Samhita
A BETTER NORMAL

Impact Assessment Report of - Kotak Mahindra Bank Ltd. Vocational Training Project (Beauty, Healthcare and Hospitality) Implemented by Pratham FY 2020-2021

Submitted to: Kotak Mahindra Bank Ltd.

kotak
Kotak Mahindra Bank

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CSR	Corporate Social Responsibility
DDUGKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
NSDC	National Skill Development Corporation
MSDE	Ministry of Skill Development and Entrepreneurship
KMBL	Kotak Mahindra Bank Ltd.
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
ToC	Theory of Change
ToT	Training of Trainers

Executive Summary

In FY 2020-21, Kotak Mahindra Bank Ltd., with Pratham Education Foundation as an implementing agency, conducted a vocational training project in the Beauty, Healthcare and Hospitality courses, reaching 5,224 beneficiaries across Maharashtra, Andhra Pradesh, Odisha, and Rajasthan. The project is free-of-cost for the beneficiaries and consists of two-month training courses that integrate theoretical and practical learning, with placement and post-placement support. Since the project was implemented during the COVID-19 pandemic the training completion and placement numbers have been significantly impacted.

Research Objectives

The overall aim of Samhita's approach to the impact assessment is:

1. To assess the efficiency of the initiative implementation in achieving the planned outputs, inclusion of emergent best practices, and areas of concern in the implementation process

2. To evaluate the effectiveness of the initiative in achieving planned outcomes and impacts vis-à-vis the mutually created Theory of Change

3. To gauge the impact of the program on the lives and employability of the primary stakeholders

Research Methodology and Process

Samhita adopted an evaluation design with a mixed-methods approach. Both qualitative and quantitative methods were used for data collection from a wide range of stakeholders, identified through a review of project documents and secondary review of literature. In addition, Samhita's research team undertook extensive discussions with the Kotak Mahindra Bank Ltd. and the Pratham Vocational Training Project Team to understand the project using a Theory of Change (ToC) template.

Quantitative and qualitative data was collected on site with support of experienced data enumerators and by the Samhita team, who travelled to the project sites Chembur, Ahmednagar, Kolhapur, and Cuttack as a quality control mechanism. Due to logistical and time constraints, telephonic surveys were conducted with a representative sample of 366 students enrolled in the project in FY 2020-2021, based on a margin of error of 5% and confidence level of 95% and proportionally according to student population across centres (Ahmednagar, Kolhapur, Ralegaon, Latur, Chembur in Maharashtra, Cuttack in Odisha, Visakhapatnam in Andhra Pradesh, and Jaipur in Rajasthan). A telephonic survey was also conducted with a comparison group of 100 non-participants in skilling projects leveraged through Pratham's network of youth from the project areas to gather data on key indicators as a point of comparison with the treatment-group of students trained by Pratham.

In addition, an online survey was conducted reaching out to agencies implementing skilling projects in Samhita's network in order to benchmark post-placement information retention from FY 2020- 2021.

Summary of Key Findings

	Efficiency of Project Processes
Relevance and Design of the Projects	The project design addresses the need for industry readiness among economically disadvantaged youth and supports beneficiaries through mobilisation, training, placement and post- placement support. It demonstrates adaptability to disruptions such as the pandemic.
Mobilisation and Enrolment	The project involves a well-structured operational hierarchy leveraging multiple channels to mobilisation. 66% of respondents reported their primary source of information about the course to be through friends and 78% reported that they are motivated by a desire to learn new skills. 95% of respondents indicated that they faced no challenges in the enrolment process.
Training Support	The project follows a multi-stage process to select trainers and ToT to ensure standardisation. Training of students integrates technical sessions on the trade and non-technical sessions on soft and life skills. 78% of students enrolled in FY 2020-2021 completed the course to its final level. 93% of students indicated being able to attend online classes with no difficulties. The majority of students reported to be satisfied with the curriculum. 50% indicated the need for the curriculum to be updated as per the requirements of employers and the job market.
Placement Support	The placement process integrates pre-placement counselling to align expectations and consistent messaging surrounding placements through the course. For FY 2020-2021, 63% of respondents who completed the course received placement offers and 43% of respondents who were offered accepted placements. External circumstances affecting placements in FY 21 include reduced demand for automotives resulting in the shutdown of services and reduction in hiring across the value chain due to the COVID-19 pandemic. Students and their families being reluctant to join work given Covid risks and low salaries offered during this period was also a factor behind rejection of placements
Post-Placement Tracking and Support	Post-placement tracking process involves both direct engagement with placement associates for the duration of three months and tele-calling by Pratham central placement team for the duration of 12 months. Based on Samhita's comparative benchmarking of 6 projects in the skilling space, average percentage of students for which there is updated information across skilling projects is approximately 45%, which puts Pratham's rate 20% higher than average. Average post-placement tracking duration across projects is 6 months, with Pratham tracking students for 12 months.
	Project Effectiveness

Employment and Monthly Income	44% of respondents who are Pratham alumni are currently employed, which is 15% higher than currently employed students from the comparison group. Out of Pratham students who accepted placement, students in the non-earning income bracket went down from 59.54% to 26.58% after training and accepting placement. There are 43% fewer non-earners among Pratham alumni as compared to the comparison group. Students with monthly earnings in the 10,000 - 15,000 INR range went up from 1.27% to 16%. 50% of respondents who accepted placement indicated that their salary has increased since starting work. 30% have reported that it has remained the same. Interviews with students reveal that upon joining, students receive increments starting from four months and onwards based on their performance.
Ease of Managing Expenses	60% of respondents who have accepted placement report that it is not at all difficult to manage expenses post-training, as compared to 23% of students from respondents' recall of the pre-training scenario. 59% of respondents report an increase in their monthly savings after the project with 10% indicating an increase in savings to a large extent.
Quality of Life	67% of Pratham students who accepted placements avail Private clinics, compared to 56% of the comparison group, whereas 70% of the comparison group avail government hospitals compared to 50% of the treatment group. This indicates an increase in Out-of-Pocket expenses on healthcare for Pratham alumni who accepted placements. Out of respondents who accepted placement, the average time spent at work per day is 6.9 hours, with over 2 hours being spent at social/leisure activities.
Self Confidence	92% of respondents agree and 48% of respondents strongly agree that they feel an increase in self confidence after having attended the training. Interviews across stakeholder groups reflect self-confidence as being a key outcome of the project design. Respondents also note increased respect in the workplace after completing training, with 48% of students reporting increased workplace respect to a great extent and 45% reporting it to some extent. The post-training scenario sees 53% of respondents indicating a say in family finances to a little extent and 30% reporting the same to a significant extent. From interviews, students have attributed this to their independence and ability to sustain themselves after completing the project and getting placed. This is a particular point of pride for women students whose parents might have exhibited scepticism about their placement and entry into the workplace.

1.Introduction

The Indian beauty and personal care market amounts to a revenue of USD 25.73 bn as of 2022, with a compound annual growth rate (CAGR) of 3.86% projected between 2022 and 2027. 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. India's budget allocation towards healthcare stood at INR 83,000 crores as of 2022-23, with the sector being one of the largest employers in the Indian economy with over 4.7 million people employed as of 2021. The hospitality sector integrates lodging and boarding, food, and beverages services. With a projected CAGR of 12.02% between 2022 and 2026, the industry sees major Foreign Direct Investment (FDI) inflows with new hotel chains being developed by global hospitality giants. India also has a robust digital infrastructure to accommodate planning, booking and transport.

Pandemic Impact

- **Beauty:** The high reliance of this sector on physical touch resulted in a significant slowdown through FY 21. Even after phased reopening and the adoption of social distancing methods, consumer demand had reduced. The reduction in large events such as weddings also contributed to falling revenue within the sector.
- **Healthcare:** While large hospitals saw increased need and demand for healthcare professionals, many smaller private hospitals were not eligible to treat COVID patients during the peak of the pandemic and with a sharp fall in people seeking treatment for other causes, were forced to close down.
- **Hospitality:** The industry was also one of the hardest hit by the pandemic with hotels, restaurants and tourist destinations being forced to close down on account of restrictions on public gathering and travel.

India's significant youth population creates a 5-decade window for a demographic dividend that can be essential to drive economic growth. The past decade has seen a strong policy push under the ambit of a range of interconnected campaigns and schemes to enhance skill education for the youth, including 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.

In the Corporate Social Responsibility space, Samhita's 2017 research on corporate participation in skills and livelihood development indicates that ninety out of the top 100 companies in India reported at least one project in the [skills and livelihood sector](#).

KMBL, at all times, is committed to:

- Engage with communities to understand their material expectations and concerns, and will consider these material expectations and concerns to design its CSR agenda.
- Implement, monitor, review and evaluate CSR initiatives to achieve the desired outcomes in a transparent manner.
- Undertake projects in the areas of promoting education, enhancing vocational skills and livelihood, promoting preventive healthcare, environment and sustainable development, sports and others including reducing inequalities faced by socially and economically backward groups, relief and rehabilitation, and interventions towards a cleaner India with the aim to serve communities at large and to transform their lives.
- Organisation with governmental agencies, non-governmental organizations ("NGOs") and/or other institutions to collectively deliver the community development initiatives and support such organizations and institutions with appropriate and necessary resources.
- Encourage its employee to contribute and volunteer for various community development initiatives.
- Ensure that surplus arising out of CSR initiatives is utilized to further augment the CSR agenda and that such surplus does not form part of Kotak's profits.
- Comply with all legal provisions applicable for CSR and adopt industry best practices, wherever feasible.

The pandemic disrupted the skill development ecosystem both in terms of processes such as mobilisation and training and key outcomes like placements. Projects pivoted to online modes of delivery, thereby requiring capacity building among staff, developing, and executing quality control mechanisms. The increased cost of travel and apprehension surrounding COVID transmission also disincentive students from opting for placements. Moreover, reduced vacancies in multiple sectors and value chains during the pandemic meant significant shortfalls in placement rates. For Pradhan Mantri Kaushal Vikas Yojana, [placements reduced](#) from 6,08,389 in FY 20 to 2,16,059 in FY 21, indicating a 64% decrease. KMBL's Vocational training project in FY 2020-21 operated in this context and endeavoured to adapt to the disruptions in processes and operations at the same time ensuring that the quality of instruction is maintained at par with previous years.

Pandemic Adaptation

The project timeline in FY 2020-21 required a rapid reorientation in light of the COVID-19 pandemic, and its resultant impact on the manufacturing sector:.

- Mobilisation activities were conducted through free online webinars
- The training was adapted into a hybrid model with virtual classes delivered through Zoom and material delivered over WhatsApp, with an OJT component to ensure practical learning.
- Placement teams worked with workplaces and placement partners to develop solutions to students' difficulties in mobility and accommodation.

Pratham's vocational skilling arm has been in operation since 2005, facilitating training courses across a range of trades for youth from economically disadvantaged backgrounds with the aim of ensuring access to entry-level positions in the industry. The project adopts a four-stage structure including mobilisation, training, placements, and post-placement support. In FY 2020-21, Kotak Mahindra Bank Ltd. supported 5,224 students across the following centres:
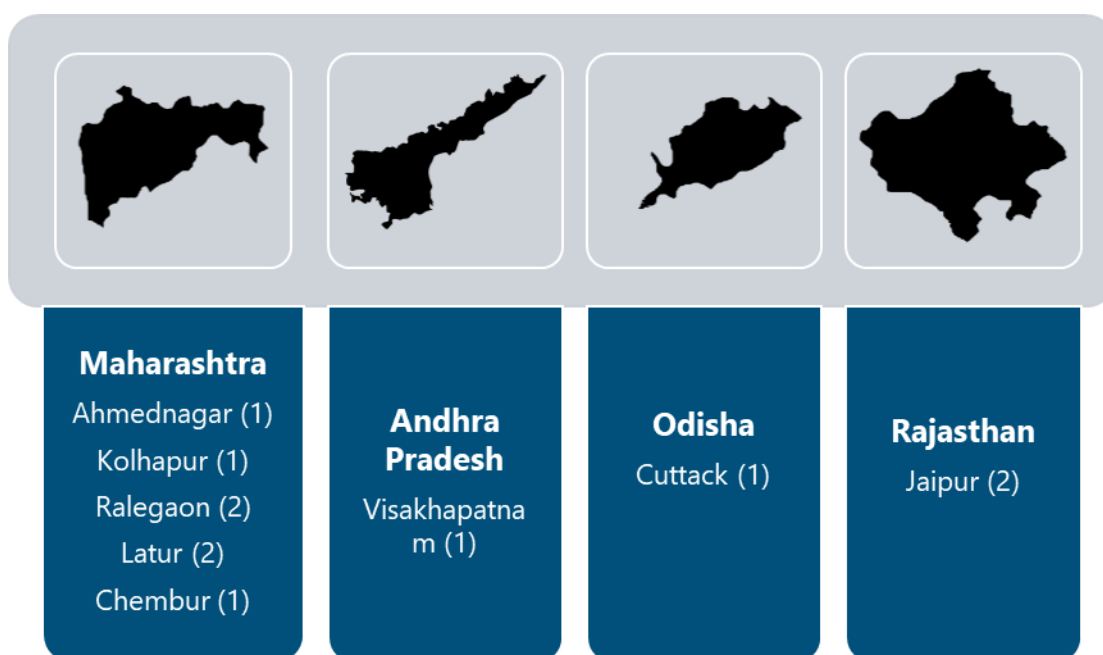
Maharashtra
Ahmednagar (1)
Kolhapur (1)
Ralegaon (2)
Latur (2)
Chembur (1)

Andhra Pradesh
Visakhapatnam (1)

Odisha
Cuttack (1)

Rajasthan
Jaipur (2)

Figure 1: KMBL Project States and Centres

2.Research Methodology

The present impact assessment of the vocational training project was undertaken with the intention of assessing the intervention's outcomes and impact on students enrolled in FY 2020-21.

2.1   Research objectives

The key objectives of this research study include:

- Assessing the **efficiency of processes** used to deliver interventions and create impact.
- Assessing the **effectiveness of the project** in terms of impact, social outcomes, and improvements in lives of end beneficiaries.

2.2   Methodology

The study adopted a mixed methodology approach to collecting primary data using quantitative and qualitative methods. Details of the research methodology adopted for this impact assessment study is represented in the table below

Method	Stakeholder	Objectives
Key Informant Interviews	- Alumni from FY 2020-2021 - Kotak CSR Team - Beauty, Healthcare and Hospitality Project Heads - Placement Head - Centre Heads - Trainers - Placement Associates - Mentor-Mobilisers	- To understand stakeholders' experiences with different project processes - To understand best practices and challenge areas in implementation - To understand how the project has impacted beneficiaries
Telephonic survey with alumni	Alumni from FY 2020-2021	- To gather demographic particulars, socio-economic information and chart changes in project-specific indicators - To gather data on project impact on beneficiaries in terms of employment, income, quality of life and self confidence
Telephonic survey with comparison group	A comparison group of 100 respondents, drawn out from Pratham's database of youth from their project areas who have not participated in any training projects	To gather data on income levels, quality of life indicators and self-confidence to compare with the treatment group of students trained by Pratham.

	Implementing agencies of CSR Skilling projects in Samhita's network	To gather data on post placement tracking duration and percentage of students for whom there is up to date information
Online benchmarking survey of post-placement tracking		

Table 1: Research Tools and Objectives

2.3 Sampling

A random sampling process was adopted to ensure statistical significance for data collected. Total students enrolled in FY 2020-21 were sampled using a confidence level of 95% and confidence intervals of 5% to arrive at a representative sample of 366 students. This sample was then proportionally distributed according to student population across Ahmednagar, Kolhapur, Ralegaon, Latur, Chembur, Cuttack, Jaipur, and Visakhapatnam.

Intervention group – Students Enrolled in FY 2020-21 (N=366)

Beauty (N= 126)   Healthcare (N= 190)   Hospitality (N= 49)

Maharashtra (N=198)   Rajasthan (N=110)   Andhra Pradesh (N= 34)   Odisha (N=24)

Comparison Group (N=100)
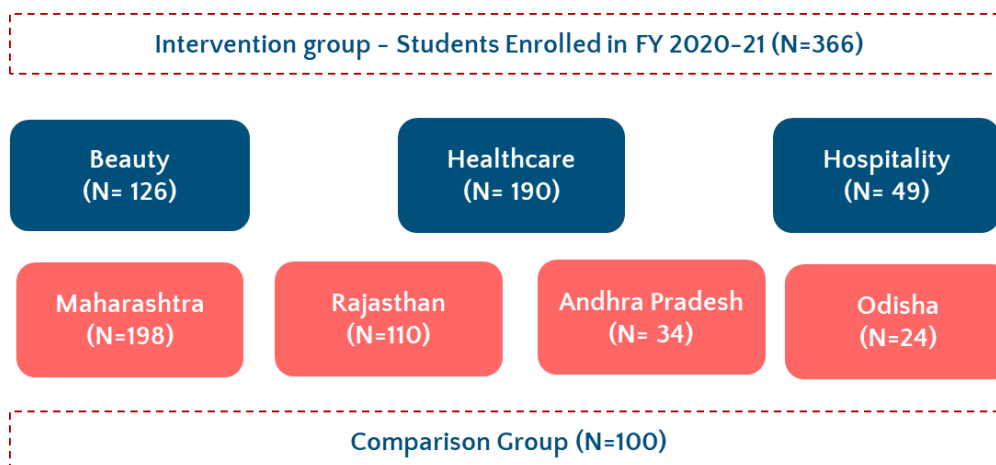
Figure 2: Quantitative Sample Distribution

Stakeholders	Number of qualitative interactions
Project Alumni (Accepted Placement)	8
Project Alumni (Rejected Placement)	6
Kotak Mahindra Prime Ltd. CSR Team	2
Programme and State Heads	4
Trainers	4
Placement Heads	2
Placement Associates	4
Mentor-Mobilisers	4
Centre In-Charges	4

Figure 3: Qualitative Sample Distribution

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 23. The highest participation was from alumni between the ages of 21 and 25.

Age	% of respondents (N=366)
18 - 20	15%
21 - 25	45%
26 - 30	23%
31 - 35	10%
Above 35	7%

Gender	% of respondents	% of students enrolled
Female	78%	84%
Male	22%	15%

Table 2: Age and Gender Distribution of Respondents

The median age among respondents is 23. The highest participation was from alumni between the ages of 21 and 25. The gender ratio for respondents, with 78.4% female respondents and 21.6% male respondents.

3.2 Education and Occupation Prior to Project

39% of respondents possess a graduate degree and 35.89% of respondents have completed their education up to the 12th standard, with 10% having completed up to the 10th standard. 7.9% of respondents indicate having completed their education up to a postgraduate degree.

Educational Qualifications (N=366)

Illiterate	5th_std	8th_std	Diploma	Postgraduate	10th_std	12th_std	Graduate
0%	1%	2%	3%	8%	11%	36%	40%
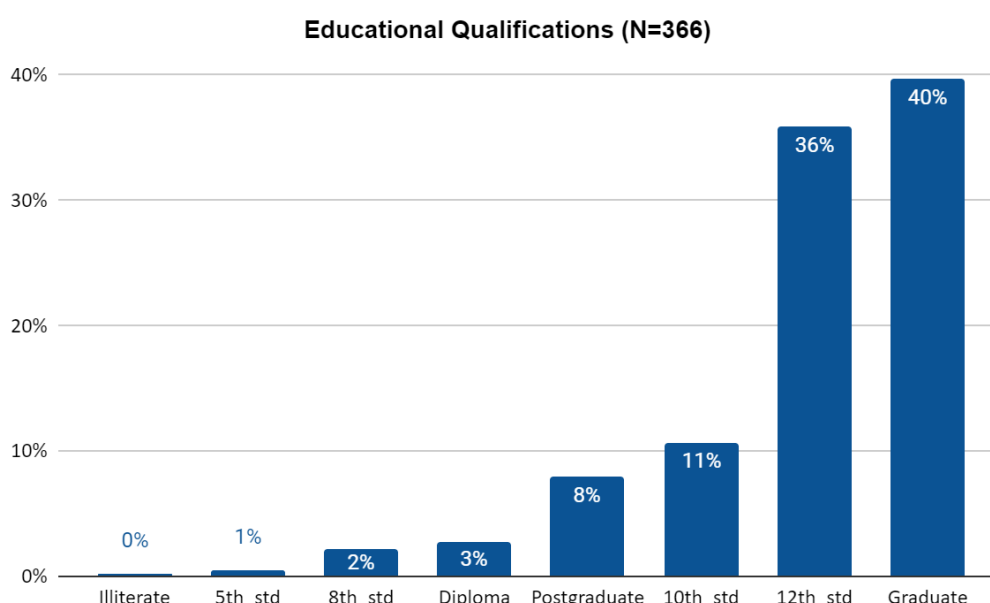
Graph 1: Educational Qualifications

54% of respondents reported that they were occupied with education prior to joining the

project. 13% reported that they were employed prior to joining and 17% reported that they were homemakers.

Occupation Prior to Project (N=366)
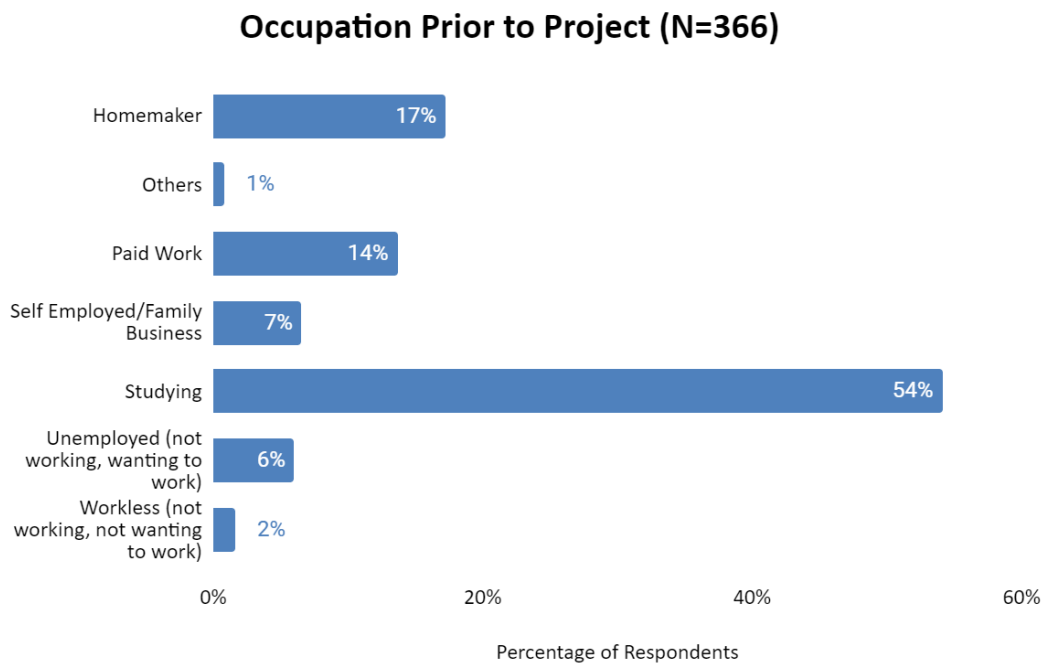
Graph 2: Occupation prior to the project

3.3 Family Income

42% of respondents reported that they are married while 56% reported that they are unmarried. The median number of family members is 4 for the entire set of respondents. As can be seen in the graph below, 46% of respondents reported a monthly family income of INR 10,000-20,000 with a median family income of INR 15,000.

Monthly Family Income (N=366)
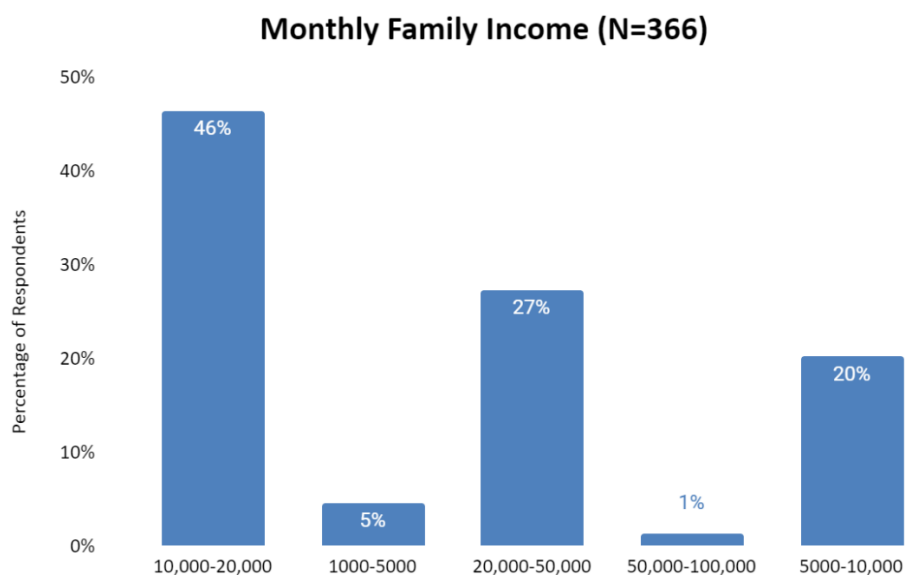
Graph 3: Monthly Family Income at Present

3.4   House Ownership and Condition

The majority of respondents (73%) reside in owned houses, with 26% residing in rented houses. In terms of housing condition, 68.35% of respondents reside in Pucca houses, implying that walls and roofing are constructed with permanent material such as bricks, stones, cement, concrete, timber, etc. 23% of respondents reside in semi-pucca houses, implying permanent walls but with roofs made of temporary materials such as mud, straw, or wood. 77% of respondents reported electricity to be their primary source of energy for the household.

Ownership Status of House - Pratham Students Who Have Accepted Placement (N=79)

Rented
26.6%

Owned
73.4%
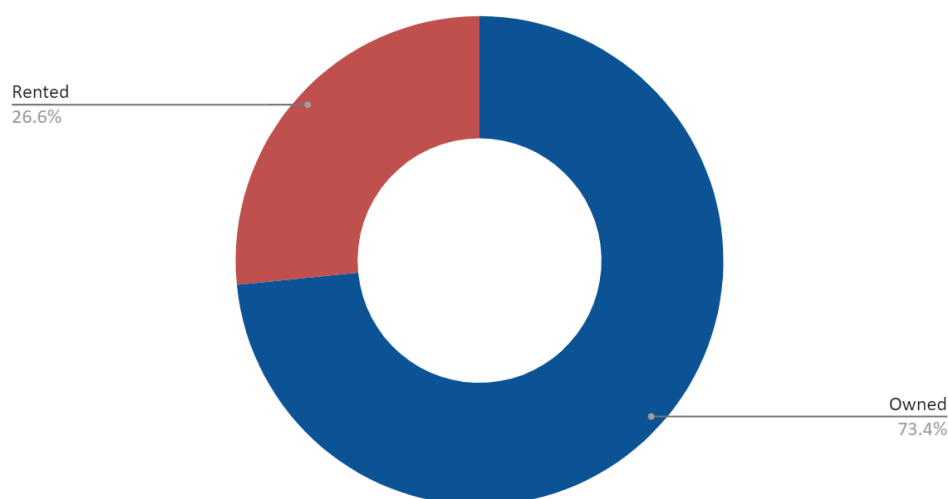
Graph 4: House Ownership

Condition of House - Pratham Students Who Have Accepted Placement (N=93)

Category	Percentage
Kutcha	1%
Prefer Not To Say	1%
Pucca	68%
Pucca with Multiple Floors	6%
Semi-Pucca	23%
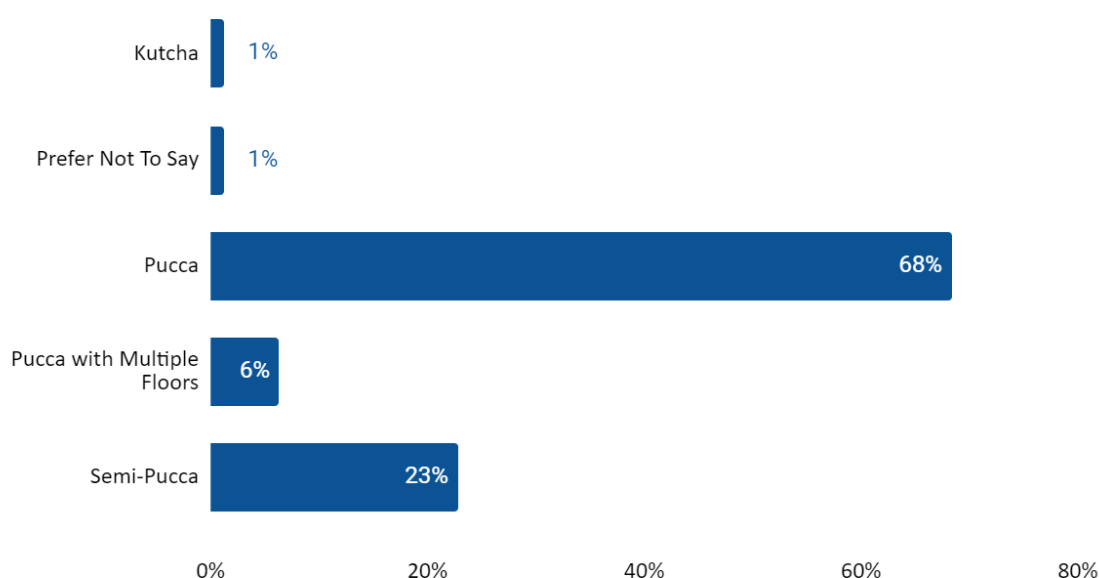
Graph 5: Housing Conditions

4.Findings on Efficiency Indicators

To evaluate the efficiency of the process that was followed to implement the project, the following indicators were identified based on a literature review of project documents, outcome mapping, and interviews with stakeholders.

4.1   Relevance 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:

MOBILISATION	TRAINING	PLACEMENT	POST- PLACEMENT SUPPORT
Youth from low-income backgrounds are mobilised through multiple channels	Training integrates theoretical and practical knowledge. On the Job training and soft/life skills	Students are mapped and placed with different workplaces with pre-placement support provided by the project	In-person and telephonic follow-up calls ensure post-placement support for the duration of 12 months

Figure 4: 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.

Pandemic Adaptation

The restrictions on physical gatherings, mobility and economic slowdown caused by the COVID-19 Pandemic in 2020 and 2021 required a number of adaptations to be made to the project structure to ensure that mobilisation, training and placements could continue in spite of these circumstances. These adaptations include:

- A focus on online webinars and referrals for mobilisation
- Virtual-only and hybrid modes of training
- Transportation and additional training provided by workplaces
- Regional mapping to ensure that students were assigned workplaces with minimal travel requirements wherever possible

4.2   Mobilisation and Enrolment Requirements
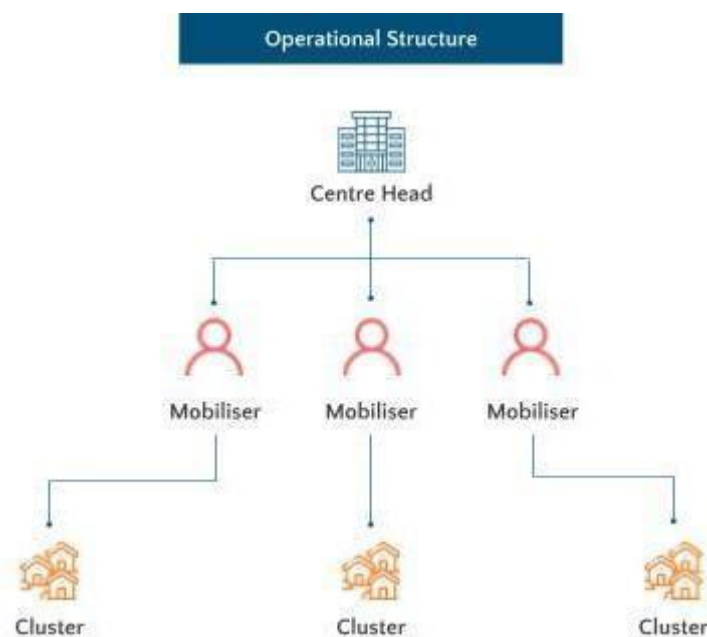
4.2.1 Process and Structure

Figure 5: Operational Structure for Mobilisation

Strategy	Findings
Door to door visits to inform economically disadvantaged youth about the project and pamphlets distributed through the community	18% of respondents reported that they were informed about the course through door-to-door visits
Exhibitions where tools used in the trade are displayed in the village/urban community	20% of respondents reported that they were informed about the course through awareness raising activities by Pratham
Referrals and Testimonials from current students and alumni	66% of respondents reported that they were informed about the course through a friend and 16% reported that they were informed through alumni. Mobilisers reported the value of an 'inroads' strategy where once at least one student is mobilised from each community, their subsequent placement and trajectory will generate credibility and interest in the project.
Online webinars and social media	17% 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: Mobilisation strategies

The information provided during mobilization is focussed on course-structure, details about the trade, fee-structure and possible career trajectories for the course and centre the mentor is mapped to, though mobilisers are aware of other Pratham courses operating in the area and provide basic information about these other courses to interested candidates, referring them to their respective mobilisers and centre heads.

The mobilisation process was found to be structured, with state and centre-wise targets set by the central project teams and divided among mobilisers and regular check-ins across the operational chain. Mobilisers mentioned that travel across different villages in their clusters is
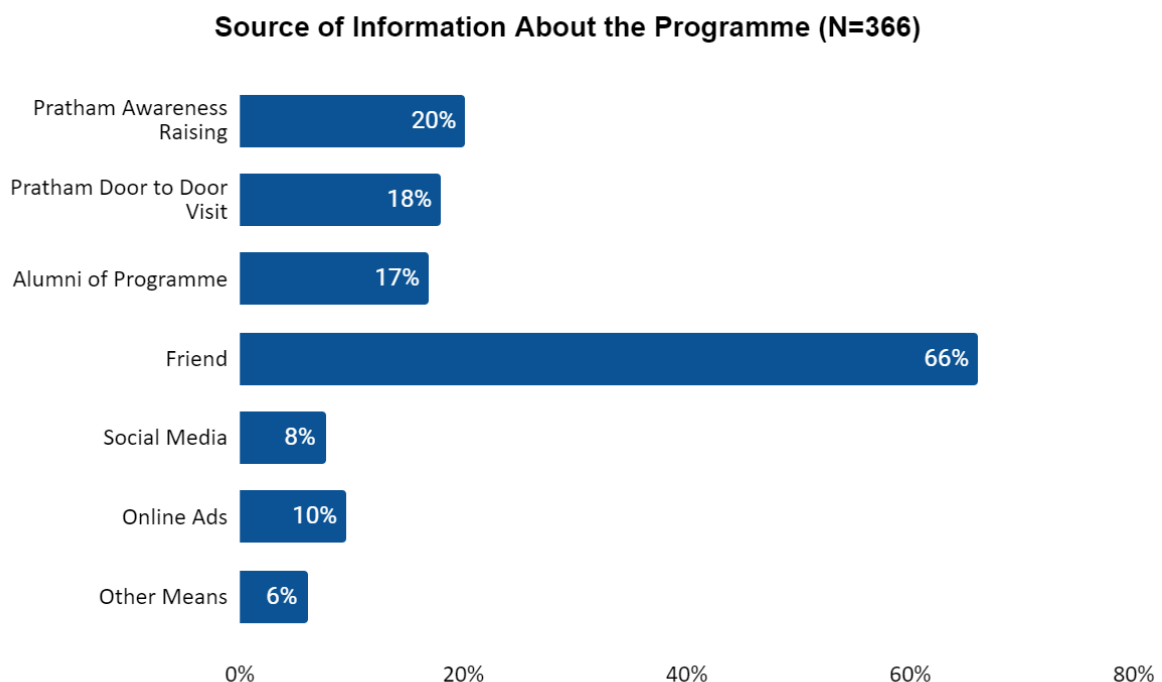
sometimes a challenge they encounter, sometimes having to cross long distances via public transport.

Encouraging centre visits by interested youth and parents was found to be an effective strategy in ensuring enrolment by showcasing information about how the course is delivered, success stories of placed candidates and information on workplaces the outgoing cohorts are placed in. In addition, youth are also provided round of counselling with trainers and centre heads for comprehensive awareness and informed decision making. Female students were reported to sometimes face challenges in terms of securing parental approval for joining the courses. In other cases, parents agree to enrol them in the course but are not willing to send them for placements. These parental visits help to align parents' expectations and orient them on the importance of livelihoods for their wards.

The project was found to be aligned with the National Skill Development Council (NSDC) guidelines with regard to enrolment requirements, ensuring compliance with the NSDC framework for skilling projects. Two prerequisites for enrolment were recorded by Pratham for youth enrolling in the project:

1. A minimum age of at least 18 years
2. Minimum academic qualifications of having completed Class 8

95% of respondents indicated that they faced no challenges during the registration process. The challenges reported by the remaining 5% include not knowing whom to approach to enrol and difficulties in finding the centre.

Source of Information About the Programme (N=366)

| Source	Percentage
Pratham Awareness Raising	20%
Pratham Door to Door Visit	18%
Alumni of Programme	17%
Friend	66%
Social Media	8%
Online Ads	10%
Other Means	6%

Graph 6: Source of information about the project

4.2.2 Students' Motivations for Joining

78% of respondents reported that their motivation was a desire to learn new things, validating Pratham's mobilization strategy, communication strategy and messaging adopted by the mobilizers.

38% responded that they were influenced by a friend, which resonates with the prominence of word-of-mouth outreach by friends as a source of information about the project. 46% reported that they were motivated by a desire to get a job and 24% were motivated by a desire to change jobs. This attests to the rationale of the project designed by Pratham.

Motivation for Joining Programme (N=366)
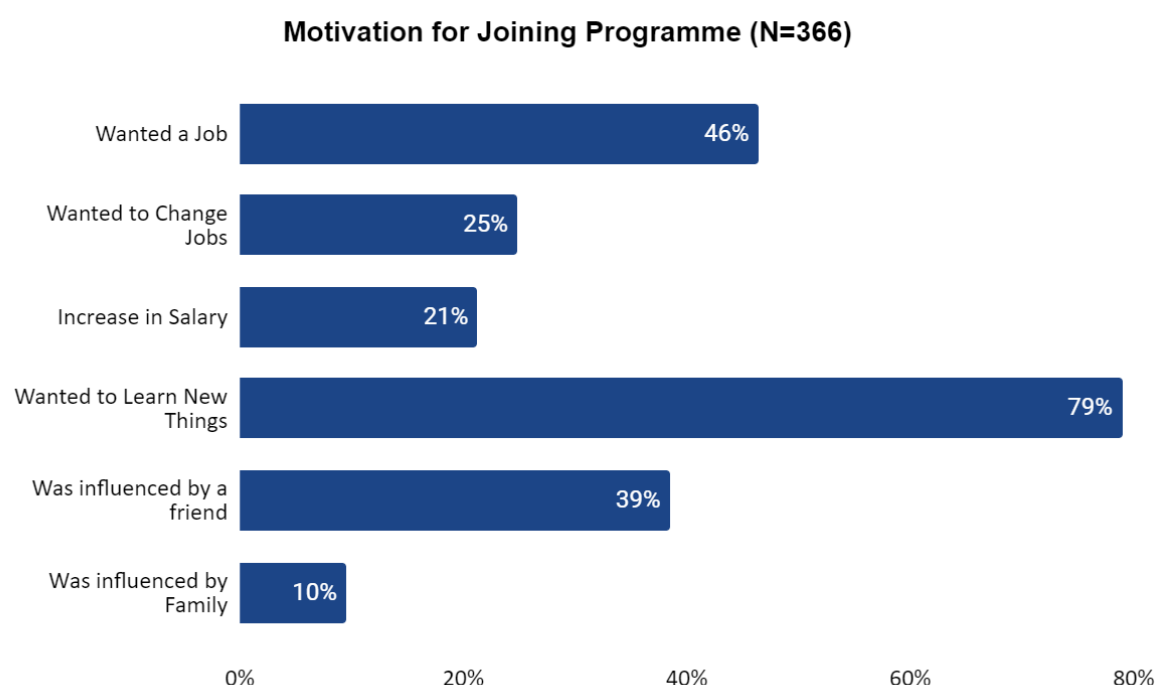
Graph 7: Motivation for Joining

In interviews, motivations reported by students included:

- **For beauty:** a prior interest in beauty in childhood and the desire to earn a living working in the industry
- **For healthcare:** the feeling that learning essential skills in healthcare would be useful to take care of family members and a curiosity to learn more about healthcare
- **For hospitality:** a desire to travel and work in high-profile locations

4.3 Training

4.3.1 Curriculum and Pedagogy

Interviews with project heads indicated that curricula are 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 (Marathi and Telugu for this project).

Curriculum is designed for three stages of delivery:

Stage	Pedagogy	Curriculum Content
L1.	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.	Virtual training through audio-visuals and online lectures	In-depth focus on course components, involving a deep dive into the different components and tools that students would have to work on.
L3.	Practical training through in-person sessions at Centres and OJT with surrounding dealerships and garages	Course material involves hands-on, practical sessions conducted by groups of students with guidance by trainers

Table 4: Stage-wise pedagogy and curriculum content

Pandemic Adaptation

During complete lockdowns, the entirety of course-material was delivered online with audio-visuals and demonstrations of practical course-components through online lectures by trainers.

Upon phased reopening, hybrid models were adopted integrating:

- L3 practical sessions conducted in training centres
- Assignment of students to nearby dealerships and service centres for OJT, with regular check-ins with trainers to assess what practical skills were learned and address any doubts or concerns

Figure 6: Surgical Equipment Board for L2 Demonstration and Equipment for L3 Practical Demonstration

Mode of Content Delivery (N=66)
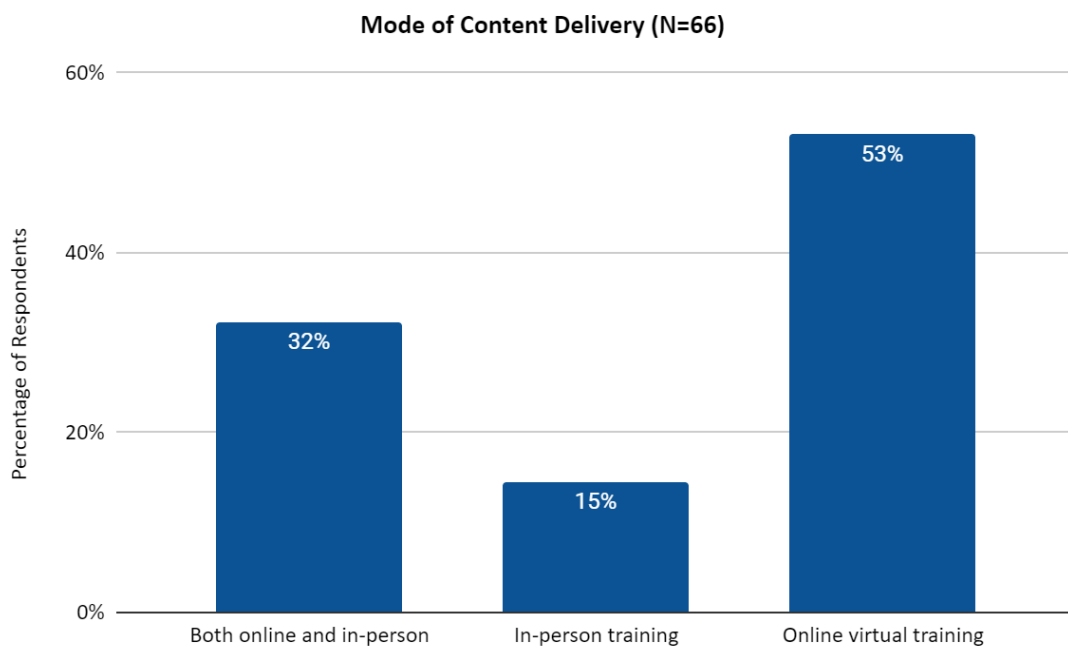
Graph 8: Mode of Content Delivery

53% of respondents indicated that they attended fully online training while 32% reported attending a combination of in-person and online training. 93% of respondents indicated that they were able to access virtual training without any difficulties. For the remaining, 12% challenges faced included a lack of access to smartphones or laptops and a lack of good network connectivity in their areas. Samhita recommends the adoption of structured data collection at the enrolment phase on device access and connectivity at students' places of residence to ensure all enrolled students are able to complete online components of the course.

Student satisfied with the curriculum (N=366)

Category	%
Dissatisfied	1%
Neither satisfied nor dissatisfied	3%
Satisfied	47%
Very satisfied	48%
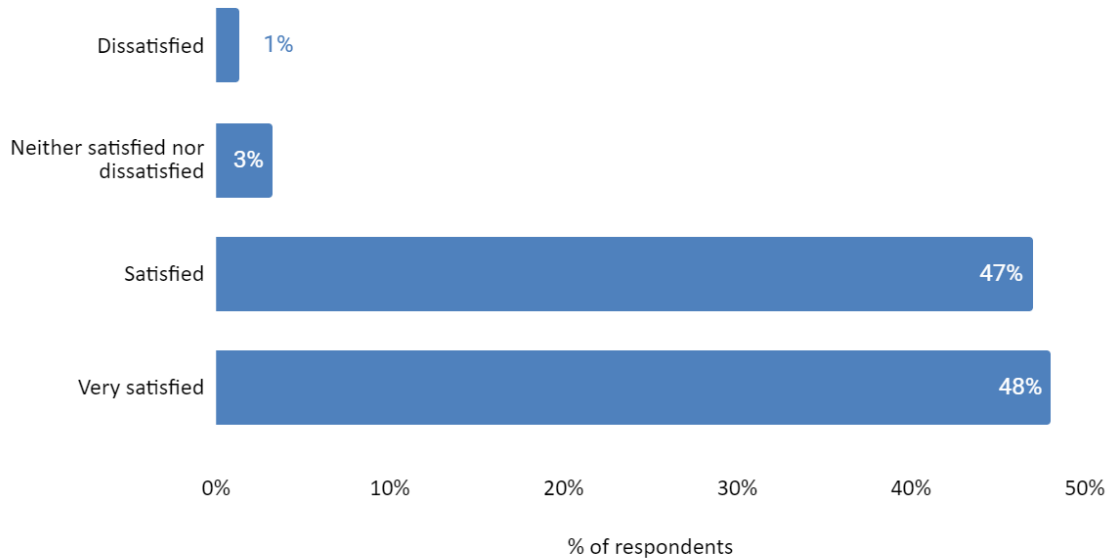
% of respondents

Graph 9: Student Satisfaction with Curriculum

Should the curriculum be updated? (N=366)

Category	%
It is very relevant and up-to-date	46%
It needs to be updated as per the employer's requirements	34%
It needs to be updated to match the requirements of the job market	17%
Others	3%
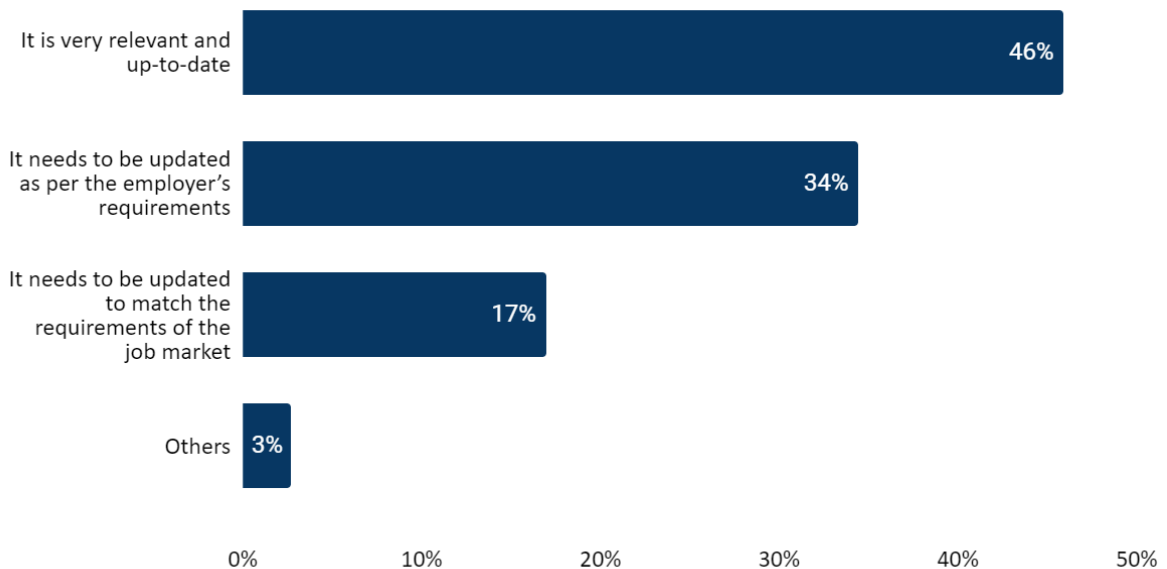
Graph 10: Student Opinion on Updating of Curriculum

While 94% of respondents indicated that they were satisfied with the curriculum and 46% indicated that it is relevant and up to date, 34% reported that it needed to be updated as per the employer's requirements and 16% reported that it needed to be updated as per the requirements of the job market. This was reflected in interviews, particularly with beauty students, trainers and centre heads who indicated that more advanced concepts can be incorporated, leading to increased salaries and improved client and employer feedback. While

trainers confirmed during interviews that training methods and course components are occasionally updated in line with alumni and employer feedback and changing sectoral expectations, a structured annual curriculum review mechanism may be added to project design.

Examples of changes in course components in response to feedback include:

- In response to feedback that Hospitality students are not able to stand for long durations, chairs were removed from hospitality classrooms to build stamina
- Oxygen concentrators are demonstrated and explained to Healthcare students in response to the post-pandemic healthcare scenario

4.3.2 Trainer Selection and Training of Trainers

Interviews with trainers indicate that they find themselves well supported in terms of receiving adequate training and maintaining consistent communication with the curriculum team. Trainers are interviewed by the curriculum head and the centre head, followed by an initial Training of Trainers session with the aim of ensuring that newly hired trainers adhere to Pratham's standardised pedagogical practices. Refresher ToT sessions are conducted annually.

Centre heads reported that prospective trainers are evaluated on the basis of their work experience, educational qualifications and their pedagogical skills.

4.3.3 Training of Students

Trainers support students throughout the duration of the course in the following ways:

- Daily evaluation of self-learning through verbal knowledge checks
- Conducting lectures on essential theory
- Practical guidance through demonstrations of tasks and a group-work based approach to hands-on learning
- For OJT training, the trainer's brief OJT organizations about the checklist of activities and tasks students should be exposed to by the end of the training. Students report daily learnings on the batch WhatsApp group, which trainers monitor, in addition to telephonic and physical check-ins
- Addressing students' doubts and concerns through in-person classes, WhatsApp messages and calls from students, addressing any curricular and practical doubts they might have.

Observations of training sessions by Samhita indicate a high degree of responsiveness to student requirements by trainers. During the sessions observed, trainers provided multiple practical analogies and examples in order to familiarise students with the tools and modalities involved, responded to their questions and periodically monitored their group-work to suggest adjustments and changes. This observation is corroborated by the fact that 92% of respondents reported that they were able to freely interact with their trainers. Alumni reported that they had found trainers to be approachable in responding to their doubts and clarifying information throughout the course.

The project features extra-curricular support to strengthen students' holistic development and foster their industry-readiness. These include:

- Uniforms, bags and stationery are provided to students free of cost upon enrolment.
- In residential centres, students are provided boarding facilities for the duration of the course, with regular meals
- Non-technical sessions on workplace-appropriate personal care, digital literacy, financial literacy, basic English communication and pre-placement sensitisation are conducted on a daily basis
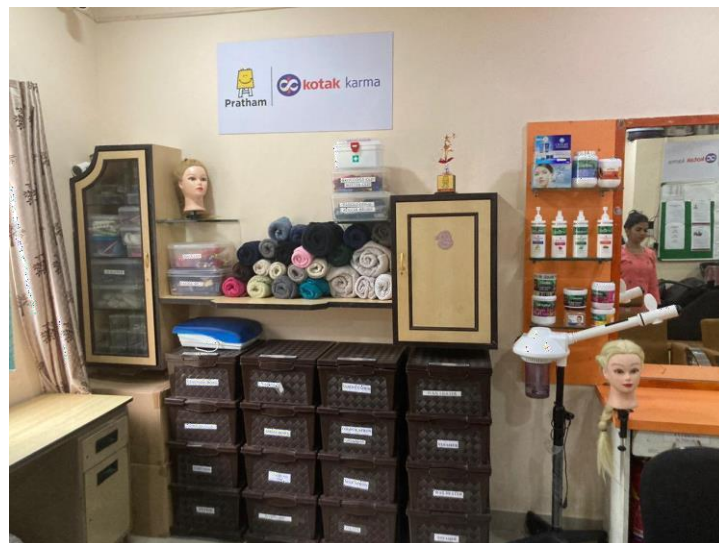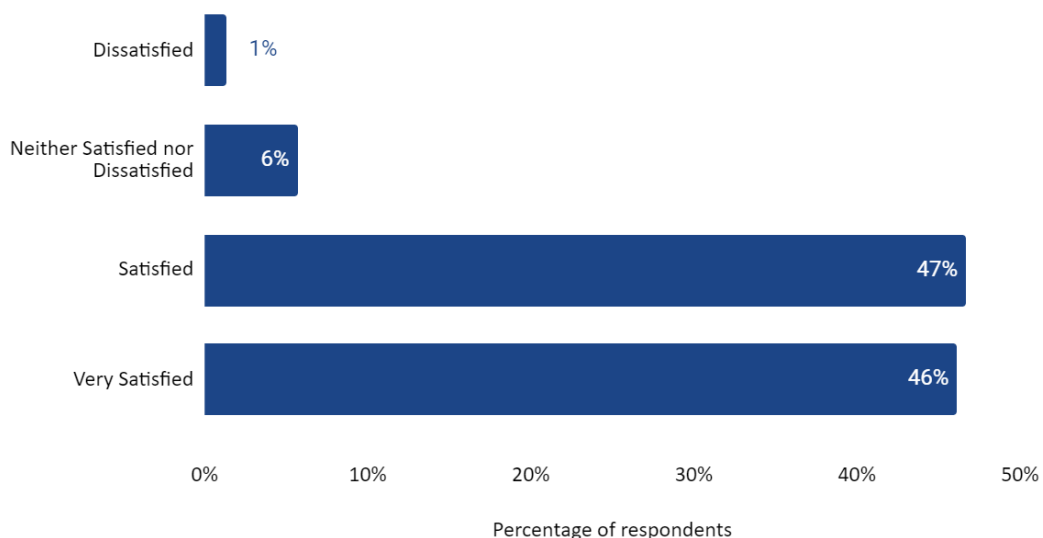

Figure 7: Chembur Beauty Centre: Practical Demonstration Area

Satisfaction with the Quality of Trainer (N=366)

Graph 11: Student Satisfaction with Trainers

92% of respondents reported that they were satisfied with the trainers allocated to them and 91% indicated that they were able to understand what was taught during classes.

Interviews with trainers indicate a deep level of engagement between trainers and students, with trainers forming the most consistent point of contact for students throughout their engagement with the course. Trainers note that there is often a high degree of anxiety among students about their capacity to learn such an extensive amount of theoretical content and practical skills within the course duration, as a result of which they focus on reassuring students and building their confidence in being able to handle the course material.

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.

> "We had the trainer's contact so if there was any doubts we could ask whenever we want, even during virtual classes. During practical training, we were given time to learn the theory and then practice it, which was very valuable."
>
> – Alumni, Chembur Beauty Centre

4.3.4 Course Completion

Completion of Course L2 (N=366)

No
21.3%

Yes
78.7%
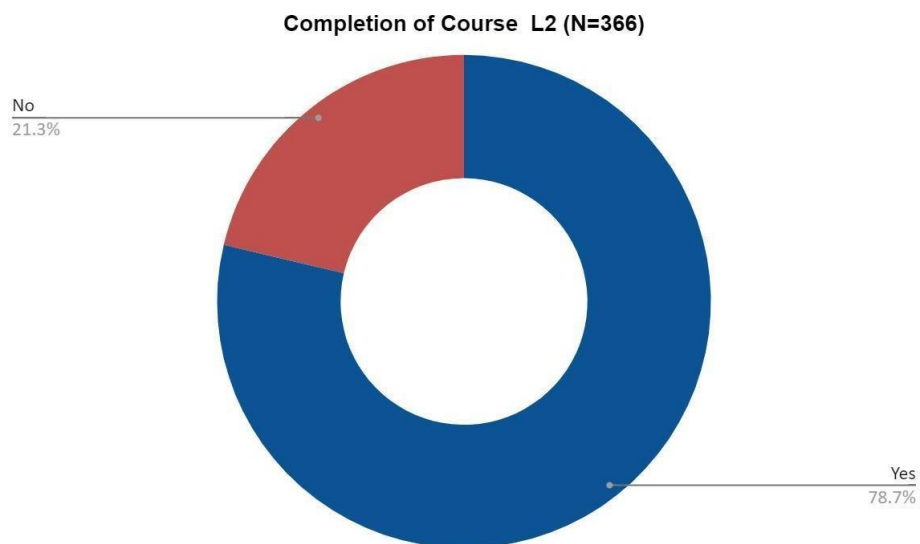
Graph 12: Course Completion Rate L2

Course Completion (N=366)

Did not complete
21.9%
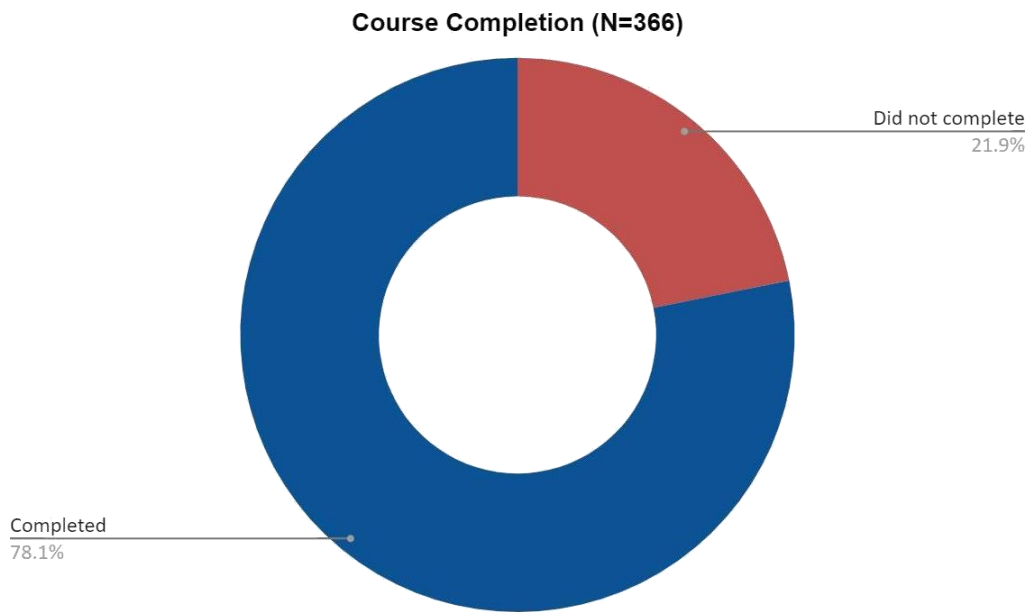
Completed
78.1%

Graph 13: Course Completion Rate L3

78% of respondents reported having completed the virtual training component of the course (L2) and 78% of respondents reported having completed the course to its final level (L3). Common reasons provided for dropping out of the course include:

- Distance of the assigned OTJ training workplace from place of residence
- Lockdown, COVID restrictions and general anxiety about COVID
- Conflicting timings with college
- Marriage
- Pregnancy and child-care responsibilities
- A lack of interest in the fully online modality

Pandemic Impact

The COVID-19 Pandemic had a significant impact both in terms of delivery-models adopted to ensure the continuance of training as well as in students' engagement with the course.

- The fully online course delivery model adopted during the full-lockdown phase of the entailed that course-units typically conducted through practical, hands-on training sessions were delivered through demonstrations by trainers in online lectures and audio-visuals that were shared with students via WhatsApp. These students were unable to access the collaborative classroom environment that the programme structure was built around, which led some students to report a lack of engagement with the delivery model
- Students and their parents were reluctant to travel to OJT workplaces or training centres during the pandemic due to the risk of possibly getting infected and general uncertainty and anxiety about the pandemic

4.4 Placement Support
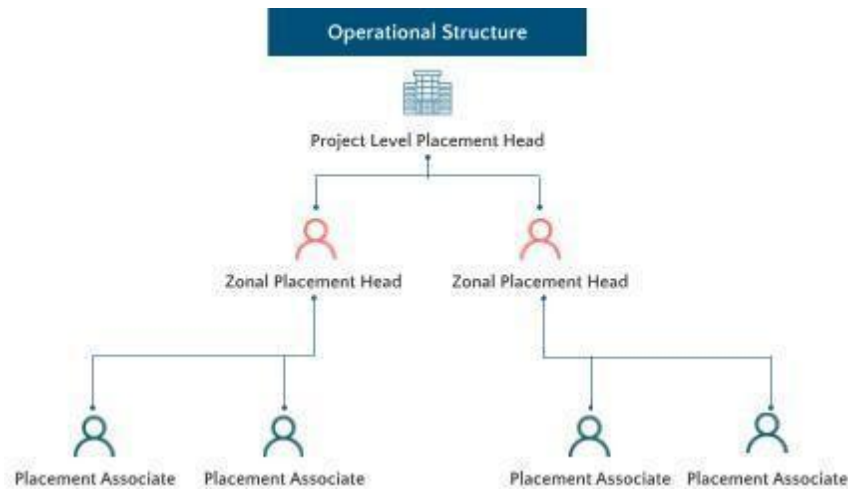
4.4.1 Structure and Process

Figure 8: Operational Structure of the Placement Process

The operational hierarchy for the placement process involves project-level placement heads for each course, zonal/regional heads and placement associates mapped to each centre who report both to their superiors in the placement team as well as the centre head.

The placement process indicates a well-structured operational hierarchy with efficient monitoring across multiple levels.

- The placement cycle begins with non-technical pre-placement sessions including CV building, resume preparation and aligning expectations with the realities of the job market.
- Data is collected from students on their preferred types of workplaces and their preferred distances from their places of residence.
- The placement associate reaches out to different workplaces in the catchment area of the centre to collect information on available vacancies. Students are then mapped to those vacancies.
- MoUs are signed with new placement organizations to ensure adherence to Pratham's basic guidelines in terms of minimum wages, workplace practices and POSH
- The placement associate accompanies students to their interviews.

4.4.2 Placement Offer and Acceptance Rate

Students Offered a Job After Course Completion (N=286)

No
36.7%

Yes
63.3%
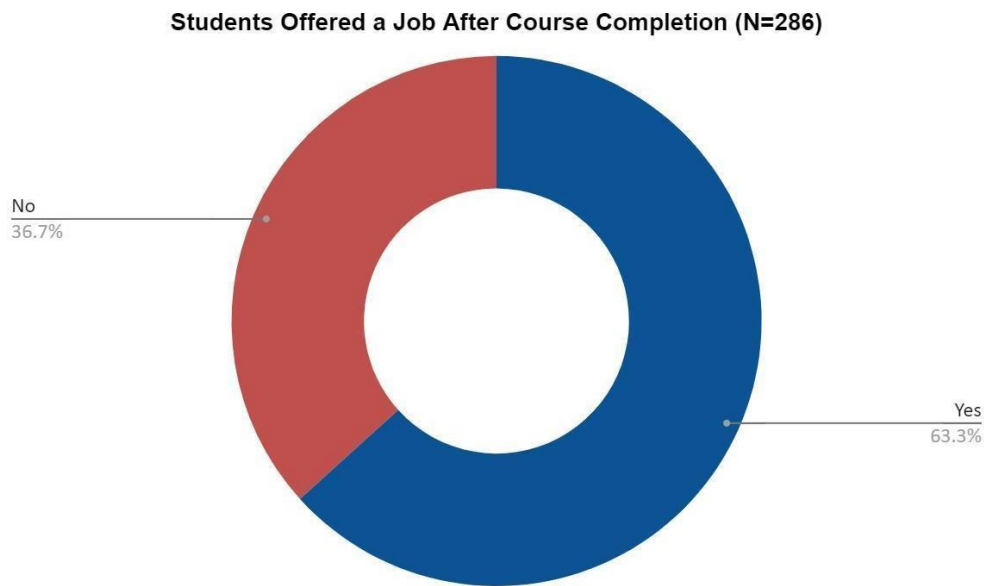
*Graph 14: Students Offered A Job After Course Completion*

In spite of external factors such as the slowdown of hiring and shutting down of businesses across the value chains for beauty, healthcare and hospitality sectors as a result of the pandemic, a total of 63% of students who completed the course were given placement offers. As a result of these factors, there was an overall reduction in the number of jobs available in the sector.

Pandemic Impact

Placement offer rates for 2020-2021 were affected by a number of external factors influenced by the COVID-19 pandemic.

- Hotels, house-keeping and food and beverage sectors closed down entirely, followed by phased reopening with strict social distancing guidelines as a result of which there was reduced demand for staff
- Due to the high need for physical touch in the beauty industry, parlours remained close down for an extended period of time through the pandemic and with the lack of large scale events such as weddings, there was reduced demand for skilled workers
- While hiring went up in general in the healthcare sector to meet the demand for treating COVID patients, smaller private hospitals and clinics where Pratham-trained GDAs were typically hired closed down on account of not being deemed eligible to treat COVID patients.

Acceptance Rate for Job Offers (N = 181)

Accepted
43.6%

Rejected
56.4%
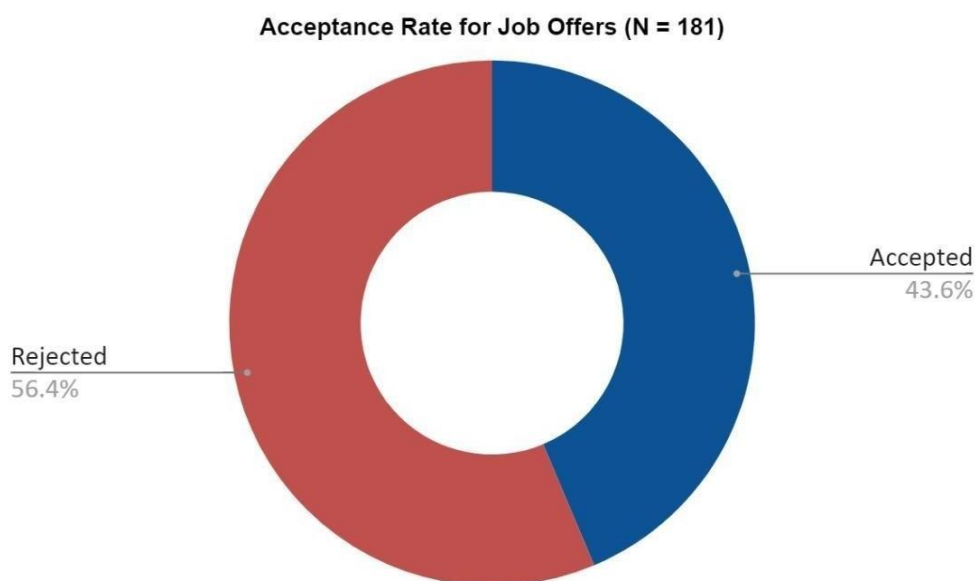
Graph 15: Acceptance Rate for Job Offers

Due to anxieties and concerns related to the pandemic and changes in course-delivery models at the time, only 43% of respondents who were offered jobs via the Pratham placement process accepted them.

Pandemic Impact

Interviews with placement associates and alumni indicate that a key reason for reluctance to accept placement surrounded COVID related anxieties.

- Students were apprehensive about regular travel to workplaces for placement or OJT during the peak of the pandemic and the possibility of transmission at the workplace itself.
- With the lack of in-person training at the centre for several students in the cohort, messaging surrounding the importance of placements could not be communicated with as much efficacy as in the pre-COVID scenario.

Additional reasons reported by students for rejecting placements include:

- **Marriage, pregnancy, and childcare responsibilities:** Newly married students were often required to travel to new locations disrupting their placements. Students who were pregnant or had young children also had to refuse placements due to these responsibilities.
- **Pressure from family members:** Students reported that their parents were anxious about daily commutes to their workplaces and spending long hours with the potential to be exposed to transmission
- **A desire to continue their higher education:** Students who were already enrolled in

college and attending online classes decided to reject placements in order to continue their education

- **A lack of interest in the field:** Some students reported that upon course completion, they realised that the field did not align with their interests and decided to opt out of placement

4.4.3 Retention Rate at Workplace Placed by Pratham

Are you currently working in the same company placed in by Pratham? (N=79)

Yes
25.3%

No
74.7%
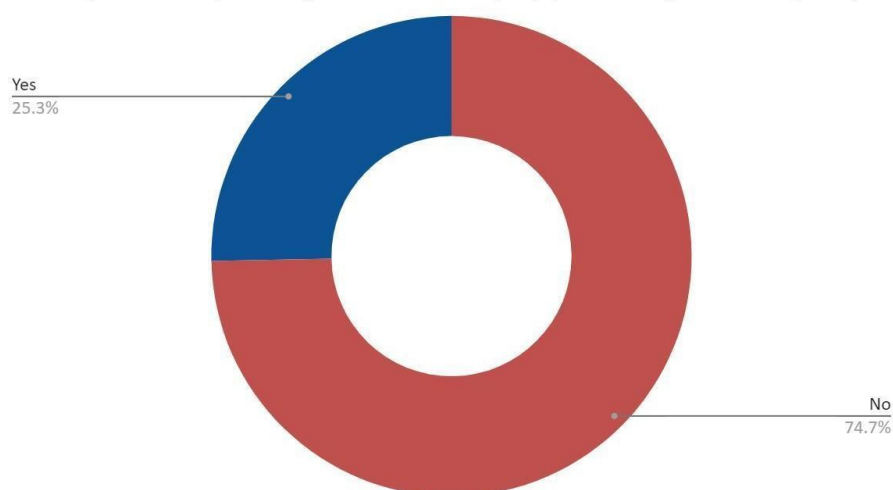
Graph 16: Currently Working in Company Placed

Number of months a student retained at Pratham-placed job before quitting (N=53)

1 - 3 Months	22%
4-6 Months	31%
7-10 Months	13%
11+ Months	34%

Percentage of respondents
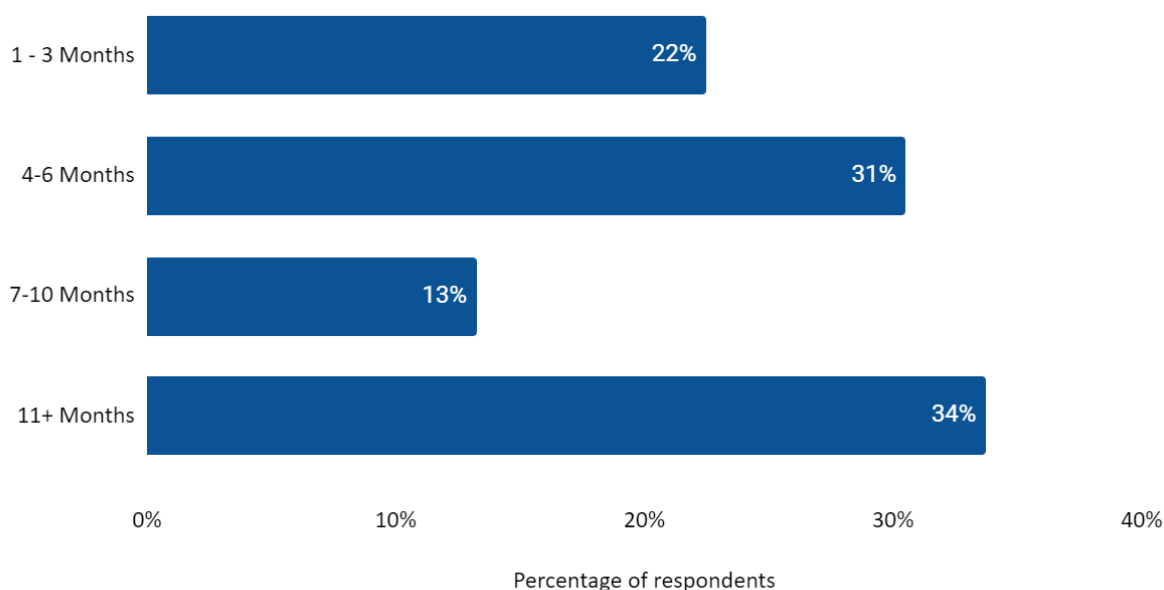
Graph 17: Duration of time at company before departure

25% of respondents who accepted placement indicated that they are currently working in the same company placed by Pratham. 30% of respondents who left these positions retained for 4-6 months while 13% retained for 7 to 12 months. 37% of respondents who left identified an insufficient salary as being the key reason for their decision. Other reasons cited include:

- Finding the job uninteresting
- Requiring a change in work location
- Lockdown-related anxieties
- Dissatisfaction with the work culture
- Requiring a change in work location
- Marriage

After leaving your job, what did you do? (N=63)
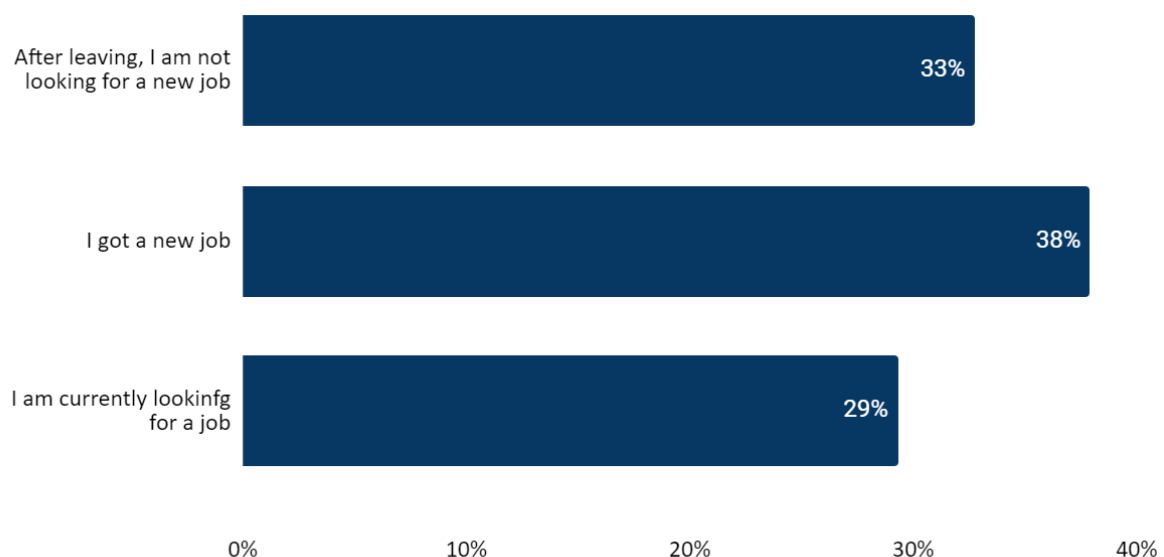

Graph 18: Next Steps after Leaving Placement

4.5   Post-Placement Tracking and Support

Post-placement tracking follows two parallel streams:

a) Centre-based post-placement tracking

- Modes involve physical meetings at the workplace and telephonic and WhatsApp based check-ins between the placed student and the placement associate
- Begins from the first week and then continues at regular intervals for the next three months
- Regular meetings and telephonic check-ins with the placement associates help in sensitising students to the realities of the work environment.
- They can also help settle disputes between supervisors and students.

b) Tele-Calling Based Post-Placement Tracking

- Mode involves telephonic check-ins conducted by Pratham's central team based in Mumbai with the aim of tracking the current status of students in terms of employment
- These calls are conducted at three-month intervals for the duration of 12 months
- Pratham's placement team reports a connection rate of approximately 65% on the tele-calling exercise for the 12th month. This implies that up-to-date information is available

for roughly 65% of enrolled students in Pratham's database.

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

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

Samhita has benchmarked Pratham's post-placement tracking and information retention for FY 2020-21 alongside other vocational training and livelihood projects operating in the CSR space. Information on vocational training projects is sourced from an online survey with project-team members of diverse projects, circulated in Samhita's networks (refer Appendix 2).

- Average percentage of students for which there is updated information across skilling projects is approximately 45%, which puts Pratham's rate 20% higher than average.
- Average post-placement tracking duration across projects is 6 months, with Pratham tracking students for 12 months.

Did someone from Pratham get in touch with you after completing the training?
(N=287)

Yes
44.1%

No
55.9%
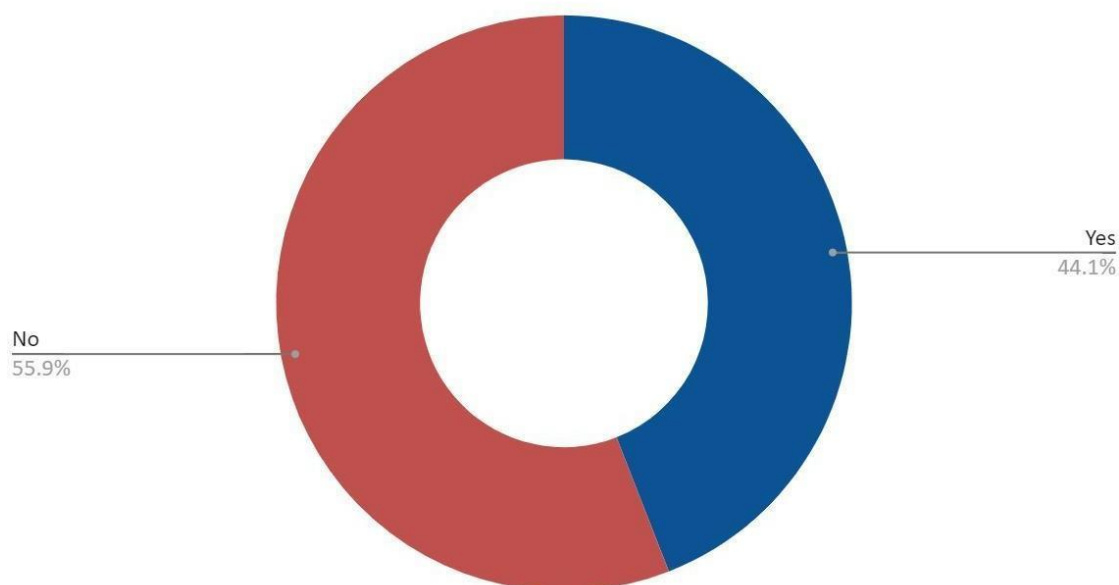
Graph 19: Contact from Pratham after Course Completion

56% of respondents have reported that someone from the Pratham team has gotten in touch with them after completing the training.

"While we might lose contact with some for reasons like a student getting married or changing phones, several of our students continue to stay in touch and visit our centres regularly several years after course completion."

- **Placement Head, Healthcare**

5.Findings on Effectiveness Indicators

5.1 Impact on employment and monthly income

Pratham Alumni and Comparison Group - Current Employment Status

■ Pratham Alumni (N=366) ■ Comparison (N=100)
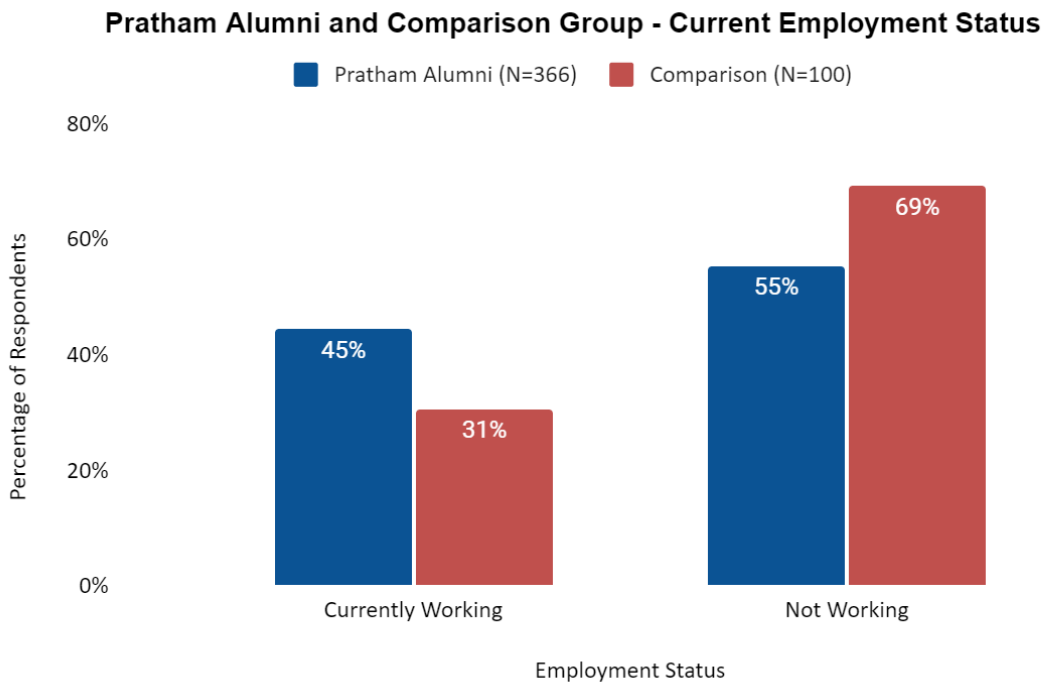
Graph 20: Project Participants Currently Working

45% of respondents who are Pratham alumni are currently employed, which is 14% higher than currently employed students from the comparison group.

Monthly Income - Pratham Students Who Accepted Placement

■ Pre Training ■ Post Training ■ Comparison Group (N=100)
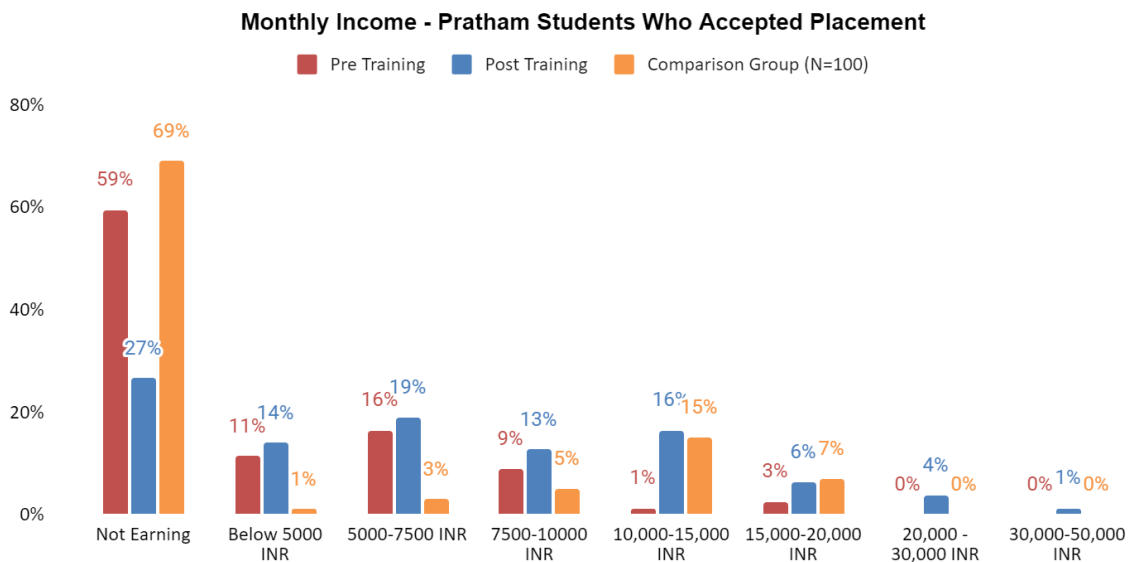
Graph 21: Monthly Income Levels Pre and Post for students who accepted placements

Out of Pratham students who accepted placement, students in the non-earning income bracket went down from 59% to 27% after training and accepting placement. There are 42%

fewer non-earners among Pratham alumni as compared to the comparison group. Students with monthly earnings in the 10,000 - 15,000 INR range went up from 1% to 16%.

Increments and Salary Changes since Placement (N=79)
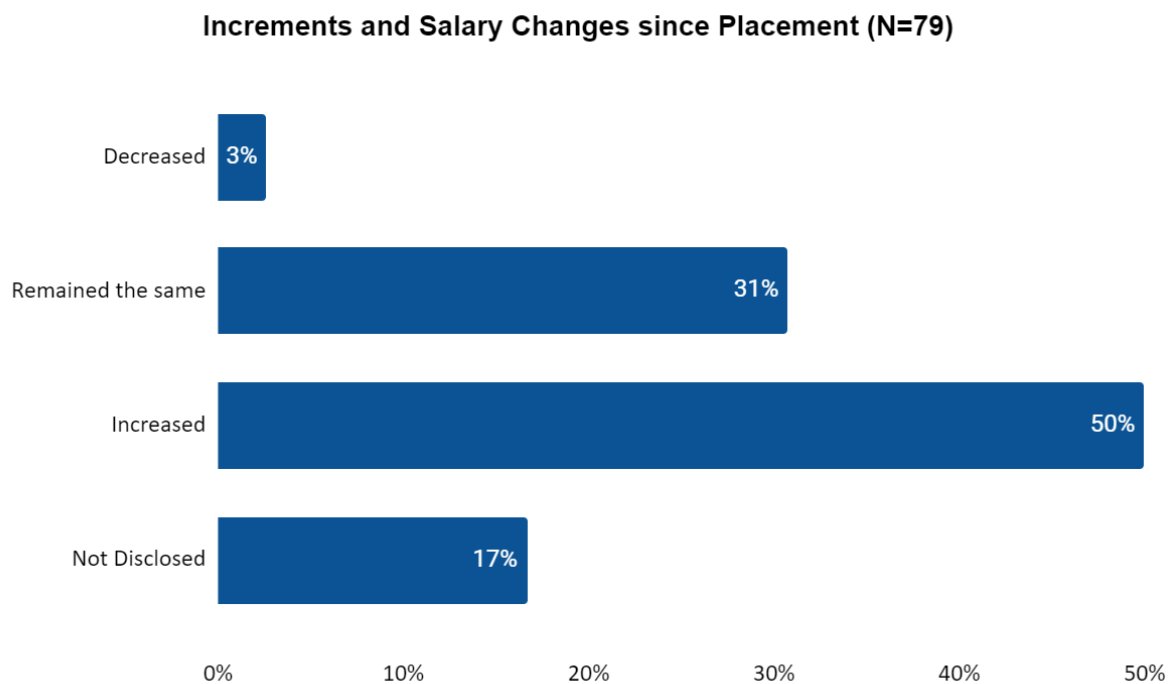
Graph 22: Increments in Salary After Placement

50% of respondents who accepted placement indicated that they have received an increment since starting work. 31% have reported that it has remained the same. Interviews with students reveal that upon joining, students receive increments starting from four months and onwards based on their performance.

5.2   Impact on ease of managing expenses and savings

KMBL - Pratham Students Who Accepted Placement - Ease of Managing Expenses (N=79)
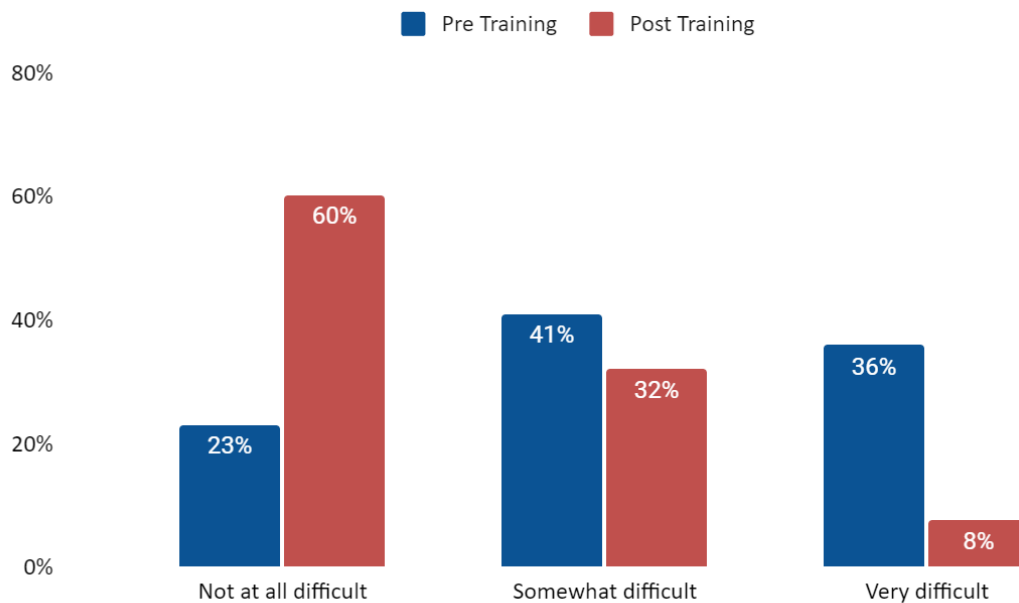
Graph 23: Ease of Managing Expenses

60% of respondents who have accepted placement report that it is not at all difficult to manage expenses post-training, as compared to 23% of students from respondents' recall of the pre-training scenario. Students report being able to independently manage their personal expenses to be a key highlight. Being able to support the family to whatever small extent possible is also a source of self-confidence and motivation.

Graph 24: Monthly Savings Post Training

59% of respondents report an increase in their monthly savings after the project with 10% indicating an increase in savings to a large extent. Interviews reveal that students largely hold their savings as cash in hand, with a few students having reported making deposits into their savings account for the same.

5.3   Impact on Quality-of-Life Indicators

Source of Medical Care - Pratham Students Who Have Accepted Placement and Comparison Group

Legend: Treatment, Comparison

Category	Treatment	Comparison
None	0%	1%
Home Treatment	33%	34%
Traditional Healer	5%	1%
Pharmacy/Drugstore	25%	8%
Vaidya/Hakim/Homeo path	3%	0%
Private Clinic /Doctor	67%	56%
Private Hospital	37%	50%
Government Hospital	51%	70%
Government Dispensary	6%	2%
PHC	13%	0%
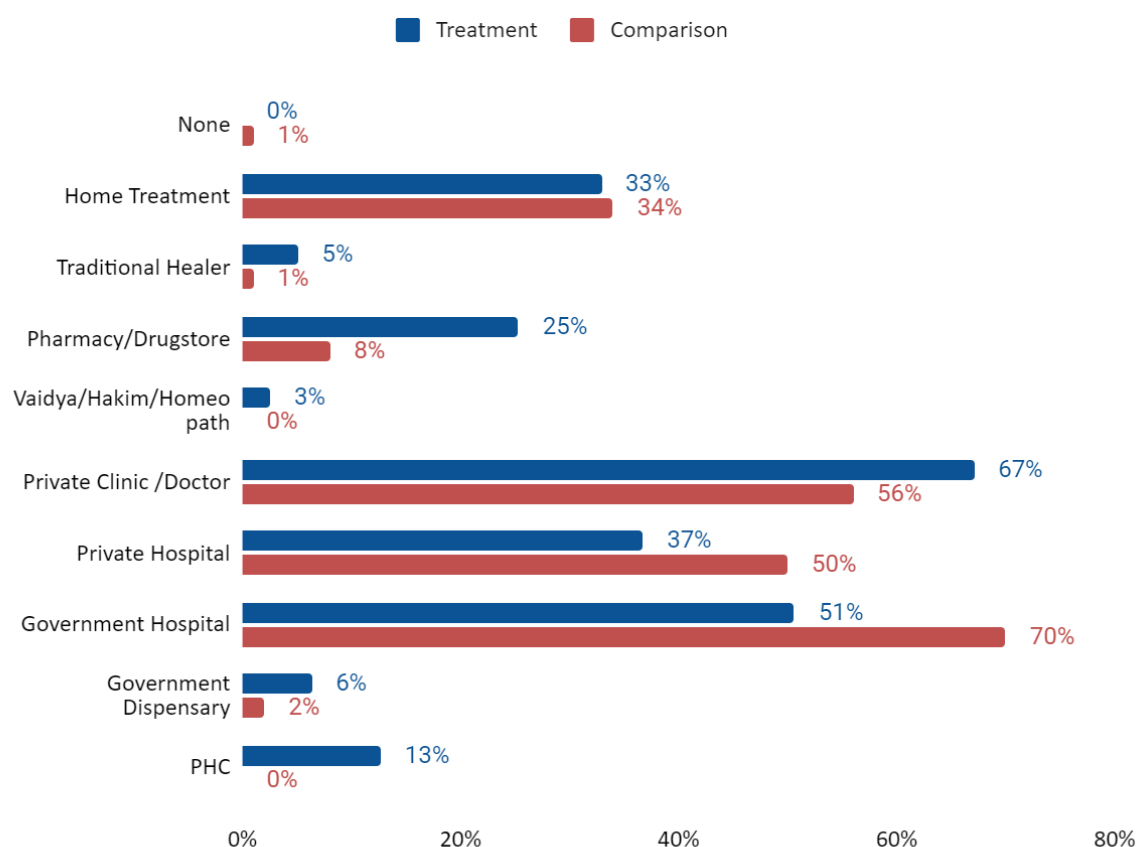
Graph 25: Source of Medical Treatment Availed

Neither treatment nor comparison groups reported significant chronic health issues. 67% of Pratham students who accepted placements avail Private clinics, compared to 56% of the comparison group, whereas 70% of the comparison group avail government hospitals compared to 50% of the treatment group. This indicates an increase in Out-of-Pocket expenses on healthcare for Pratham alumni who accepted placements.

Time-Use Pratham Students Who Accepted Placement	
Average hours spent at work per day	6.9 hours
Average hours spent per day at social activities	2.2 hours
Average days spent at work per week	5 days

Table 5: Time Use

5.4   Impact on Self Confidence

Did you feel an increase in self confidence after attending the training? - Pratham Students Who Have Accepted Placement (N=79)

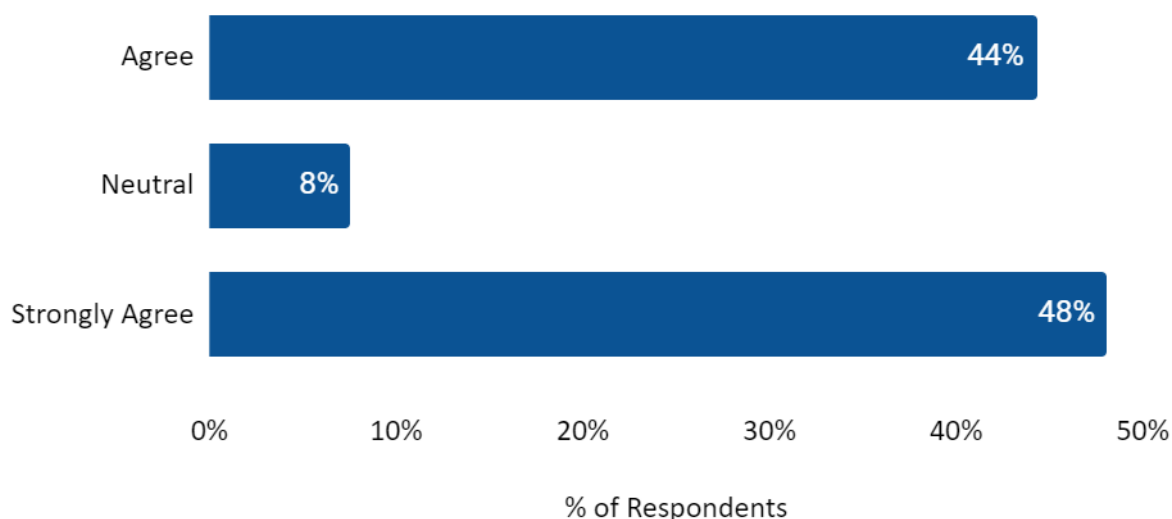| Response	%
Agree	44%
Neutral	8%
Strongly Agree	48%

Graph 26: Increase in Self Confidence After Training

92% of respondents agree and 48% of respondents strongly agree that they feel an increase in self confidence after having attended the training. Interviews across stakeholder groups reflect self- confidence as being a key outcome of the project design. Trainers and centre heads note that students are initially timid, apprehensive, and unable to clearly articulate their thoughts. Progressively, as they interact with each other and come to understand their capability to deal with the course material and complete their practical tasks, and with the support of training on grooming, soft-skills and communications, students are eventually able to assert themselves, share their perspectives and enter the workforce confidently.

Interviews with students reveal that they attribute their self-confidence to the sense of independence they feel once they have started working and earning enough to support themselves. After gaining consistent work experience, students often develop aspirations to progress in their careers:

- For beauty students: to start their own salons and employ their own staff
- For healthcare students: to undertake the GNM and become nurses
- For hospitality students: to migrate to more high-profile properties or to go abroad

Did you feel respected in the workplace after training? - Pratham Students Who Have Accepted Placement (N=79)

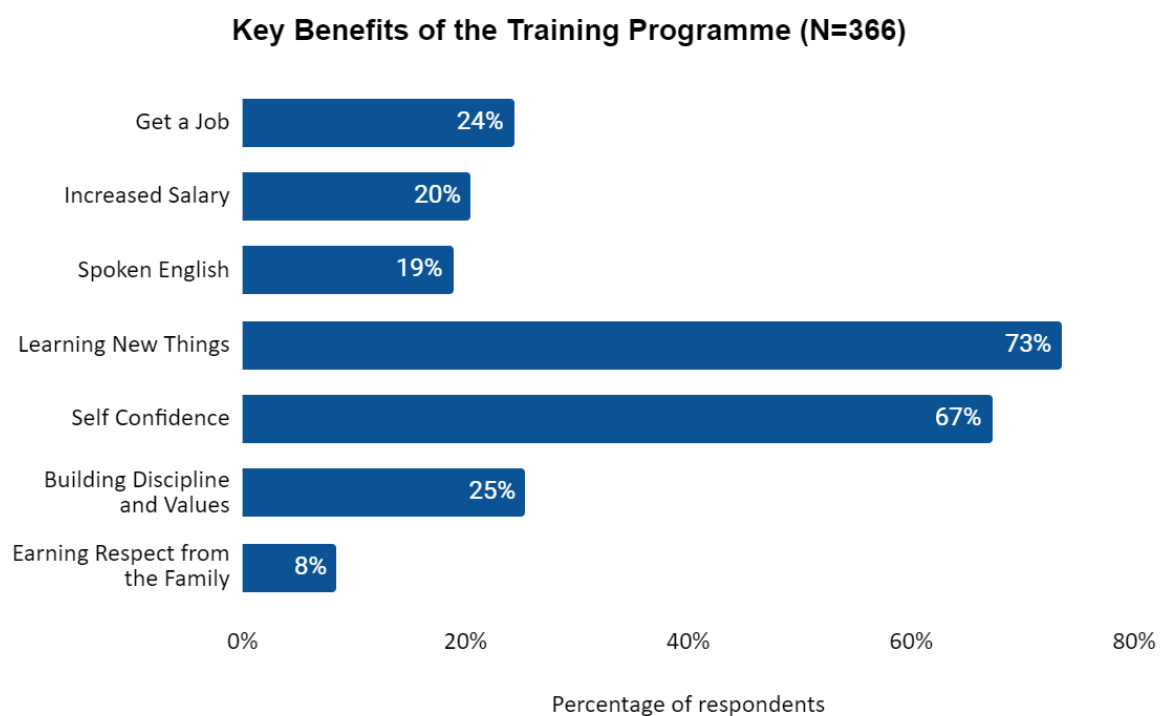|	
Not at All	6%
To a Great Extent	48%
To a little extent	46%

Percentage of Respondents
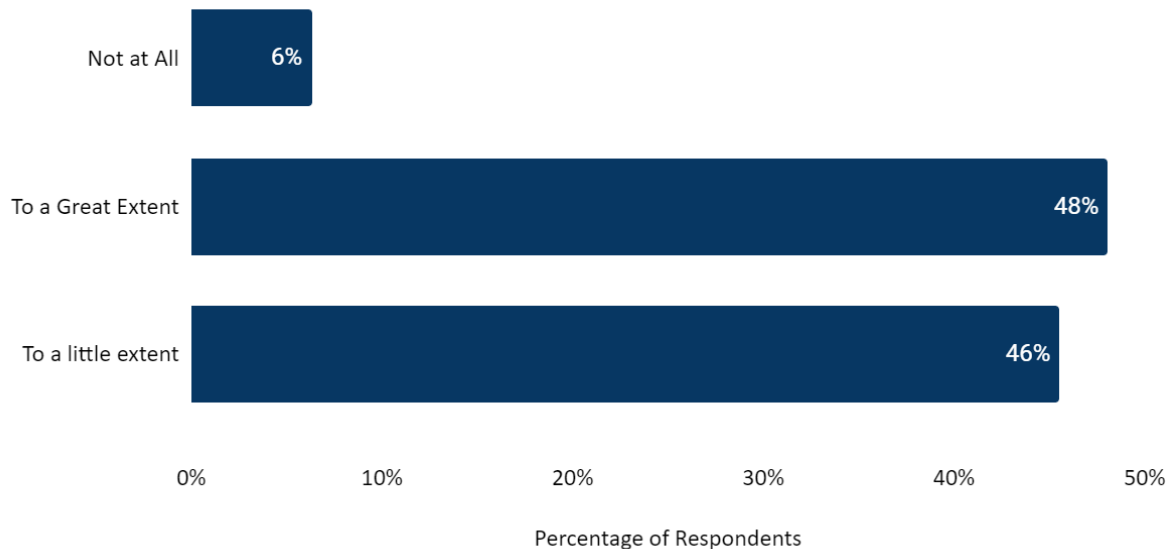
Graph 27: Respect in the Workplace After Training

- Respondents also note increased respect in the workplace after completing training, with 48% of students reporting increased workplace respect to a great extent and 45% reporting it to some extent.
- From interviews with placed students, this increased respect is attributed to the rigorous skill-training they have received which has familiarised them with a range of tools and best practices in the sector.
- Survey data indicates an increase both in status within the family as well as control over family finances among students who have accepted placement. The post-training scenario sees 53% of respondents indicating a say in family finances to a little extent and 30% reporting the same to a significant extent. From interviews, students have attributed this to their independence and ability to sustain themselves after completing the project and getting placed.
- This is a particular point of pride for women students whose parents might have exhibited scepticism about their placement and entry into the workplace. Women students reported in interviews that their parents eventually found themselves proud of their daughters for their persistence, efforts and contribution to family finances and are much more receptive to their aspirations moving forward.

5.5   Key Takeaways from the Project

Key Benefits of the Training Programme (N=366)

Benefit	Percentage
Get a Job	24%
Increased Salary	20%
Spoken English	19%
Learning New Things	73%
Self Confidence	67%
Building Discipline and Values	25%
Earning Respect from the Family	8%

Percentage of respondents

Graph 28: Key Takeaway from Project (Multi-Select)

Would you recommend this course to your friends? (N=366)

Response	Percentage
Maybe	12%
NO	3%
Yes	85%
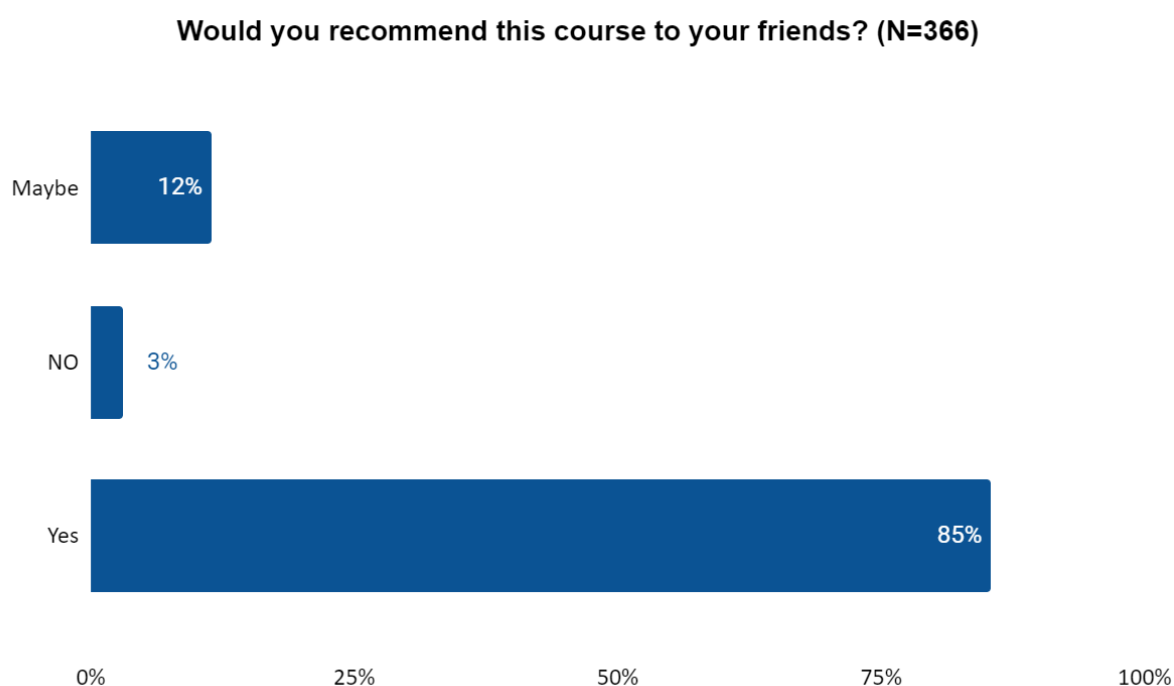
Graph 29: Recommending project to Family and Friends

Interviews with students indicate that the top benefits they perceive from having attended the course are:

- The large volume of learning they were able to assimilate during the short duration of the

course.

- The emphasis of the course structure on practical and hands-on training were reported to be beneficial, providing them with an understanding of an exposure to different tools and techniques and eliminating the fear of unfamiliarity when joining the workplace.
- Students also noted that the focus on placements and employment was a key highlight of the course. Students highlighted that this was reflected in the course design, where the focus was not on rote learning, memorisation, and tests but on building practical competencies.
- The self-confidence developed through participating in the project was noted as a key takeaway across stakeholder groups.

Appendix

1. PROJECT THEORY OF CHANGE

Samhita adopts a Theory of Change approach towards understanding the process-flow of a project, developing research indicators and tools, and guiding the overall research process. The below Theory of Change was drafted based on initial discussions with the implementing agency and the Kotak CSR team and project-documents provided by the implementing agency.

OUTPUTS	OUTCOMES	IMPACT	FINAL GOAL
Eligible youth made aware about livelihoods and mobilised	Exposure provided to different employment opportunities in the sector	Participants access livelihood opportunities and earn an income	Participants are successfully employed, leading to steady income and improved quality of life
Online and Offline sessions held and on the job training provided	Students equipped with theoretical and practical knowledge needed to practice the trade	Participants see an increase in quality of life	
Students placed with jobs	Eligible students find employment and are able to earn an income	Participants are able to retain their jobs and see career progression	
Students provided with post-placement support	Student is supported in resolving any issues that might arise in the workplace	There is an increase in self-confidence and respect experienced by participants	

2. BENCHMARKING STUDY OF POST-PLACEMENT TRACKING BY PRATHAM

Samhita has benchmarked Pratham's post-placement tracking and information retention for FY 2020-21 alongside other vocational training and livelihood projects operating in the CSR space. Information on vocational training projects is sourced from an online survey with project-team members of diverse projects, circulated in Samhita's networks.

Organisation	Trades included in the project	Duration of Post-Placement Tracking	% of students from 2020-21 for which there is up to date information
Pratham Vocational Training Funded by Kotak Mahindra Bank Ltd.	Beauty, Healthcare, Hospitality	12 months post-placement	65% of alumni
Livelihoods CSR for a multinational mining	Mobile phone hardware repair and	3 months post-	60% of alumni

company	Advanced general duty assistant	placement	
Livelihoods CSR for a multinational automobile manufacturer	Automobile mechanic	3 months post placement	50% of alumni
Livelihoods CSR for a multinational bank and financial services company Implementing	General Duty Assistant	3 months post-placement	30%
Organization for a Ministry of Skill Development and Entrepreneurship scheme	Food processing	3 months post placement	80% of alumni
Non-profit operating in Bangalore	Retail sales, computer skills and tailoring	12 months post placement	50% of alumni
Non-profit operating in Punjab	Beauty, Beekeeping, Steel Fabrication	6 months post placement	45% to 50% of alumni