Samhita

A BETTER NORMAL

Impact Assessment Report of - Pratham Livelihood Training Project (Automobile Two-Wheeler and Four-Wheeler) for Kotak Mahindra Prime Ltd. FY 2020- 2021

Submitted to: Kotak Mahindra Prime Ltd.

kotak
Kotak Mahindra Prime

Samhita Social Ventures,

2nd Floor, Jagdamba House, Next to Anupam Cinema, Peru Baug,

Goregaon

East, Mumbai 400063.

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Table of Abbreviations

Abbreviation	Definition
ToC	Theory of Change
ToT	Training of Trainers
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
MSDE	Ministry of Skill Development and Entrepreneurship
DDUGKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
KMPL	Kotak Mahindra Prime Limited
CSR	Corporate Social Responsibility
NSDC	National Skill Development Corporation
OJT	On-the-job Training
BS VI	Bharat Stage VI is the latest emission legislations implemented by Indian Government that came into effect from April 1, 2020.
EVM	Electronic Voting Machine
MoU	Memorandum of Understanding
POSH	Prevention of Sexual Harassment

Executive Summary

In FY 2020-21, Kotak Mahindra Prime Ltd. with Pratham Education Foundation as an implementing agency, conducted a vocational training project in the Automobile two- wheeler and Automobile four-wheeler courses, reaching 1,958 beneficiaries across Maharashtra and Andhra Pradesh. The project is free-of-cost for the beneficiaries and consists of two-month training that integrates theoretical and practical learning, with placement and post-placement support.

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 desired initiative outputs, inclusion of emergent best practices, and areas of concern in initiative implementation
2. To evaluate the effectiveness of the initiative in achieving planned initiative 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 Prime 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 Ahmednagar, Kolhapur and Vishakhapatnam as a quality control mechanism. Due to logistical and time constraints, telephonic surveys were conducted with a representative sample of 330 students enrolled in the project in FY 2020-2021, based on a margin of error of 5% and confidence level of 95% and proportionalized according to student population across Ahmednagar, Kolhapur and Ralegaon centres in Maharashtra and the Vishakhapatnam centre in Andhra Pradesh. 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 Project	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. 39% of students reported their primary source of information about the course to be through friends and 70% 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. 83% of students enrolled in FY 2020-2021 completed the course to its final level. 88% of students indicated being able to attend online classes with no difficulties. 96% of students reported that they were satisfied with the curriculum. 43% 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, 53% of respondents who completed the course received placement offers and 33% 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 were 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, while Pratham tracks students for 12 months.
Project Effectiveness	
Employment and Monthly Income	61% of Pratham alumni are currently employed, which is more than double while that of currently employed students from the comparison group. Out of Pratham students who accepted placement, students in the non-earning income bracket went down from 54% to 20% after training and accepting placement. There are 49% fewer non-earners among Pratham alumni as compared to the comparison group. Monthly earnings in the 10,000 - 15,000 INR range went up from 7% to 27% . Over 10% of Pratham alumni are earning above INR 20,000 compared to 0% within the comparison group. 41% of respondents who accepted placement indicated that their salary has increased since starting work.
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 16% of students from pre-training. 51% of respondents report an increase in their monthly savings after the project with 21% indicating an increase in savings to a large extent.
Quality of Life	62% of Pratham students who accepted placements avail Private hospitals, compared to 50% of the comparison group, whereas 70% of the comparison group avail government hospitals compared to 60% of the treatment group. This indicates a marginal increase in Out-of-Pocket expenses on healthcare for Pratham alumni who accepted placement. Out of respondents who accepted placement, the average time spent at work per day is 8.8 hours, with close to 2 hours being spent at social/leisure activities.
Self Confidence	70% of respondents agree that they feel an increase in morale after they attended the training. After gaining consistent work experience, students often develop aspirations and begin making plans towards starting their own garages or service centres, indicating the development of an entrepreneurial frame of mind and aspirations. Respondents also note increased respect in the workplace after completing training, with 75% of students reporting increased workplace respect to a great extent and 19% reporting it to some

	extent. The post-training scenario sees 53% of respondents indicating a say in family finances to a little extent and 44% reporting the same to a significant extent.

1. Introduction

The Indian automotive industry is expected to grow to be the third largest in the world by 2030, with sectoral trends indicating increased investment by domestic and global manufacturers in addition to government schemes converging to create an enabling policy environment[1]. Customer expectations for reliable service and faster lead times from service centres create consistent demand for skilled technicians. The automobile sector was majorly impacted by the pandemic, with the shutting down of original equipment and spare parts manufacturing units resulting in a fall in hiring and the furloughing of jobs. There was a fall in sales across both two-wheelers and four-wheelers in addition to a fall in demand for servicing as a result of reduced sales and use of vehicles

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)[2] and the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) integrated into the National Rural Livelihood Mission[3]. 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[4].

Kotak Mahindra Prime Limited (KMPL) was established as a subsidiary of Kotak Bank in 1996 with a focus on financing loans for passenger vehicles and two-wheelers, with 122 branches across 23 states.

Through its CSR projects, KMPL has achieved impact in the areas of education, livelihood, healthcare, sustainable development, sports and relief and rehabilitation.

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 disincentivised students from opting for placements. Moreover, reduced vacancies in multiple sectors and value chains during the pandemic meant significant shortfalls

[1] Invest India

[2] PMKVY

[3] DDUGKY

[4] Enhancing Capabilities Improving Lives - Samhita

in placement rates. For PMKVY, placements reduced from 6,08,389 in FY 20 to 2,16,059 in FY 21, indicating a 64% decrease[5]. KMPL'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 21, Kotak Mahindra Prime Ltd. supported 1,985 students across the following centres:

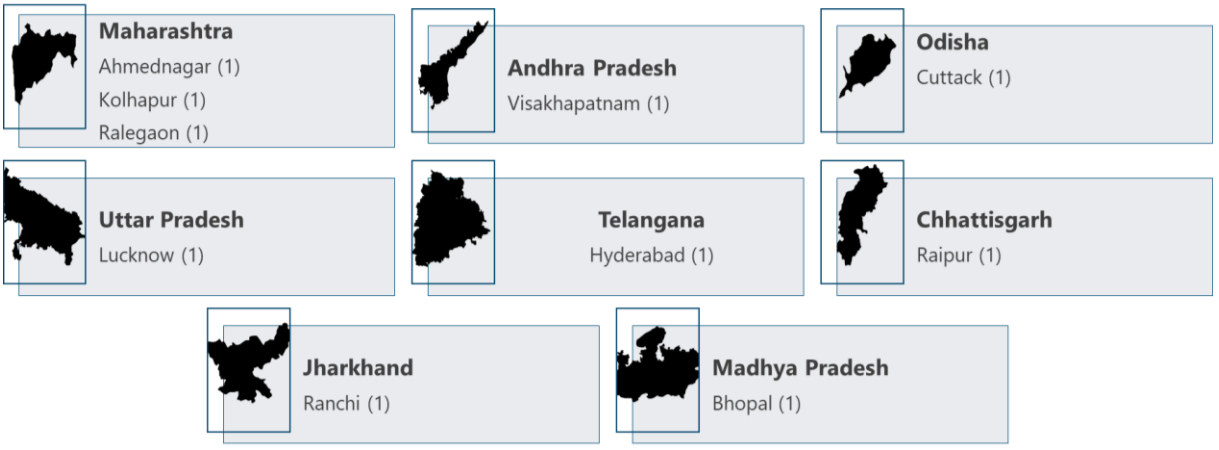


Figure 1: Project States and Centres

[5] Hindu Business Line

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 2020-21 only.

2.1 Research objectives –

The key objectives of this research study include:

- Assessing the **efficiency of processes** used to deliver the intervention 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 ➔ Automobiles Project Head ➔ 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.
Online benchmarking survey of post-placement tracking	➔ 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

Table 1: Research tools and objective

2.3 Sampling

A random sampling process was adopted to ensure statistical significance for data collected. The 1,985 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 330 students. This sample was then proportionalized according to student population across the project locations

Ahmednagar, Kolhapur, Ralegaon and Vishakhapatnam.

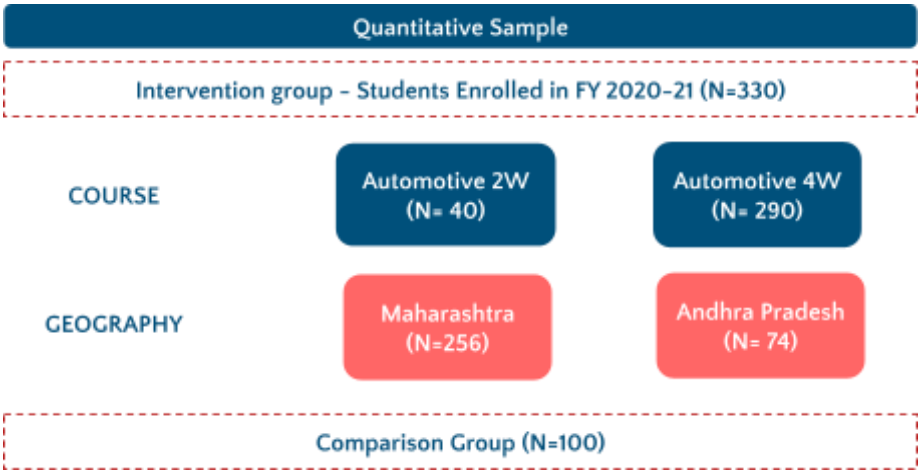


Figure 2: Quantitative Sample Distribution

Stakeholders	Number of qualitative interactions
Programme Alumni (Accepted Placement)	6
Programme Alumni (Rejected Placement)	4
Kotak CSR Team	2
Programme and State Heads	2
Trainers	6
Placement Heads	1
Placement Associate	3
Mentor-Mobilisers	3
Centre In-Charges	3

Figure 3: Qualitative Sample Distribution

3. Profile of the respondents

3.1 Sampling

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.

Age	% of respondents (N=330)
18 - 20	14.24%
21 - 25	59.70%
26 - 30	20.61%
30 - 35	6.97%
Above 35	1.21%

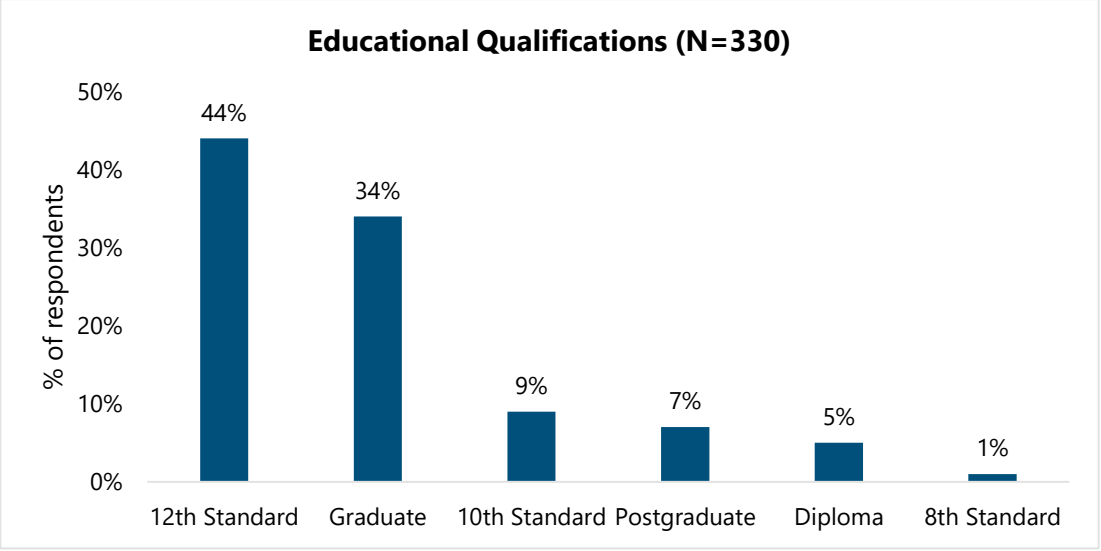
Gender	% of respondents
Male	95.45%
Female	4.55%

Table 2: Age and Gender distribution of Respondents and Students Enrolled

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 95.45% male and 4.55% female respondents is in line with enrolment for FY 2020-21, with 93% male and 6% female students.

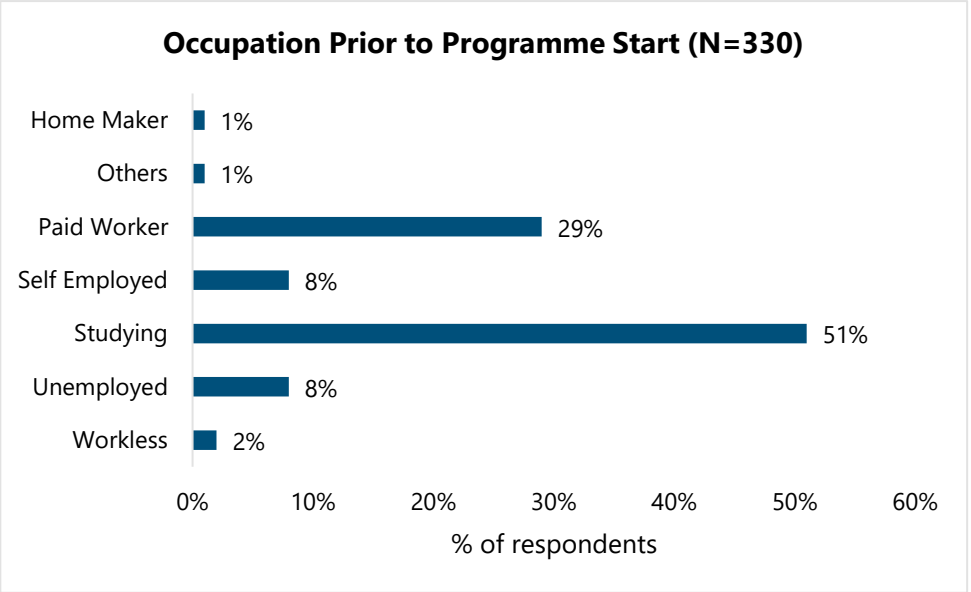
3.2 Education and Occupation Prior to Project

34% of respondents possess a graduate degree and 44% of respondents have completed their education up to the 12th standard, with 9% having completed up to the 10th standard. 7% of respondents indicate having completed their education up to a postgraduate degree.



Graph 1: Educational Qualifications

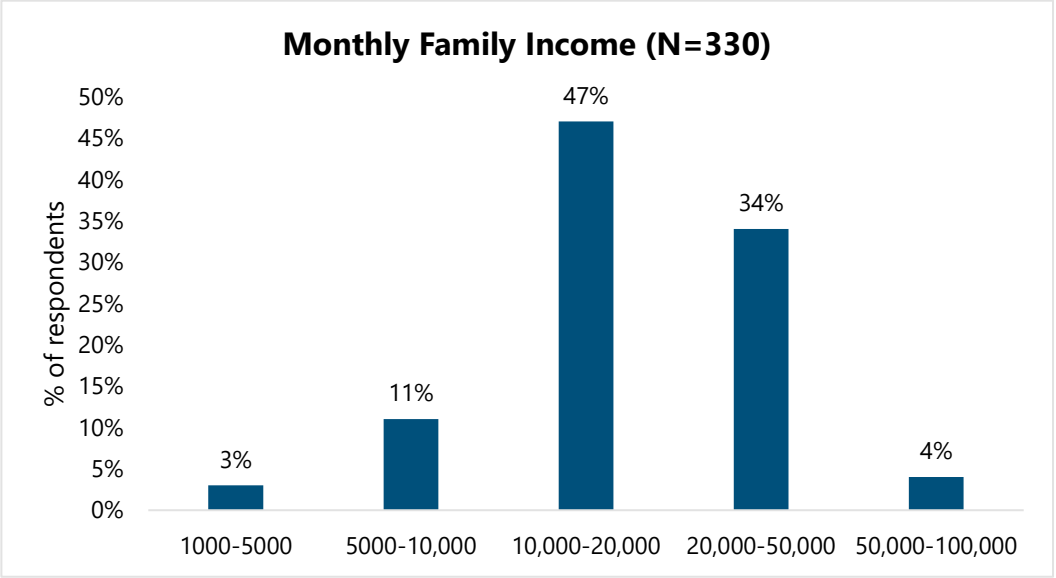
51% of respondents reported that they were occupied with education prior to joining the project. 36% reported that they were employed prior to joining.



Graph 2: Occupation Prior to project

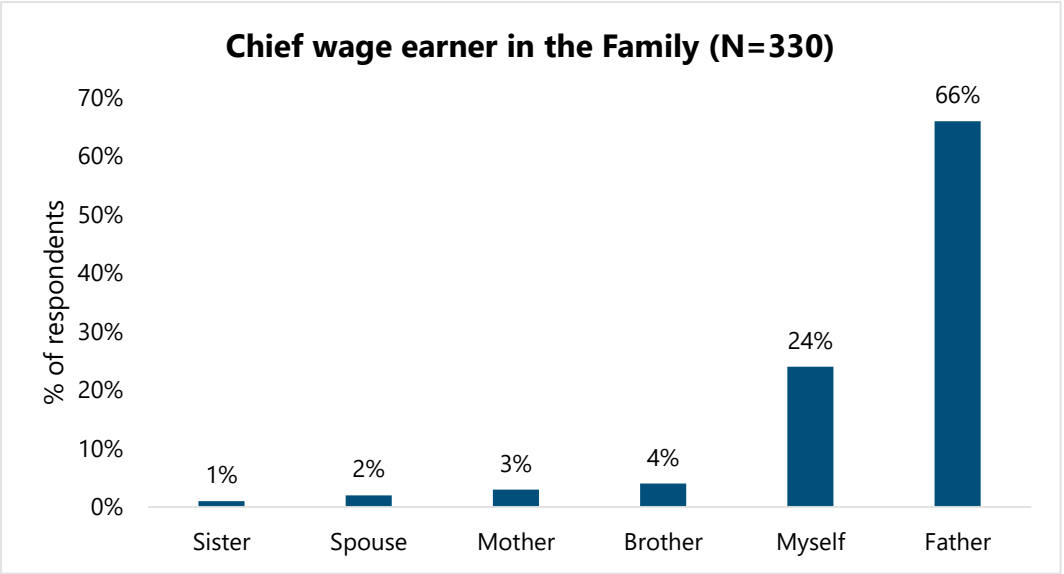
3.3 Family Income

15% of respondents reported that they are married while 85% 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, 47% of respondents reported a monthly family income of INR 10,000-20,000 with a median family income of INR 15,000.



Graph 3: Monthly Family Income at Present

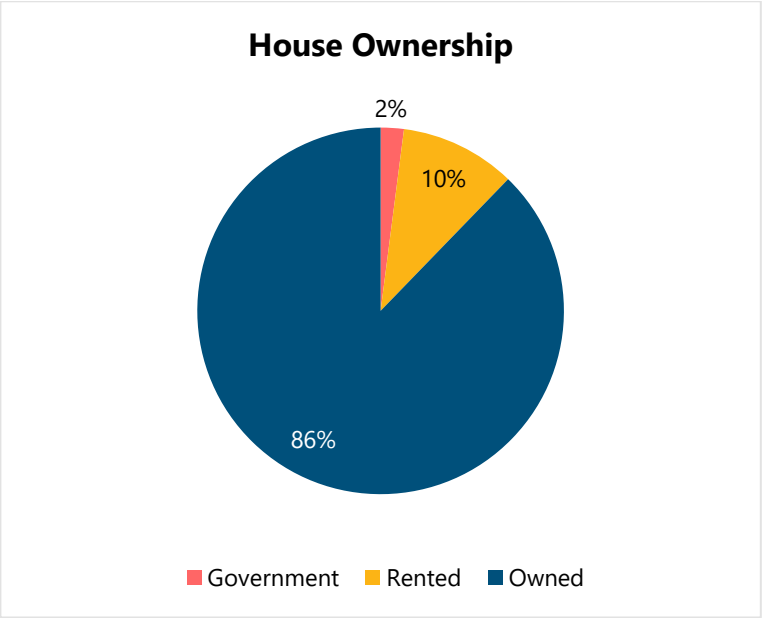
24% of respondents report themselves to be the chief wage earner in the family while 66% report their father to be the chief wage earner.



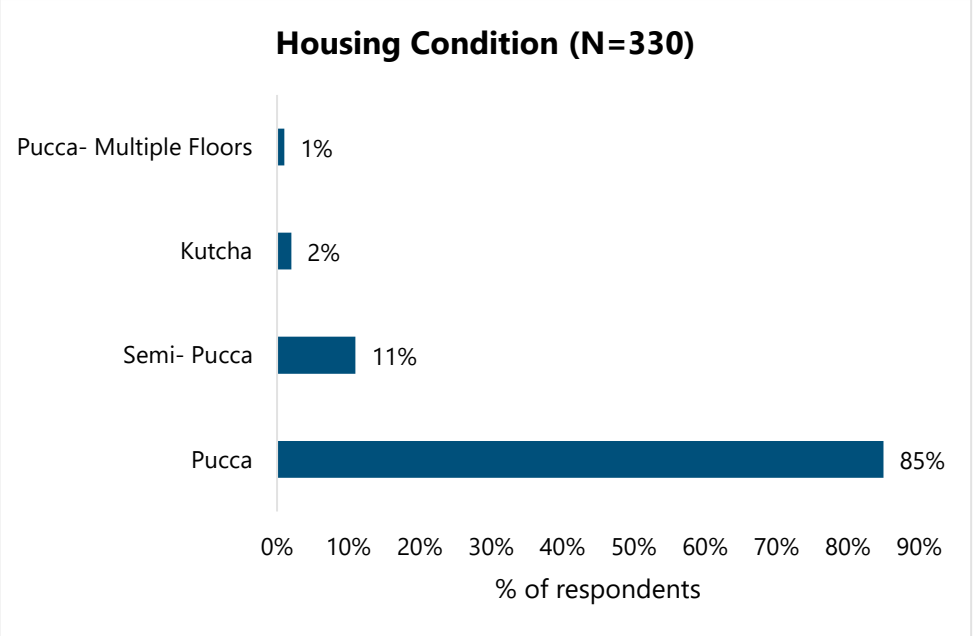
Graph 4: Chief wage earner in the family

3.4 House Ownership and Condition

The majority of respondents (86%) reside in owned houses, with 10% residing in rented houses. In terms of housing condition, 86% of respondents reside in Pucca houses, implying that walls and roofing are constructed with permanent material such as bricks, stones, cement, concrete, timber, etc. 11% of respondents reside in semi-pucca houses, implying permanent walls but with roofs made of temporary materials such as mud, straw or wood. 89% of respondents reported electricity to be their primary source of energy for the household.



Graph 5: House Ownership



Graph 6: 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:

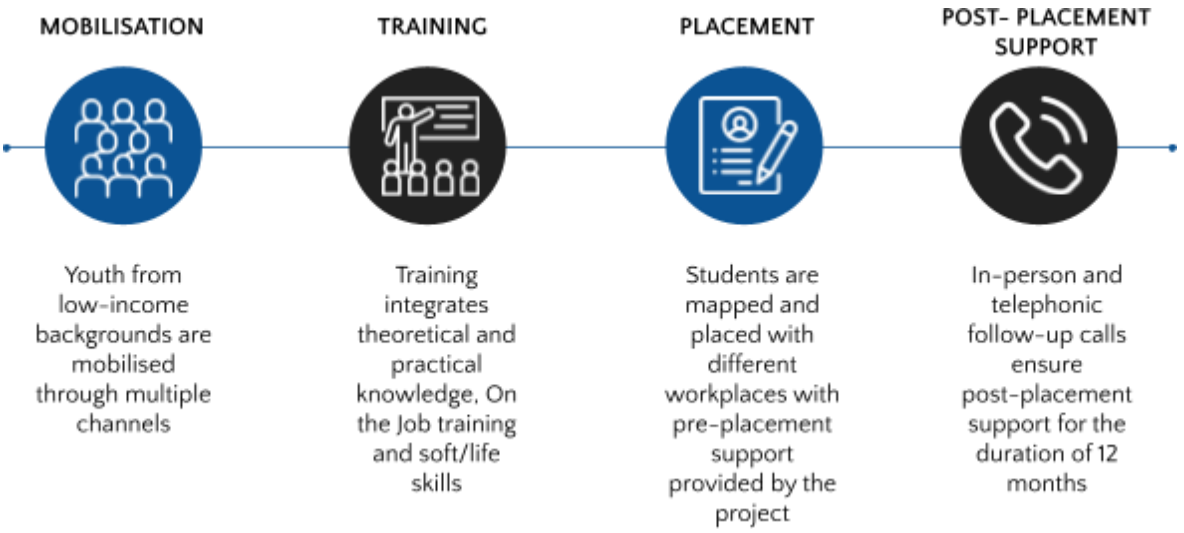


Figure 4: Project Design

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

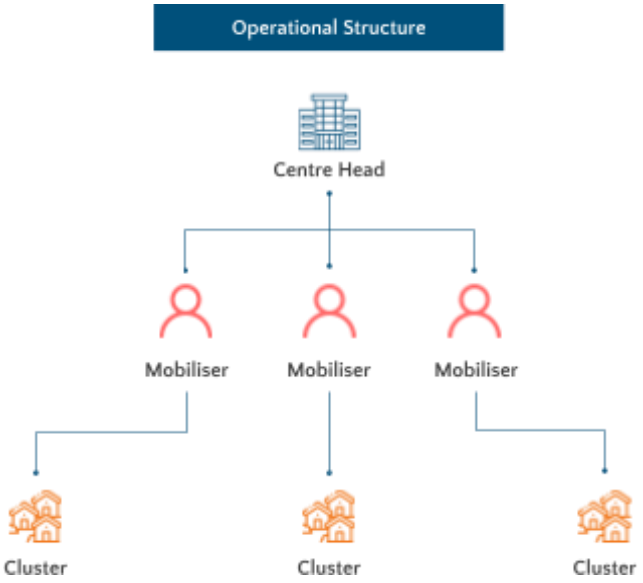


Figure 5: Operational Structure for Mobilisation

Findings with regard to mobilization Strategies adopted by mobilisers and centre heads are given below

Strategy	Findings
Door to door visits to inform economically disadvantaged youth about the project and pamphlets distributed through the community	14.6% 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	18.4% of respondents reported that they were informed about the course through awareness raising activities by Pratham
Referrals and Testimonials from current students and alumni	39% of respondents reported that they were informed about the course through a friend and 15.8% 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	9% 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 focused 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.

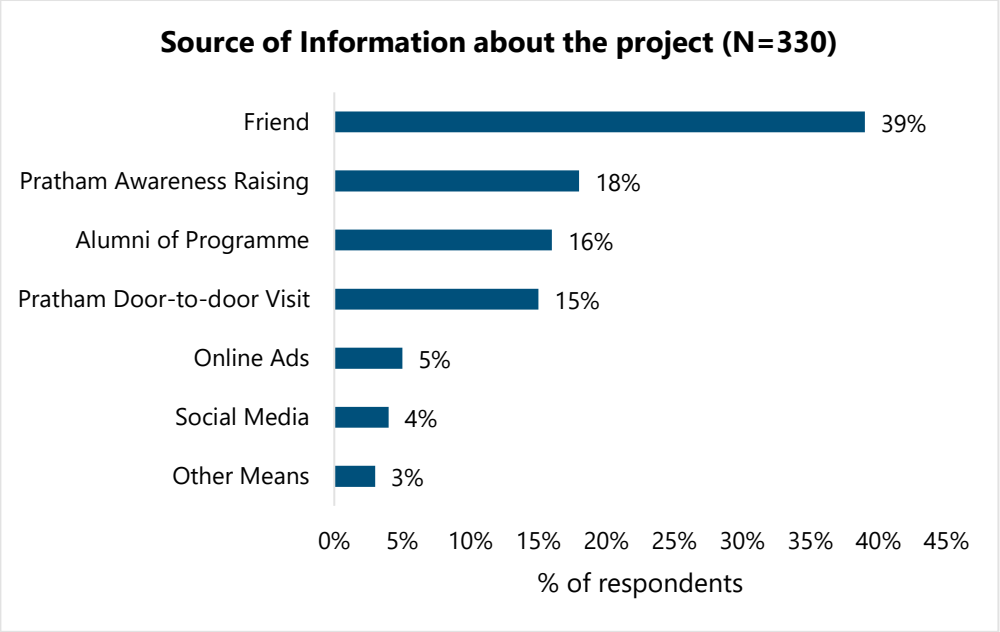
Encouraging centre visits by interested youth and parents was found to be an effective strategy in ensuring enrolment by showcasing information about how the course is delivered success stories of placed candidates and information on workplaces the outgoing cohorts are placed in. In addition, youth are also provided round of counselling with trainers and centre heads for comprehensive awareness and informed decision making.

Figure 6: Notice Board at Ahmednagar Centre

The project was found to be aligned with the 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.

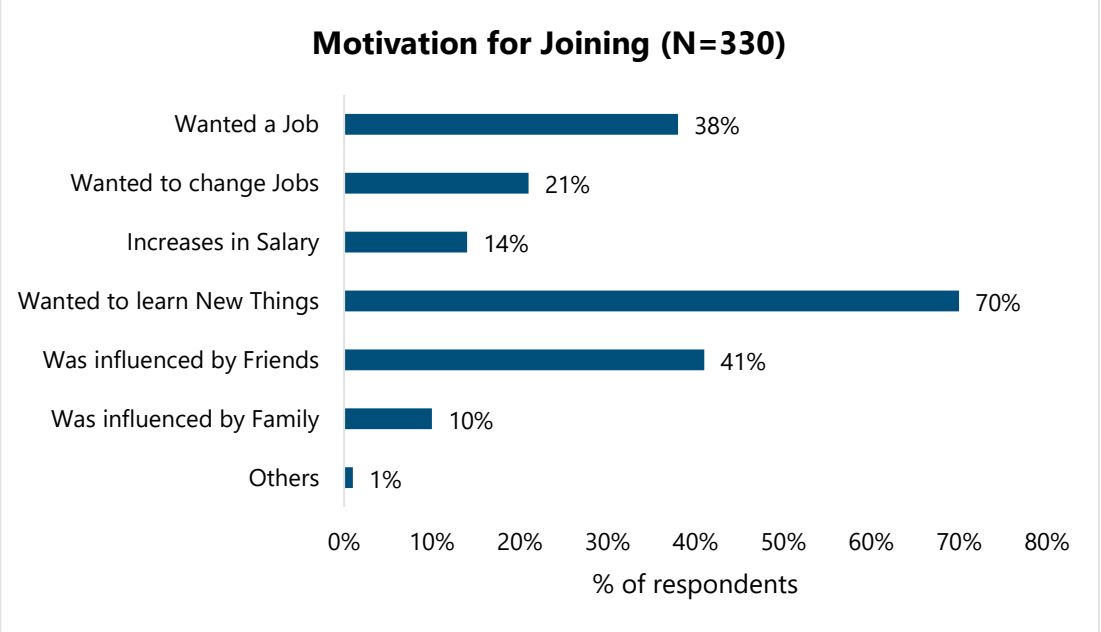


Graph 7: Source of Information about the project

4.2.2 Students' Motivations for Joining

70% 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% of respondents reported that they were motivated by a desire to get a job. Other motivations included work opportunities in the Automobile industry and earning an income in line with their aspirations and a desire to improve their skills and obtain access to better salaries. 21% were motivated by a desire to change jobs. This attests to the rationale of the project designed by Pratham.



Graph 8: Motivation for Joining

Trainers and placement coordinators for both two-wheeler and four-wheeler courses indicated that there is strong inherent demand for the courses, particularly in centres like Kolhapur where there is an existing automobile culture as a result of which targets are rarely difficult to meet.

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) A general overview of the automobile industry b) Basics of road safety c) Overview of expectations for the course
L2	Virtual training through audio-visuals and online lectures	In-depth focus on the automobile industry, essential tools for the trade and anatomy of vehicles and function and uses of automobile components
L3	Practical training through in-person sessions at Centres and	Practical sessions conducted by groups of students with guidance by trainers on dismantling and

	OJT with surrounding dealerships and garages	assembly of components, replacement of parts, repair of parts and routine inspections

Table 4: Stage-wise pedagogy and curriculum content

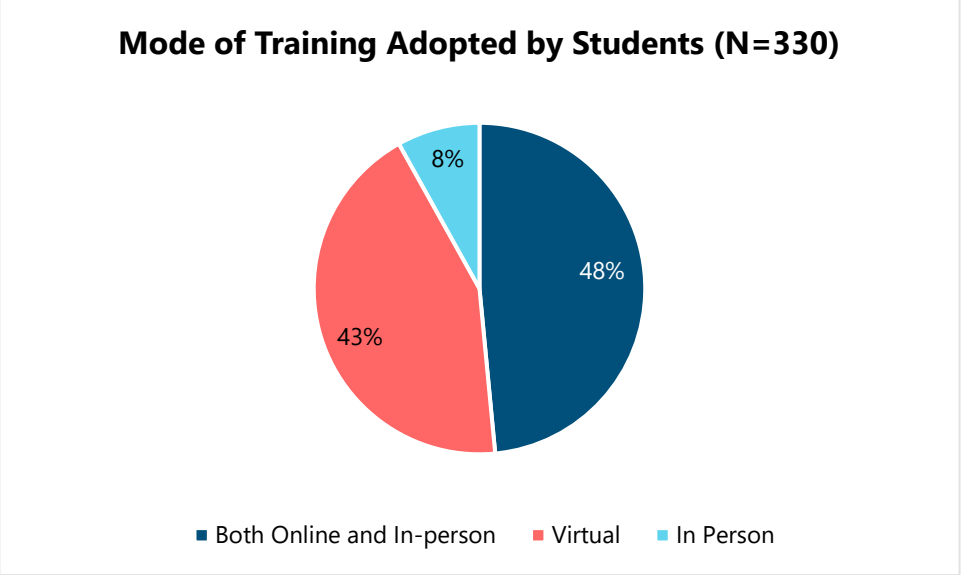
Figure 7: Engine Components and Practical Training Session at Ahmednagar Four-Wheeler Centre

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:

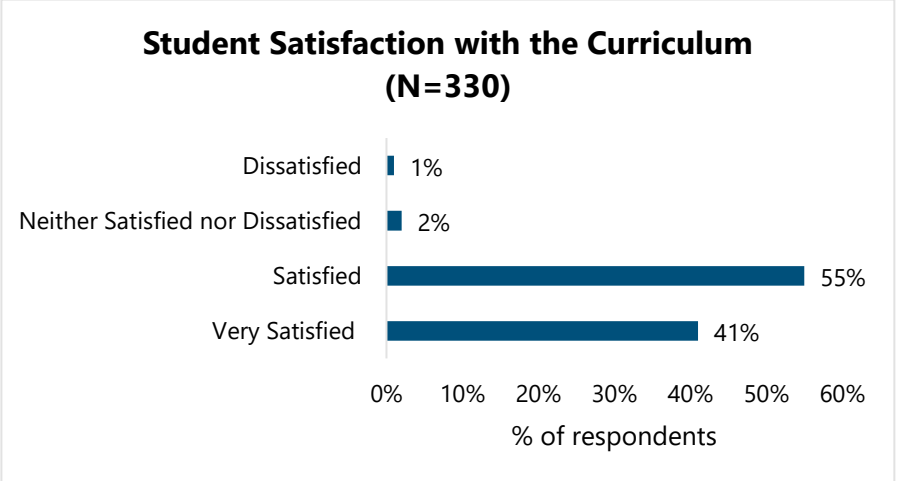
- L3 practical sessions conducted in training centres
- Assignment of students to nearby dealerships and service centres for OJT, with regular check-ins with trainers to assess what practical skills were learned and address any doubts or concerns



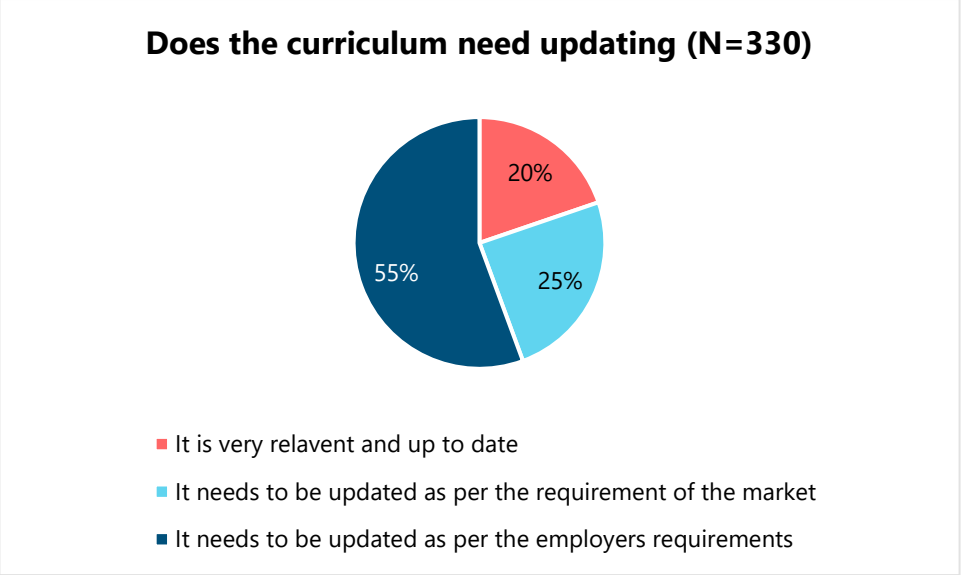
Graph 9: Mode of Training Adopted by Students

43% of respondents indicated that they attended fully online training while 48% reported attending a combination of in-person and online training. 88% 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.

> "The practical exposure that we provide to students to different tools and components through the duration of the course is a source of confidence for them when they eventually enter the workplace. The aim is that they don't feel anxious working practically with any tools and vehicle parts."
>
> - Trainer, Ahmednagar 4W Centre



Graph 10: Student Satisfaction with Curriculum



Graph 11: Student Opinion on Curriculum Updating

While 96% of respondents indicated that they were satisfied with the curriculum and 55% indicated that it is relevant and up to date, some students felt that it needed updating in alignment with employer's requirements (19%) and those of the job market (24%). This was reflected in interviews with alumni across multiple centres who described an orientation on vehicles released under the BS VI emissions standard to be an essential factor that should be included into the curriculum. 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. The inclusion of components on the fundamentals of EVMs, electronics and BS VI engines are examples of the above.

4.3.2 Trainer Selection and Training of Trainers (ToT)

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

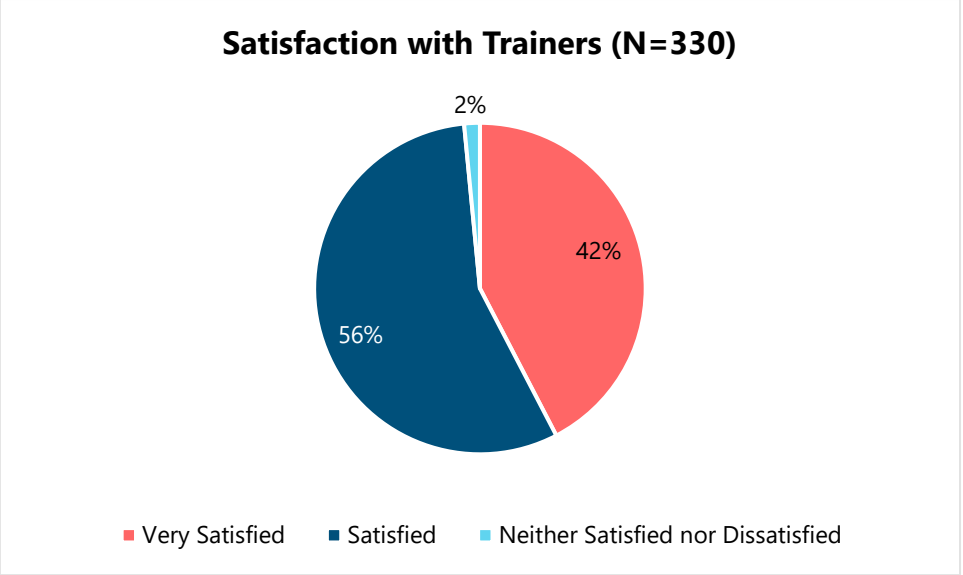
- For OJT training, the trainer's brief OJT Organisations about the checklist of activities and tasks students should be exposed to by the end of the training. Students report daily learnings on the batch WhatsApp group, which trainers monitor, in addition to telephonic and physical check-ins
- Addressing 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 87% 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.

Figure 8: Practical Session on Two-Wheelers at Kolhapur Centre

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

- Uniforms, bags and stationary 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
- Socialization skills are developed through community volunteering opportunities. Examples involve a drive to inspect and repair multiple vehicles in low-income communities free of charge.



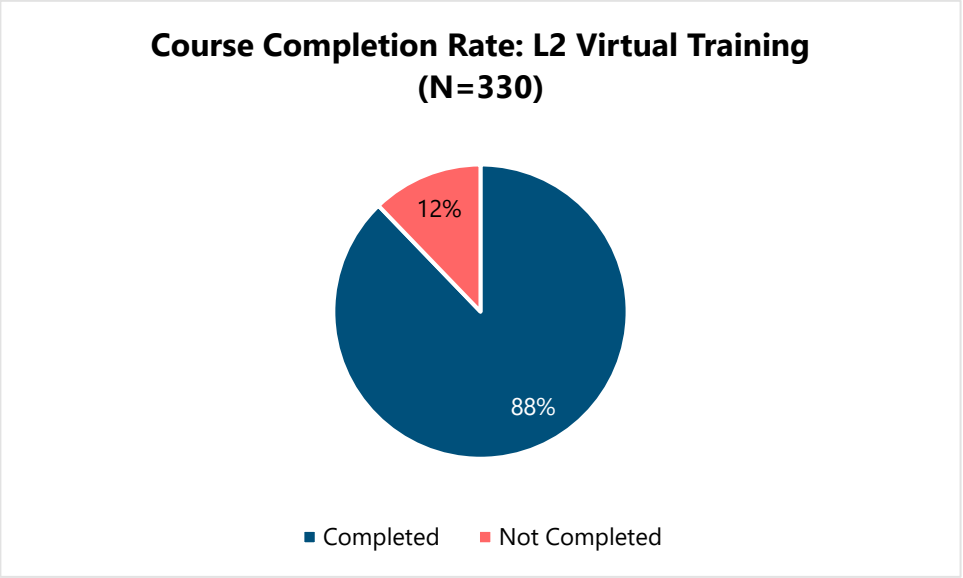
Graph 12: Student Satisfaction with Trainers

97% of respondents reported that they were satisfied with the trainers allocated to them. and 83% indicated that they were able to easily understand what was taught during classes.

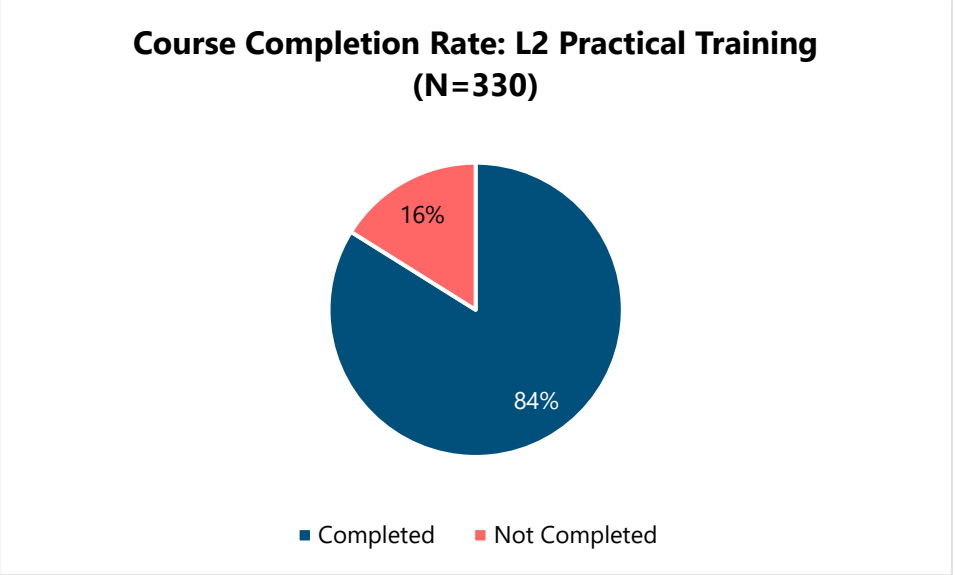
Interviews with trainers indicate a deep level of engagement between trainers and students, with trainers forming the most consistent point of contact for students throughout their engagement with the course. Trainers note that there is often a high degree of anxiety among students about their capacity to learn an extensive amount of theoretical content and practical skills within the course duration. As such, there is a focus on building students' confidence to be able to handle the material through repeated explanations and regular knowledge checks.

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.

4.3.2 Course Completion



Graph 13: Course Completion Rate L2



Graph 14: Course Completion Rate L3

87% of respondents reported having completed the virtual training component of the course (L2) and 83% of students reported having completed the course to its final level (L3). Common reasons provided for dropping out of the course include:

- Lockdowns, COVID restrictions and general anxiety about COVID transmission
- Distance of the centre or assigned OJT workplace from their place of residence
- Poor health for students
- Conflicting timings with college
- Choosing to take up another job mid-training
- Problems with mobile connectivity
- A lack of interest in the fully online training 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

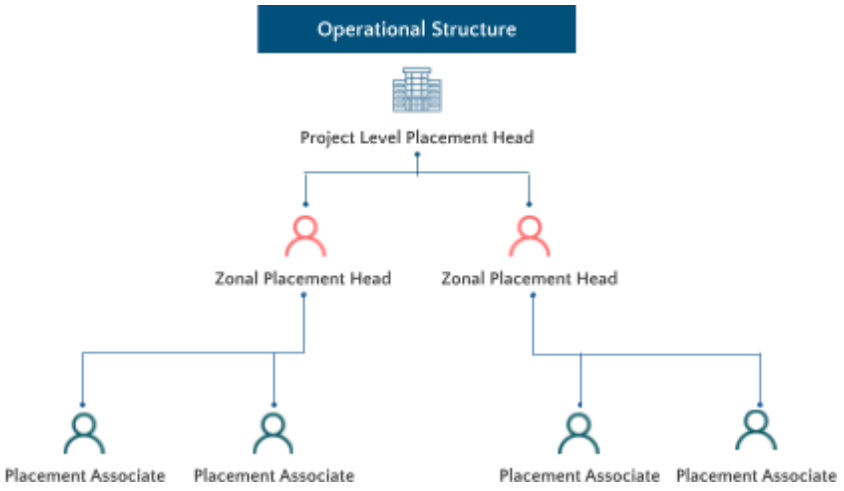


Figure 9: Operational Structure of the Placement Process

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.

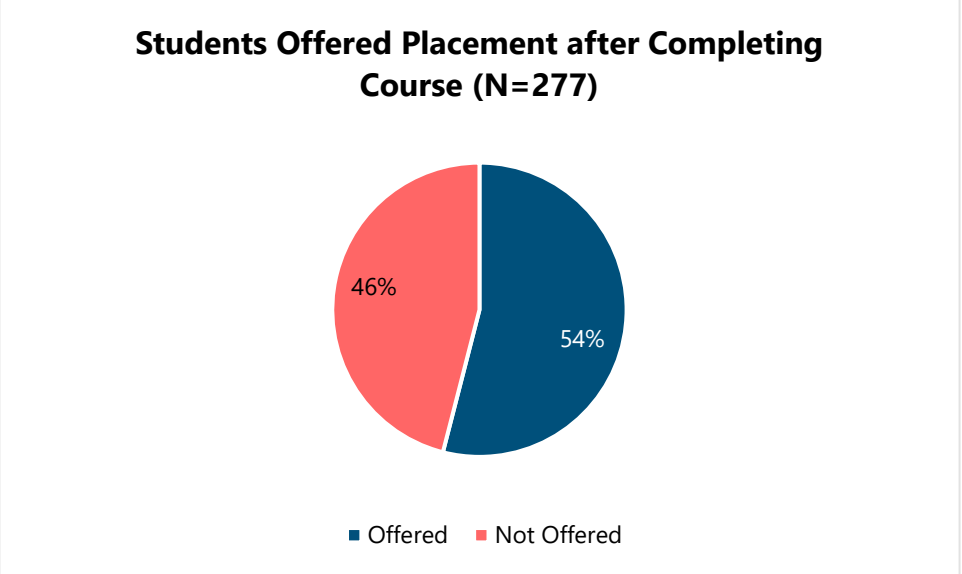
The placement process indicates a well-structured operational hierarchy with efficient monitoring across multiple levels.

➢ 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 (manufacturing or servicing organisations for automobile students) 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 Organisations 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



Graph 15: Students Offered Placement After Course Completion

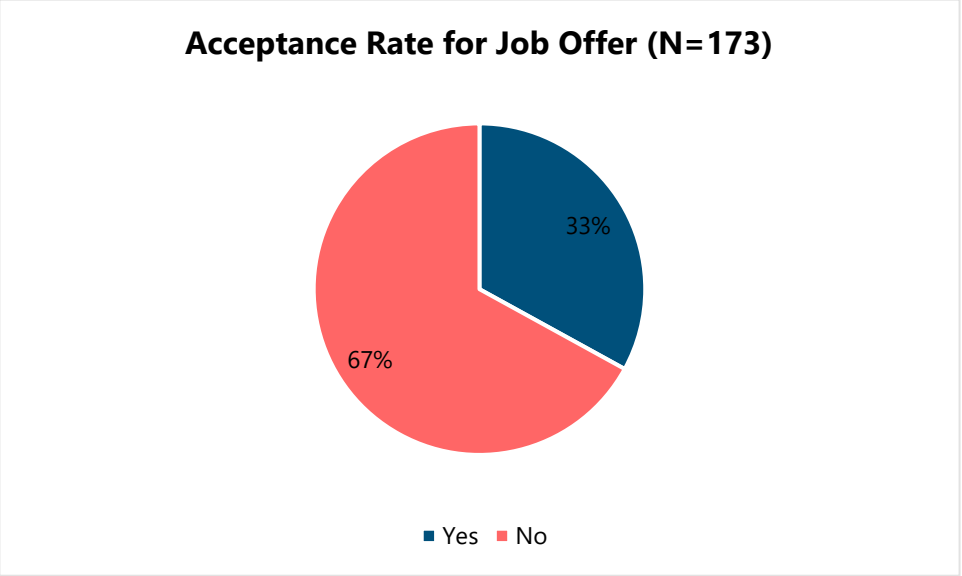
In spite of external factors such as the slowdown of hiring and shutting down of small businesses across the automobile value chain as a result of the impact of the pandemic on the automobile industry, a total of 53% of students who completed the course were given placement offers. As a result, these factors show the 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.

- The automobile sector had seen an overall degrowth in the preceding year with passenger vehicles sales falling from 3,377,389 in 2018-19 to 2,773,519 in 2019-2020 [1], as a result of which manufacturers were taking a more conservative approach to hiring and expansion
- Manufacturers and service centres shut down immediately in response to the pandemic and national lockdown. Even in phased reopening by different manufacturers in subsequent months, the number of vacancies was significantly reduced compared to pre-pandemic levels. According to a Parliamentary Committee report, there was job losses of 3.45 lakhs in the automobile industry in 2020 [2].
- Garages and service centres also saw reduced demand due to a reduction in the number of cars on the road, leading to fewer accidents, fewer insurance claims and reduced need for routine maintenance. As a result, hiring slowed down across body shops and service centres.
- Consumer demand for automobiles reduced significantly in light of reduced expenditure on non-essentials during pandemic-related uncertainties, which contributed to a fall in production and sales across the value chain.

SOURCES: 1. Society of Indian Automobile Manufacturers 2. PRS



Graph 16: Acceptance Rate for Job Offers

Due to anxieties and concerns related to the pandemic and changes in course-delivery models at the time, only 33% of respondents who were offered jobs via the Pratham placement process accepted them.

Pandemic Impact

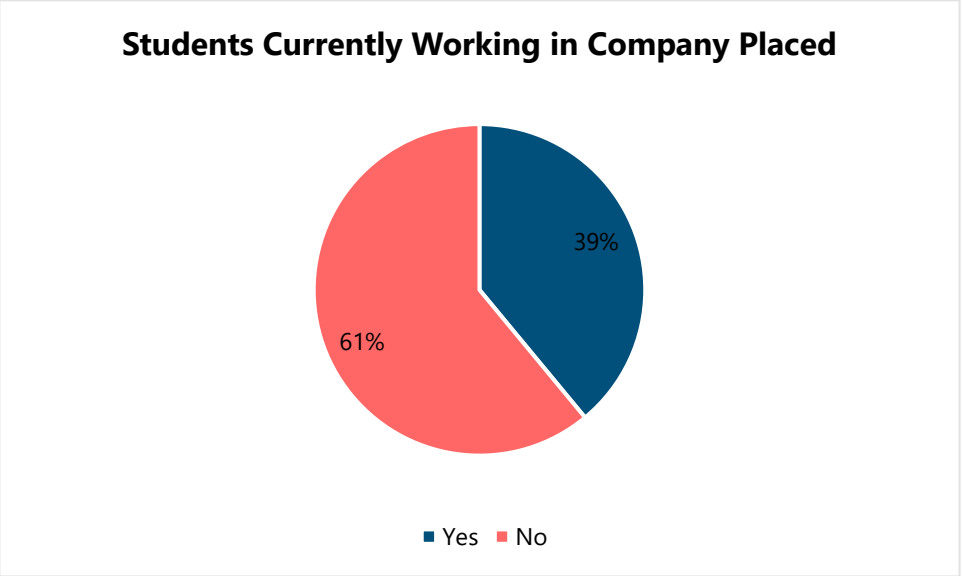
Interviews with placement associates and alumni indicate that a key reason for reluctance to accept placement surrounded COVID related anxieties.

- 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.

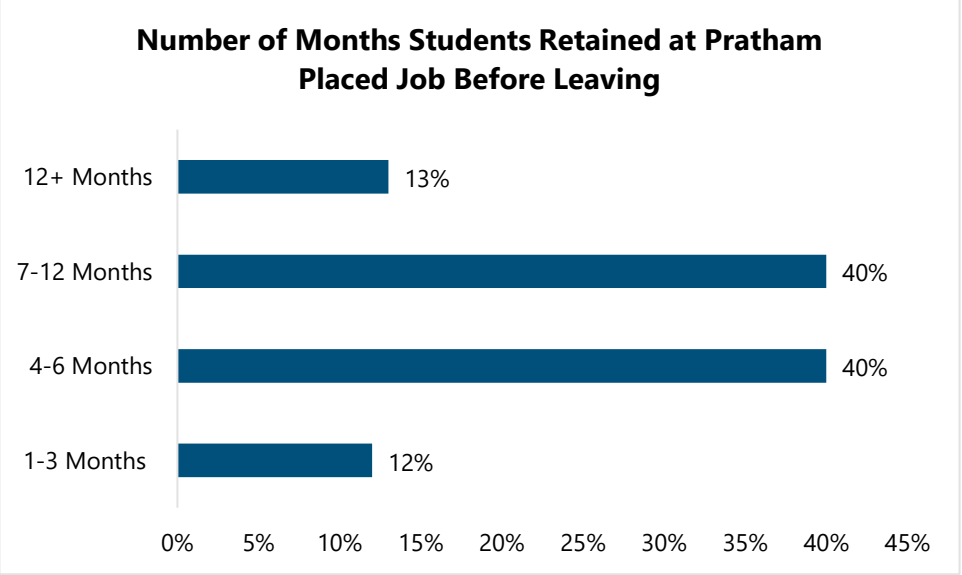
Additional reasons reported by students for rejecting placements include:

- **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
- **Salary offered did not meet their expectations:** Some students felt confident that they could pursue other opportunities, including starting their own businesses that could prove to be more lucrative than the salary that was offered to them by the workplace
- **Pursue higher education:** College enrolled students who were attending online vocational classes as a supplementary course, decided to complete their education in place of a full-time job offered as part of the placement process.
- **A lack of interest in the field:** Some students reported that upon course completion, decided to opt out of placement, desiring a career in other fields due to change in interest/ career plan.

4.4.3 Retention Rate at Workplace Placed by Pratham



Graph 17: Students currently working in company placed

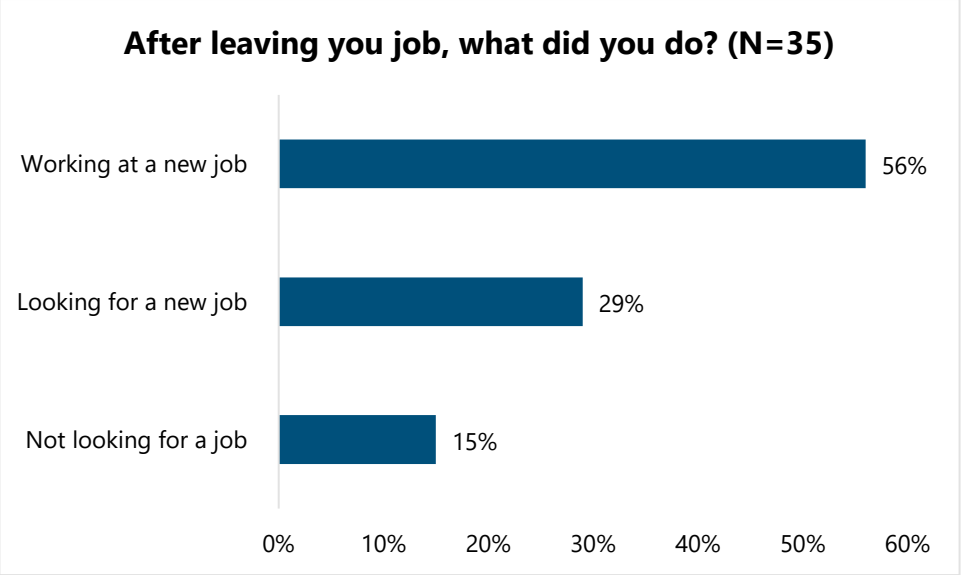


Graph 18: Duration of time at company before departure

38% of respondents who accepted placement indicated that they are currently working in the same company placed by Pratham. 40% of respondents who left these positions retained for 4-6 months while 34% retained for 7 to 12 months. 48% 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

After leaving the job offered via placement, 56% of respondents report having found a new job, 29% are currently looking for a job and 14% are not looking for a job



Graph 19: Next Steps after Leaving Placement

4.5 Post-Placement Tracking and Support

Post-placement tracking follows two parallel streams:

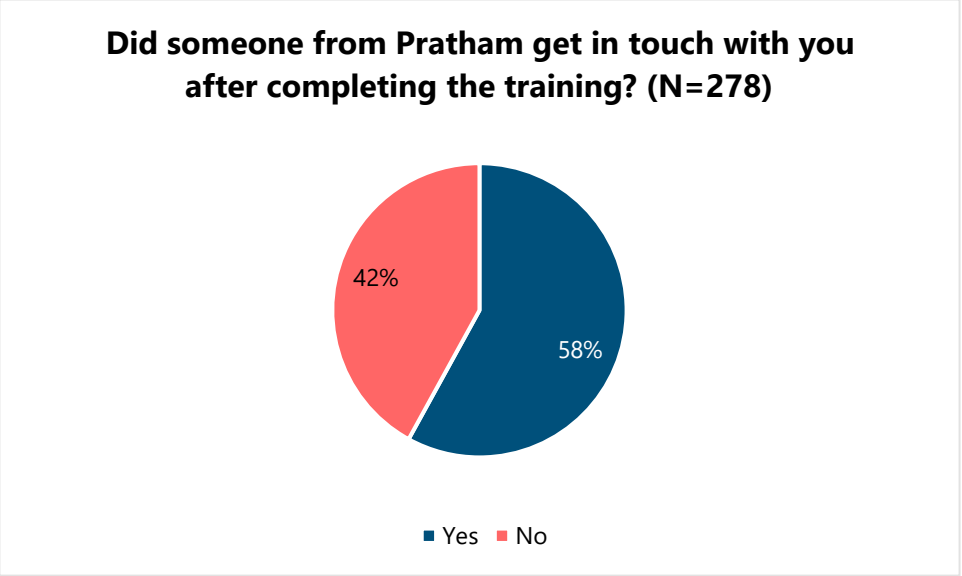
a) Centre-based post-placement tracking

- 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 superscript 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.

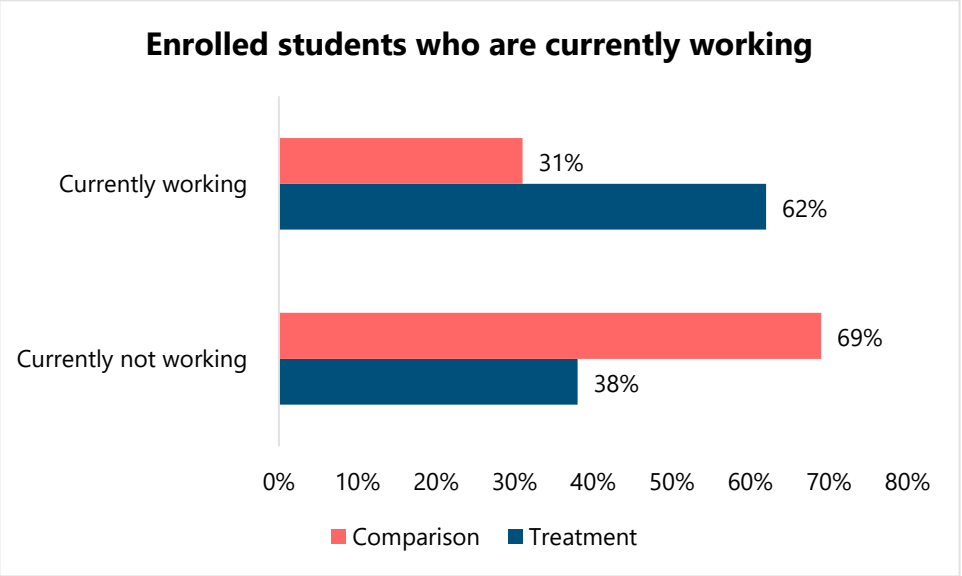


Graph 20: Contact from Pratham after Course Completion

57% of respondents have reported that someone from the Pratham team has gotten in touch with them after completing the training.

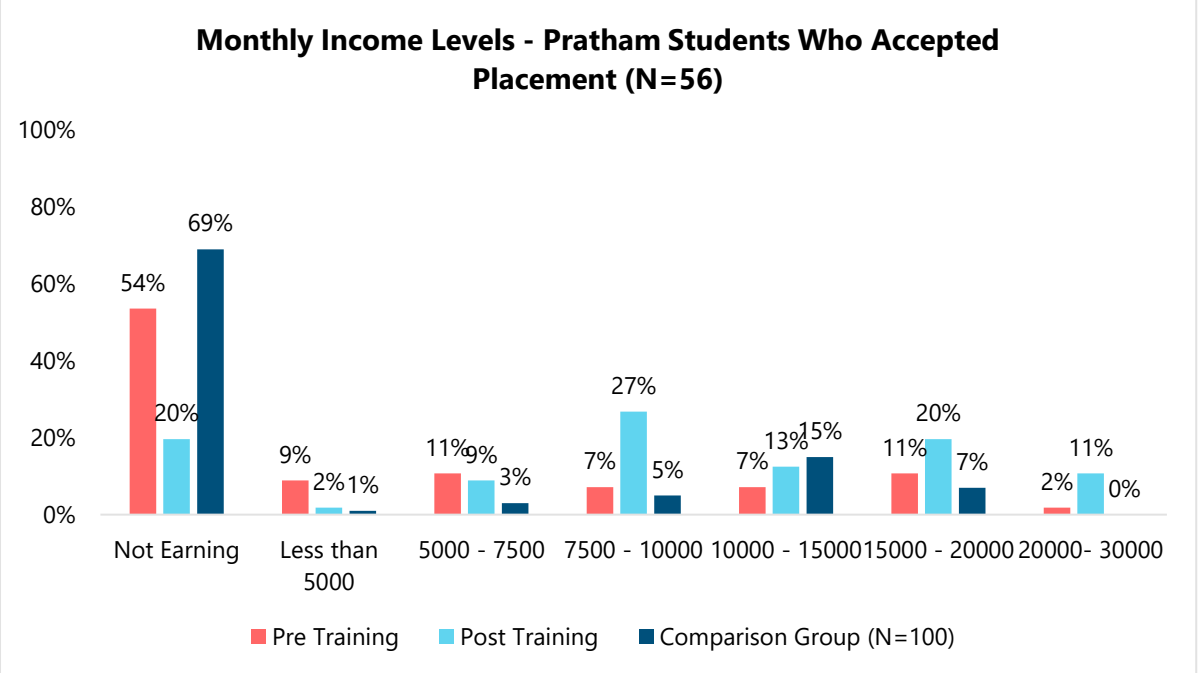
5. Findings on Effectiveness Indicators

5.1 Impact on employment and monthly income



Graph 21: Project Participants Currently Working

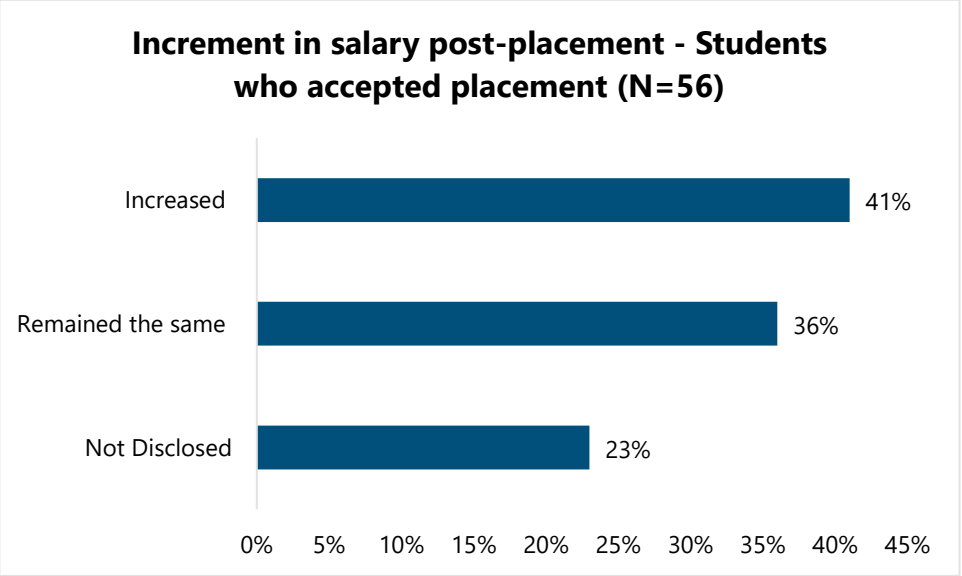
62% of respondents who are Pratham alumni are currently employed, which is over double that of currently employed students from the comparison group.



Graph 22: 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 54% to 20% after training and accepting placement. There are 49% fewer non-earners among Pratham alumni as compared to the comparison group. Monthly earnings in the 10,000 - 15,000 INR range went up from 7.14% to 12.50% . Over 10% of

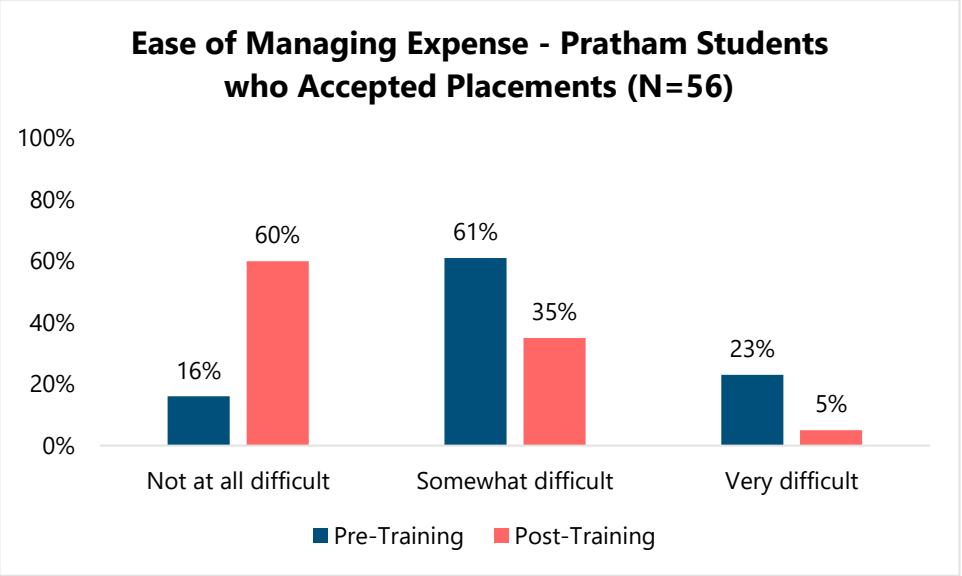
Pratham alumni are earning above INR 20,000 compared to 0% within the comparison group.



Graph 23: Increments in Salary Post-Placement

41% of respondents who accepted placement indicated that they have received an increment and their salary has increased since starting work. 35% 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.

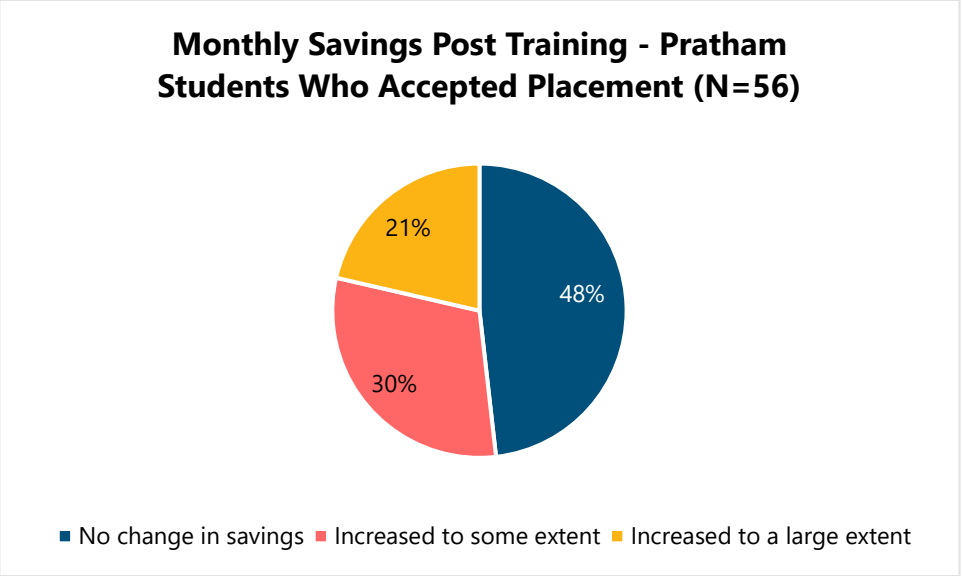
5.2 Impact on ease of managing expenses and savings



Graph 24: Ease of Managing Expenses

61% of respondents who have accepted placement report that they are confident in their ability to manage their expenses post-training, as compared to 16% 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 through

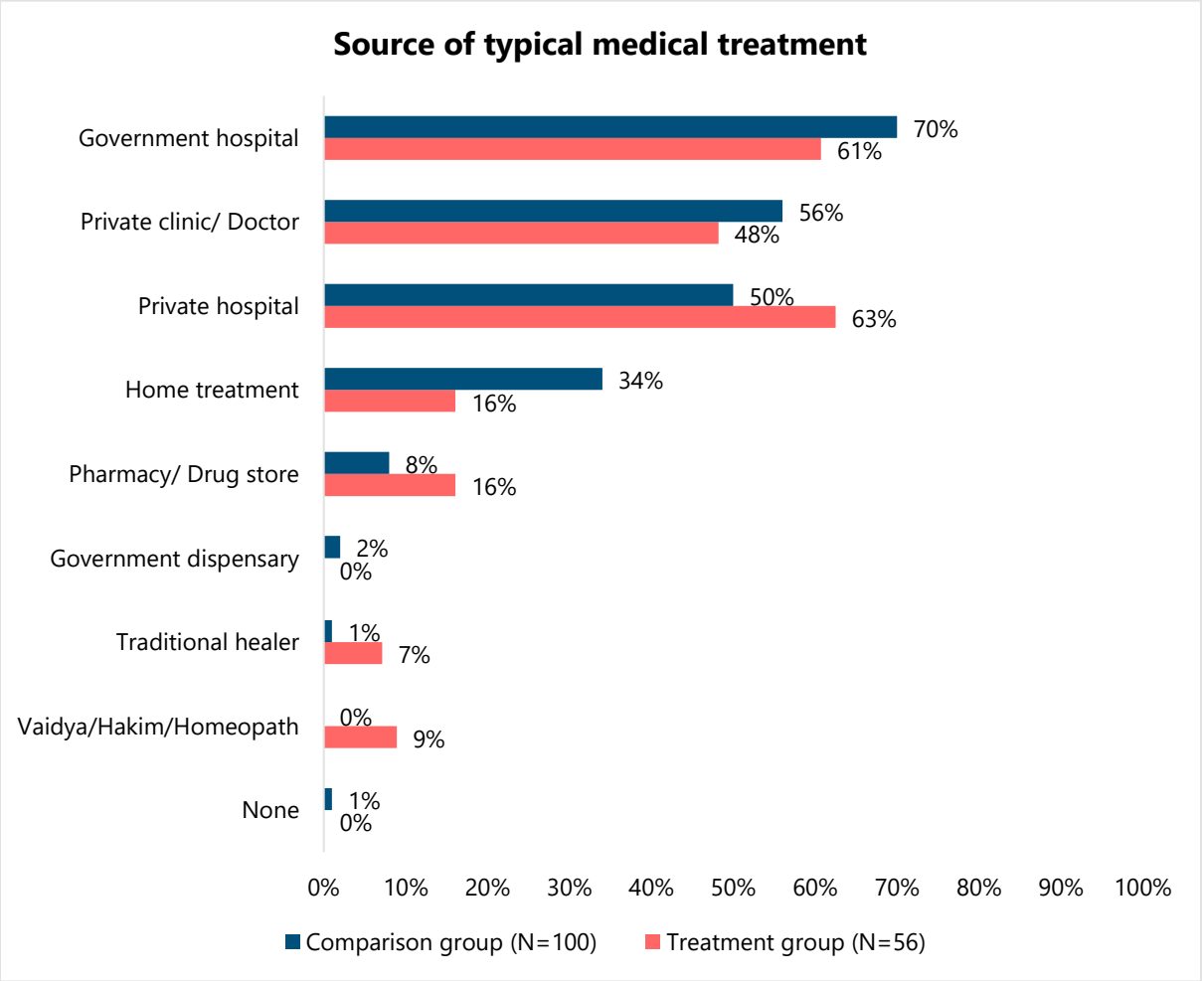
their income is also a source of self-confidence and motivation.



Graph 25: Monthly Savings Post Training

51% of respondents report an increase in their monthly savings after the project with 21% 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. 90% of respondents who accepted placement report not having taken a loan since completing training.

5.3 Impact on Quality-of-Life Indicators



Graph 26: Source of Medical Treatment Availed

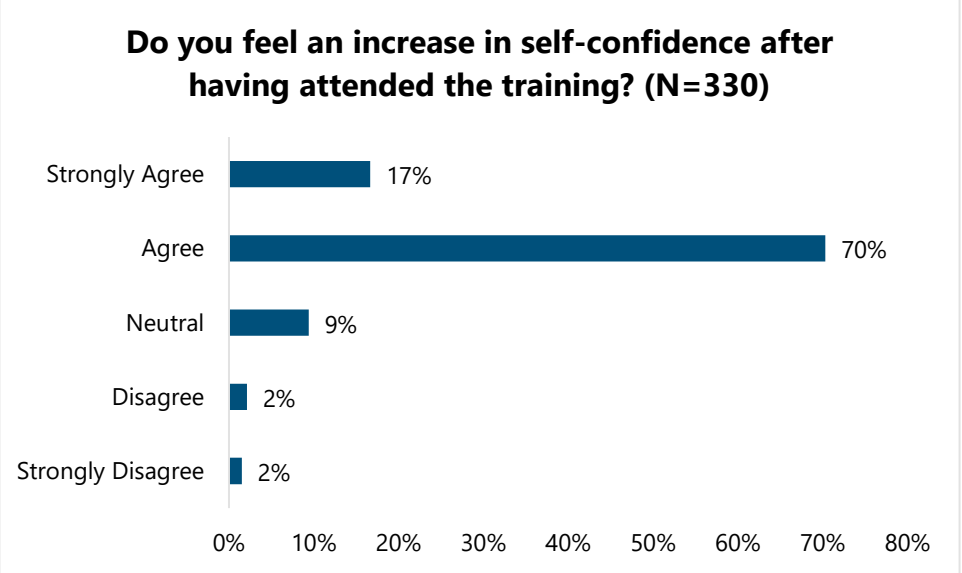
Neither treatment nor comparison groups reported significant chronic health issues. 62% of Pratham students who accepted placements avail Private hospitals, compared to 50% of the comparison group, whereas 70% of the comparison group avail government hospitals compared to 61% of the treatment group. This indicates a marginal increase in Out-of-Pocket expenses on healthcare for Pratham alumni who accepted placement.

Time-Use - Pratham Students Who Accepted Placement (N=56)	
Average hours spent at work per day	8.8 hours
Average hours spent per day at social activities	1.9 hours
Average days spent at work per week	6 days

Table 5: Time use

Out of respondents who accepted placement, the average time spent at work per day is 8.8 hours, with close to 2 hours being spent at social/leisure activities.

5.4 Impact on Self Confidence

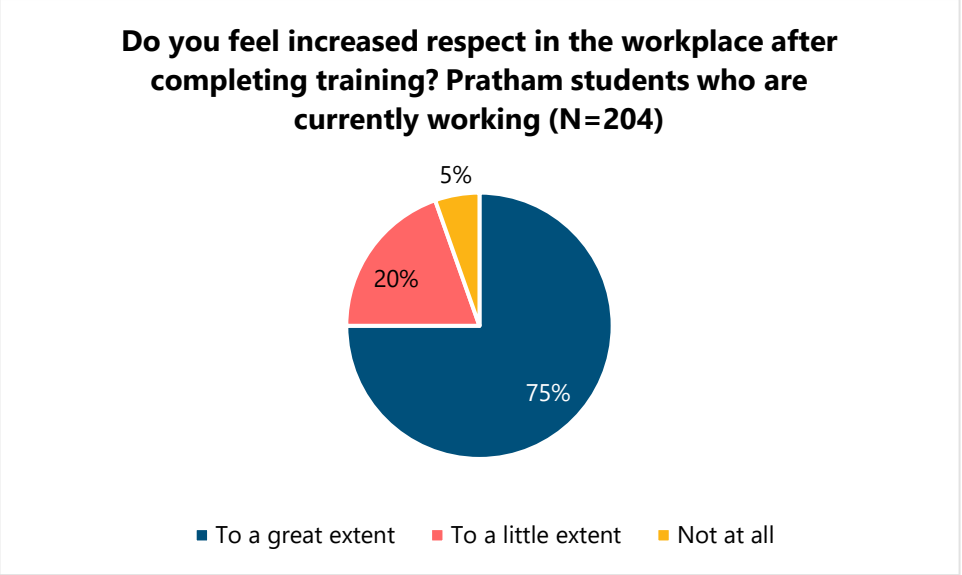


Graph 27: Increase in Self Confidence After Training

70% of respondents agree and 17% 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.

> "Students develop self-reliance, independence and good etiquette as end-outcomes of the course. They learn to speak properly, take care of their workplace environment and often act as examples for others in the workplace."
>
> - **Centre-Head, Kolhapur 2W and 4W Centre**

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 and begin making plans towards starting their own garages or service centres, indicating aspirational change and growth after course completion.

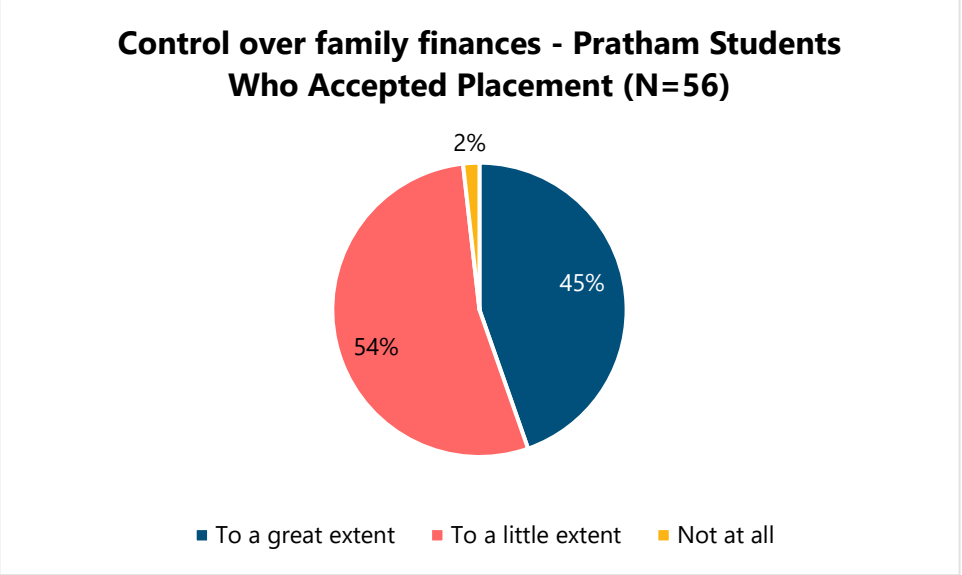


Graph 28: Respect in the Workplace After Training

- Respondents also note increased respect in the workplace after completing training, with 75% of students reporting increased workplace respect to a great extent and 19% 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, best practices in terms of inspections, repairs and replacement and has reduced the anxiety they might feel when faced with a new or complex challenge.
- 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 44% 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.

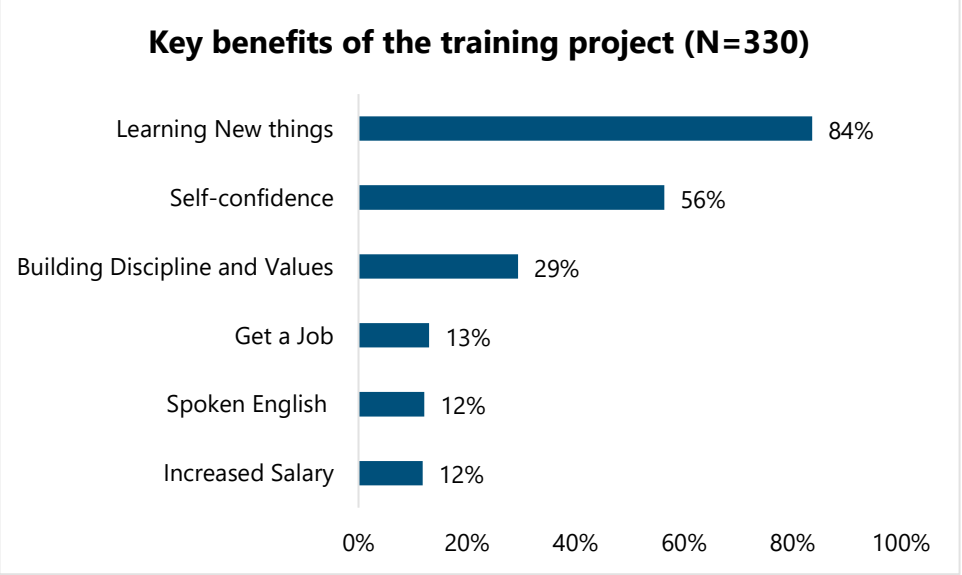
"In addition to the practical knowledge we received, it was the discipline the course instilled in us that makes a big difference. With this discipline and work-ethic, it's clear that if we keep moving forward, we will achieve our goals."

- **Alumni, Ahmednagar 4W Centre**

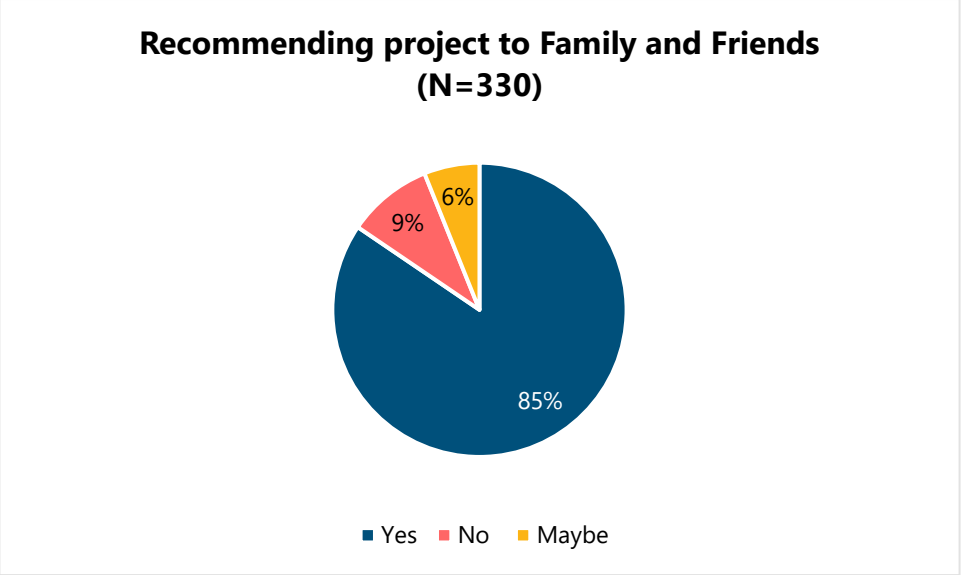


Graph 29: Control over Family Finances

5.5 Key Takeaways from the Project



Graph 30: Key Takeaway from Project (Multi-Select)



Graph 31: Recommending project to Family and Friends

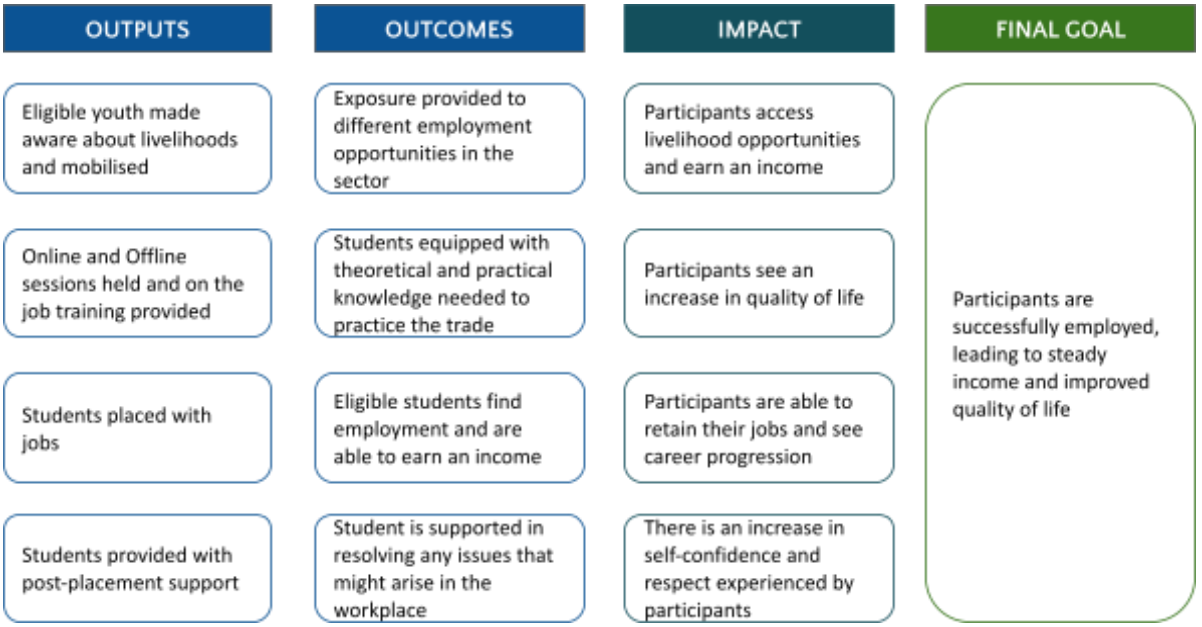
Interviews with students indicate that the top benefits they perceive from having attended the course are:

- 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.



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 Prime Ltd.	Automotive 2-Wheeler and Automotive 4-Wheeler	12 months post-placement	65% of alumni
Livelihoods CSR for a	Mobile phone	3 months post-	60% of alumni

multinational mining company	hardware repair and Advanced general duty assistant	placement	
Livelihoods CSR for a multinational	Automobile Mechanic	3 months post-placement	50% of alumni

automobile manufacturer			
Livelihoods CSR for a multinational bank and financial services company	General Duty Assistant	3 months post-placement	30%
Implementing Organisation 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 and Tailoring	6 months post placement	45% to 50% of alumni