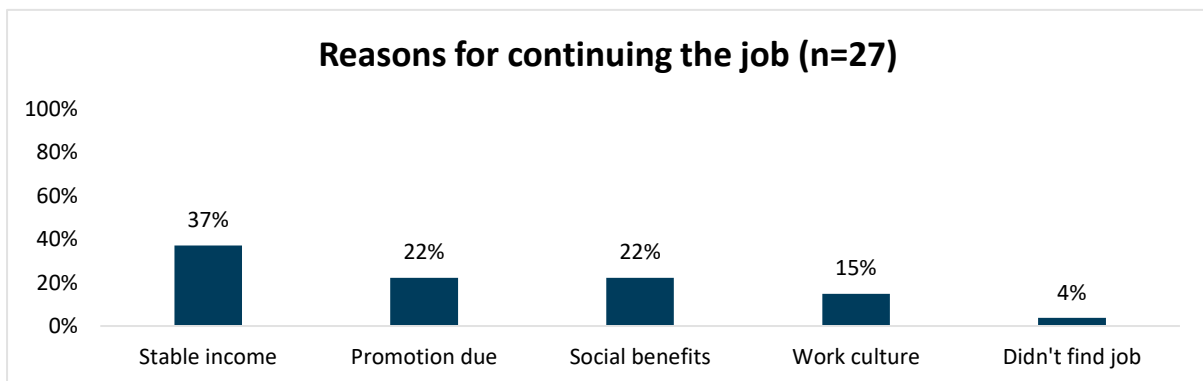
included stable pay, prospects of promotion, and social benefits associated with the job. In some cases, the decision to stay was influenced by the inability to secure better opportunities elsewhere.

This retention rate underscores the dynamic nature of the job market and the importance of continuous career development initiatives to support trainees in navigating career transitions and maximizing their professional growth opportunities.



Graph 24: Retention rate of the students placed

Many trainees expressed a desire for stable income, which emerged as the primary reason for continuing at the same workplace. Additionally, some individuals who had accrued significant work experience were anticipating promotions, motivating them to remain at their current jobs. Others cited the positive work culture as a factor influencing their decision to stay. However, a small percentage of trainees indicated that they remained at their initial placements due to a lack of suitable job opportunities elsewhere.



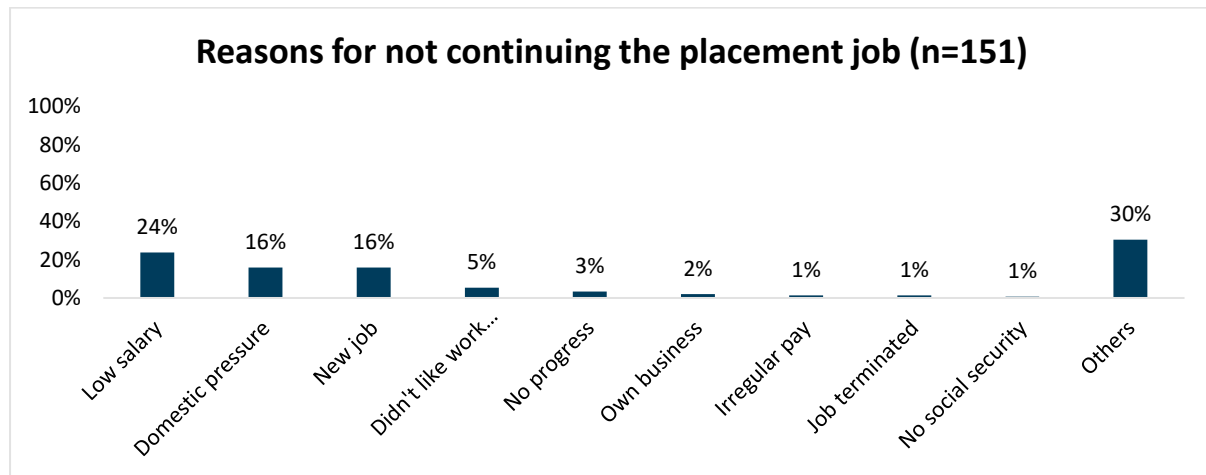
Graph 25: Reasons to continue working in the same organisation for students placed

Those who decided to leave their initial job placements cited various reasons for their decision. Many expressed dissatisfactions with the salary, which they found to be inadequate or irregular. Some female trainees faced additional challenges due to domestic responsibilities, contributing to their decision to quit. Approximately 16% of those who left were able to secure new jobs with better salaries or improved working conditions. Others

mentioned discomfort with the workplace culture or a lack of opportunities for career advancement as factors influencing their departure.

"We aim for 100% placement in each batch and have observed a significant improvement in students' standard of living. Many students report feeling more independent and better able to support their families. However, we face challenges in convincing families, particularly for female students, to allow them to pursue distant opportunities, even when these are superior to those closer to home."

-Placement coordinator (Beauty, Bhopal)



Graph 26: Reasons to discontinue job for students who accepted job offer through placement

4.6.3 Post-Placement Tracking and Support

Post-placement tracking and support at Pratham are carried out through two parallel streams:

a) Centre-based post-placement tracking:

- This involves physical meetings at the workplace and telephonic and WhatsApp-based check-ins between the placed student and the placement associate.
- Tracking begins in the first week and continues at regular intervals for the next three months.
- Regular meetings and telephonic check-ins with placement associates help sensitise students to the realities of the work environment and can assist in resolving disputes between supervisors and students.

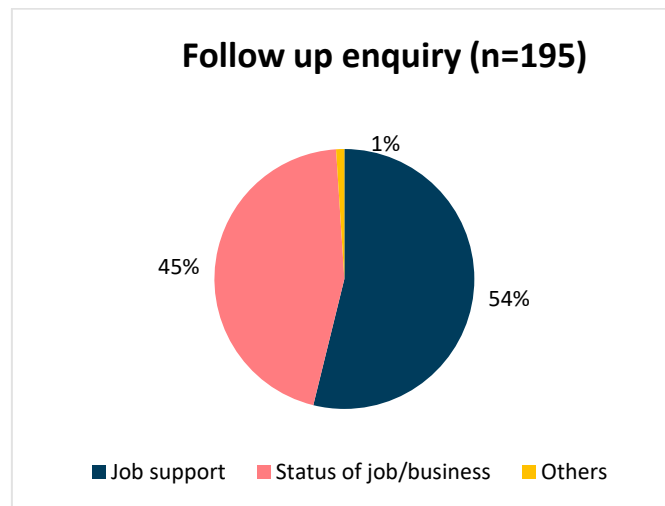
b) Tele-Calling Based Post-Placement Tracking:

- This mode involves telephonic check-ins conducted by Pratham's central team in Mumbai to track the current employment status of students.
- Calls are made at three-month intervals over the course of 12 months.
- Pratham's placement team reports a connection rate of approximately 65% on the tele-calling exercise for the 12th month, indicating that up-to-date information is available for roughly 65% of enrolled students in Pratham's database.

Common reasons reported by placement teams for lack of up-to-date information include:

- Students changing jobs based on referrals from workplaces or other sources.
- Students changing their phone numbers.
- Parents not having up-to-date information on the specific area or type of job the student is working in.

Most students responded that post-training follow-up inquiries mainly relate to understanding the job support needed by students or the status of the current job or business.



Graph 27: Topics discussed on follow-up inquiry conducted by the Pratham team

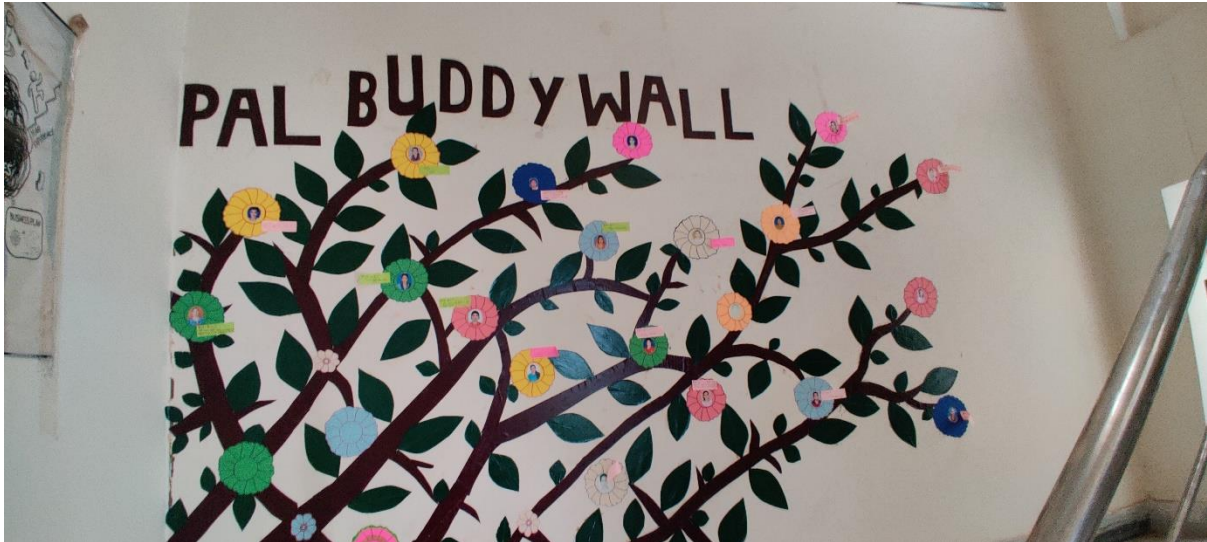
4.6.4 Alumni Engagement

Based on qualitative interactions, students perceive the staff from the Pratham team as approachable and friendly, often reaching out to trainers after completing their training for any doubts and support needed. Additionally, students suggested conducting alumni engagement meetings more frequently than once a year to facilitate better understanding of the learnings and experiences of other students.

Pratham facilitates alumni engagement through its PAL (Pratham Alumni Network) network, which connects alumni through WhatsApp groups. Each alumnus is linked to a WhatsApp group where there's a designated leader from the alumni community, fostering ongoing communication and support among former students.

"We conduct annual alumni meetings, but we are considering increasing their frequency to provide more opportunities for experience sharing. We are also working on improving our post-placement support, including guidance via phone calls to handle initial employability issues."

- Centre in charge (Hospitality, Bhopal)



Picture 11: PAL information wall art

Chapter - 5 Conclusion

The Pratham vocational training program is a comprehensive initiative that successfully addresses the skills gap among disadvantaged youth in India. Through its well-structured curriculum, effective mobilization strategies, and robust training methods, the program demonstrates high relevance, coherence, efficiency, and effectiveness. It significantly enhances participants' employability, leading to improved income and financial stability.

Key strengths of the program include its alignment with national skill development schemes, the involvement of local experts for practical training, and the comprehensive support provided to students and trainers. High course completion rates and positive employment outcomes underscore the program's success, particularly in the beauty, healthcare, and hospitality courses.

On a scale of 1 to 5, with 1 being the lowest and 5 the highest, the majority of participants rated the program highly. Specifically, 39% of participants gave the program a rating of 4, and 37% awarded it the highest rating of 5. This indicates a generally positive reception of the program. A small fraction of participants (2%) rated the program with the lowest score, while 5% rated it a 2. A significant portion, 18%, rated it as average with a score of 3. Overall, the feedback suggests that the program was well-received by most participants, though there is still room for improvement.

For sustained impact, the program can benefit from enhanced post-placement support and more frequent alumni engagement. By continuously refining its approach based on feedback and evolving market needs, the Pratham vocational training program can maintain its positive trajectory and contribute significantly to India's workforce development, especially in the beauty, healthcare, and hospitality sectors.

Chapter - 6 Recommendations

6.1 Enhance Post-Placement Support and Tracking:

To improve the retention and long-term success of trainees, Pratham should bolster its post-placement support mechanisms. This can be achieved by increasing the frequency and duration of follow-up interactions beyond the initial three months. Implementing a more robust tracking system, possibly integrating digital tools for real-time updates on alumni employment status, can help maintain better contact and support. Additionally, providing continuous career counselling and development workshops can assist alumni in navigating job transitions and career advancements effectively.

6.2 Extended On-the-Job Training (OJT):

The current 15-day On-the-Job Training (OJT) period may not sufficiently immerse students in their chosen field. Expanding this duration to one month or more would provide students with deeper hands-on experience, allowing them to refine their skills and gain a better grasp of workplace dynamics and expectations. Regular feedback sessions during OJT would ensure active learning and adaptation to real-world challenges. This extended practical exposure aims to enhance graduates' immediate productivity, thereby reducing the need for additional employer training and increasing overall efficiency and stakeholder satisfaction.

6.3 Increase Frequency of Alumni Engagement Initiatives:

Strengthening the alumni network by organizing more frequent engagement events and leveraging digital platforms can provide a sustained support system for former students. Regular alumni meetings, webinars, and peer-to-peer learning sessions can facilitate knowledge sharing and networking opportunities. Establishing a formal mentorship program where successful alumni guide current students and recent graduates can enhance community support, motivate ongoing learners, and provide valuable career insights, thereby fostering a strong, interconnected community of professionals.