An Impact Evaluation of
Approach to Improve Employment Outcomes Through
Enhanced Employability Training
— Pilot for Inclusion of Holistic Employability Skills Using eContent in programs executed at Pradhan Mantri Kaushal Kendras (PMKKs)

September 2018

AN IMPACT EVALUATION OF
APPROACH TO IMPROVING EMPLOYMENT OUTCOMES THROUGH ENHANCED EMPLOYABILITY TRAINING— *PILOT FOR INCLUSION OF HOLISTIC EMPLOYABILITY SKILLS USING ECONTENT IN PROGRAMS EXECUTED AT PRADHAN MANTRI KAUSHAL KENDRAS (PMKKS)*
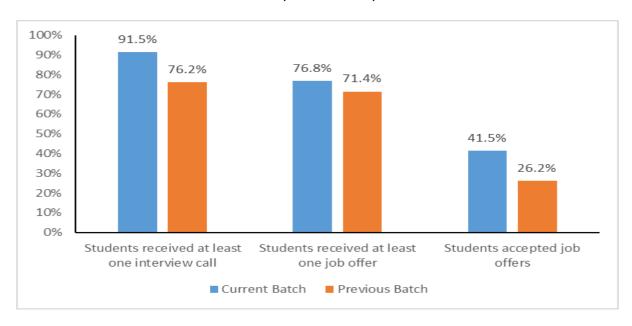
A REPORT

September 2018

Table of Contents

As informed by the students, around 40% students (from all four centers) who completed the course got a job, at the end, passing through interviews and job offers. This is about 60% higher (21 percentage points increase) than the proportion of students receiving job in the previous batch. While the conversion remains the same, it is the in percentage of students getting job interviews that has resulted in this increase of percentage of students getting jobs. Another important aspect is that the students receiving job has also reported receiving higher salaries and the average salary has increased by 30%. Further, the data also suggests that 43% students from the current batch reported receiving more than one job offer and this percentage was only 10% during the previous batch. It is important to note that the data from the current batch was gathered immediately after completion of the course and therefore, the percentage of students from current batch getting jobs is likely to increase after 3 months, as students tend to weight their options for some time before joining a job. This can be reconfirmed once VTPs submit the final report at SDMS portal.

Of the total trainees interviewed, 27 (32%) mentioned that they received the job but did not accept the offer due to reasons beyond the control of this pilot (including lower salary, non-interesting job, distant workplace, already in job and never wanted to do a job etc.). This has affected the final proportion of students placed which could have been nearly 70% if every student had accepted the job.

Among the four VTPs that participated in this evaluation, Centum had the best placement ratio with all students getting the job and IL&FS Delhi performed the lowest with over 50% students not getting any job offer so far. Students from Centum were also able to claim the highest average salary among the four VTPs (10,400 INR). While there is not enough data to conclude on the exact reason for this, but it is likely because the technical skill it has offered (Assistant Electrician) may not be much in demand and the overall skills improvement of students. Many students from IL&FS batch (who did not get the job) mentioned that they were rejected in the interview, but were not told of any reason.

As informed by the center heads and trainers, they specifically mentioned the Core Employability Skills course to potential employers that they spoke to and invited for interviews and this could be one of important contributor to the increase in interview calls for students in the current batch. This seems to be realistic as more than 82% of the employers during their feedback appreciated the communication skills and more than half appreciated their self-confidence and management.

The technical courses where Core Employability Skills (CES) was integrated were more popular among boys than girls as about three fourth of the students were boys. While there are anecdotal examples of graduates and post graduates taking up these courses, the largest set of students are those educated up to 11-12 grade, followed by 9-10 grade and these two constitute almost 90% of the total students.

The course offered by WF was effective in improving the CES that it intended to offer and this was evident from the post test scores reported by WF. It is reported that students scoring overall high (above 70%) increased from 48% in the pretest to 76% in the post test, registering an increase of 58%. Whether the students got the job or not, the training has definitely contributed to their core skills which are useful for them in other life situations. When asked for feedback, more than 80% students accepted that the course increased their communication, ability to interact with others, self-management and customer dealing skills. Better communication and self-confidence were the two skills that were also acknowledged by 82% and 53% employers, respectively.

A very large segment of the students have appreciated the eModule and believe that this is better than the traditional approach of learning and is not so much dependent upon the facilitators/trainers. About 85% students agreed that content and videos engaged students and the activities and assessments were interesting. As a result about 80% of the students mentioned that they are highly likely to recommend a course to their friends (rated 7 or above on a 10 point scale).

It is therefore suggested that this pilot be carried out at a larger scale with more number of VTPs, varied courses and a larger set of students. This will provide a statistically valid sample of students to carry out disaggregated analysis by controlling the extraneous factors to make precise suggestions for further refining the course content and pedagogy. It is also suggested that VTPs be assessed for the availability of the minimum infrastructure and equipment that may be required for implementing the pilot and ensure the availability of required infrastructure.

FACT SHEET

Indicators	Current Batch	Previous Batch
Impact of the Course	**n=82**	**n=42**
% of students received interview calls	91.5%	76.2%
% of students received at least one job offer	76.8%	71.4%
	n=75	**n=32**
% of students received at least one job offer (out of those who received interview calls)	84.0%	93.8%
	n=63	**n=30**
% of students accepted job offer (out of those who received job offers)	54.0%	36.7%
Average salary offered to students (in INR)	10910	8395
Performance in Course	**n=59**	
% of students demonstrating minimum employability quotient (70% marks) in pre-test	51.4%	NA
% of students demonstrating minimum employability quotient (70% marks) in post-test	85.0%	NA
	n=82	**n=42**
% of enrolled students successfully complete the CES[1] Programme	NA	78.6%
Opinion About the Course	**n=66**	
% of students provided rating of 7 or more (on 10 points scale) for willingness to recommend the course	78.8%	NA
% of students provided rating of 7 or more (on 10 points scale) to the e-learning approach over traditional teaching methods	84.8%	NA
% of students provided rating of 7 or more (on 10 points scale) to the quality of content and videos used in the training	84.8%	NA
% of students provided rating of 7 or more (on 10 points scale) to the interestingness of the activities and assessments included in the training	86.4%	NA
% of students provided rating of 7 or more (on 10 points scale) to the understandability of languages used in the training	77.3%	NA
	n=67	**n=39**
% of students provided rating of 7 or more (on 10 points scale) to the ability of the teacher	77.6%	76.9%
% of students provided rating of 7 or more (on 10 points scale) to duration of the training	67.2%	61.5%
% of students provided rating of 7 or more (on 10 points scale) to their communication skills that has improved through the training	80.6%	69.2%
% of students provided rating of 7 or more (on 10 points scale) to their spoken English skills that has improved through the training	65.7%	51.3%
% of students provided rating of 7 or more (on 10 points scale) to their ability to interact with others that has improved through the training	82.1%	71.8%
% of students provided rating of 7 or more (on 10 points scale) to their self-management skills that has improved through the training	80.6%	71.8%
% of students provided rating of 7 or more (on 10 points scale) to their problem-solving skills that has improved through the training	77.6%	74.4%
% of students provided rating of 7 or more (on 10 points scale) to their customer dealing skill that has improved through the training	83.6%	64.1%
% of students provided rating of 7 or more (on 10 points scale) to their IT skill that has improved through the training	74.6%	69.2%

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[1] Core Employability Skills

CHAPTER 1: INTRODUCTION

1.1 Background and Review of Literature

India continues to face the challenge of employment for its young population. While availability of jobs could be one of the reasons, but another important factor is the industry does not receive competent population with the required combination of skills that includes technical and soft skills. Despite having technical knowledge, industry sometimes considers them to be unemployable as they don't have the desired soft skills.

There is, therefore, a felt need for a soft skills component to be integrated into existing technical component which improves the employability of these young people and also contributes to the government's larger mandate of facilitating employment for its young population.

1.2 Rationale for the Pilot

It is now being increasingly realized that providing only the job oriented technical skills may not be completely sufficient to provide employment to the youth as the employers now look for "extra" behavioral aspects among their employees. Widely recognized as Core Employability Skills, these are those behavioral and attitude related skills that add value to the performance of employees. Additional skills like ability to speak English and use computers can further enrich and improve the employability of the trainees.

NSDC wants to test out this premise in their program and evaluate if this merits changes in their programs (e.g. PMKK or others). Hence, they partnered with Wadhwani Foundation (WF) to do a pilot where a holistic Core Employability Skills course developed by WF and facilitated by using E-Learning through trained teachers can be tested for its effectiveness in improving the employability of trainees. Depending upon the results of the pilot, NSDC could consider scaling-up for a larger set of VTPs.

Wadhwani Foundation carried out series of discussions with the employers in various streams of employment for which many Vocational Training Providers (VTPs) provide training to young people. The biggest take away from these discussions was that these employers expect their potential employees to come with a minimum set of core soft skills including understanding of computers, communication, particularly in English and people management. Sometimes, these employers put more value to these soft skills than core technical skills as they feel that technical skills can be acquired on the job, while soft skills cannot. Three important conclusions drawn from these employer surveys conducted by Wadhwani Foundation in the process of designing the intervention are:

1. Communication, Self-Management and Problem Solving are the key soft skill areas where employers focus
2. About 50% employers are ready to pay an additional salary (between 10% to 20%) due to the presence of soft skills in employees
3. Service sectors like IT-ITES, Healthcare, BFSI, Beauty and Wellness, Retail have a strong need for Soft Skills.

Hence, having these core skills certainly improves the employability of these young people. Considering that employment to training ratio is not at an expected level among NSDC VTPs, additional efforts are required to improve this ratio. One of the ways to improve the employability of these young people completing technical courses with VTPs is to build their soft skills, termed as "Core Employability Skills". Once the employability improves, the employment ratio is expected to improve.

1.3 Purpose and Objectives of the Pilot

The broad purpose of the project is to check the efficacy of a "Core Employability Skills" model in improving the employability (and eventually the employment) of young people undergoing (or completed) technical skills development course.

1.4 Purpose and Objectives of the Evaluation

In order to assess the relevance and efficacy of the project, it was proposed that an evaluation be integrated into the pilot itself so as to provide the required information which can help NSDC and Wadhwani Foundation to make decisions about the scalability of the pilot.

The assessment has been designed with the following objectives:

- To assess the extent to which "Core Employability Skills" curriculum improves the employability of young people, trained in any of the core technical skills.
  - To assess the extent to which improvement in Employability Skills score (which is evaluated in a post-test vs. pre-test, where students are evaluated on various competencies like communication, digital literacy, customer centricity, self-management, etc.) actually improves the employment to training ratio
  - To comment on extraneous factors (other than skills) that may be influencing the employability and employment of trained young people.
  - To make suggestions to NSDC about the replication and scale-up of the core employability skills module including content and duration and its suitability to the respective technical skill course.

1.5 Hypotheses

The pilot suggested two important hypotheses that needed to be tested through the evaluation. These were:

- What quantum, pedagogy and content will empower students with Employability skills during the short-term intervention, as currently executed?
- Will this resultant change truly affect their employment in terms of employers' willingness to (a) hire them over other similarly skilled students and (b) offer better wages?

1.6 Research Questions

Presented in the table below were the major areas of assessment and associated indicators:

Job Offers	% of students who received job offers vs. total number of students in batch
Salary Offered	Average salaries (CTC per month) of all the offers received (highest salary if some trainees have multiple offers)
Retention	Placed students still in job (3 months after being placed) : % remaining vs. taken jobs Can correlate ability to adapt to and sustain at workplace with these skills. NOTE: This will need sustained tracking to check retention over time – which this study has not had the time to do.
Other Indicators	• % of students completing vs. who enrolled at beginning of course • % on average over course of training

In addition, an attempt was made to explore the following research questions using the data obtained at various points during the pilot:

    A. Primary Research Questions
1. Did inclusion of Core Employability Course improve the proportion of students getting job offers?

2. Did inclusion of Core Employability Course improve the employability of students undergoing the programme?

B. Quantitative Questions
1. On an average, how many job interviews does it take for a student to get a job offer? (As a proxy for how attractive is the student for the Employability program)
2. What percentage of enrolled students successfully complete the Core Employability Skills Programme (as identified through the assessment process)?
3. Does completing the Core Employability Skills Programme improve the starting salary offered to students?
4. How does the quality of the teacher affect students' skills/employability and getting a job?

C. Qualitative Questions
1. Do institutions, teachers and students appreciate the importance and relevance of the Core Employability Skills Programme? What do they perceive are the benefits of completing the course?
2. To what extent does students' initial status on core employability skills influence their performance in the course and outcome of the course?
3. Do students and teachers believe that the duration (200 hours) of the Core Employability Skills course is right? What should change?
4. Do students and teachers prefer the eLearning based pedagogy to normal classes?
5. What are the other environmental factors (like location (Urban vs. Rural), VTP Employer Connect, etc. that influence getting a job for students
6. Under what circumstances do students not accept Job offers?
7. What kind of measures are adopted by training centers to attract potential employers (employer engagement programmes)?

1.7 Geographical Area of the Assessment

In order to assess the feasibility and acceptability of the content, the locations included in the pilot have been covered for this assessment. Four Pradhan Mantri Kaushal Kendras (PMKKs) were covered from Haryana, Delhi and Uttar Pradesh during this assessment. The range of states helped in understanding the socio-cultural, political and environmental factors that influence job availability. The name of the PMKKs covered in the assessment are as follow.

a. Centum Learning, Kaithal, Haryana
b. IL&FS, New Delhi
c. Orion Edu-tech, New Delhi
d. Mahendra Skills, Lucknow

2.1 Evaluation Design

The evaluation was designed so as to seek answers to all the quantitative and qualitative questions discussed above. Adopted evaluation design considered all the students enrolled in the pilot batches and outcomes of this batch (primarily employability and job offers) were compared with students from the same technical skill batch that did not go through WF Core Employability Skills (CES). Students from previous batches of the same technical skills from all the four participating VTPs were included in this assessment for comparison. The design also attempted to control other variables including completion of the CES course, skill enhancement students, teachers' skills and the availability of jobs in the current job market scenarios.

To assess the effectiveness of the pilot, the group of students in the current batch (undergoing the intervention) were compared with the students from the same stream in batches passed earlier. This was helpful in drawing conclusions if the additional intervention of incorporating Employability Skills influences the key indicators on job offers, salary offered, retention and other indicators of interest.

Collective analysis of the data gathered for the current batches and previous batches from all the four VTPs (PMKKs) were then compared and analyzed to answer the proposed research questions.

2.2 Target Groups & Sample Size

2.2.1 Intervention Group
The first target group for this assessment was the students who had enrolled at the target PMKKs for skills trainings and were also trained under WF's employability skill training. An online assessment was arranged for these students at their respective study centers. A predesigned tool was developed through Survey Monkey and the link was sent to all the students through their email ids. On the day of assessment, the students were asked to open their email and complete the survey by clicking on the link sent to them. After online assessment at the centers, attempt was also made to collect the students' responses over telephone particularly for those who were not present at the centers on the day of assessment. The responses of these students were recoded through an online App developed through Kobocollect. The same questionnaire was used for both online and telephone survey of these students. This batch of the student was treated as the Intervention Group as the students in these batches had received the intervention. The total number of students covered from each center are as below.

Name of the PMKK[2]	Students Covered through Online	Students Covered through Offline	Total Students Covered
Centum Learning, Kaithal, Haryana	30	0	30
IL&FS, New Delhi	16	3	19
Orion Edu-tech, New Delhi	14	5	19
Mahendra Skills, Lucknow	11	3	14
Total	**71**	**11**	**82**

2.2.2 Control Group
The control group was the three prior batches of the same course (depending upon the availability), as selected for the intervention group in each of the VTPs. Attempt was made to call these students

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[2] Though the project started with five centers, IL&FS Jaipur center had to be shut down due to operational reasons at the center level.

selecting randomly from the list and those who responded to the call were included in the survey. This helped to understand the value additions that was made through WF's employability skill training in the current batch compared to the previous batch. The same ODK questionnaire (mentioned above) was used to conduct interviews with the previous batch students over telephone. The following table depicts the total number of previous batch students covered in the assessment centre wise.

Name of the PMKK	No. of Previous Batch Students Covered
Centum Learning, Kaithal, Haryana	06
IL&FS, New Delhi	23
Orion Edu-tech, New Delhi	08
Mahendra Skills, Lucknow	05
Total	**42**

Following table presents the details of the courses offered by the PMKKs to the Current and Previous Batch Students:

Name of the PMKK	Courses Offered by the Centres
Centum Learning, Kaithal, Haryana	Customer Care Executive
IL&FS, New Delhi	Assistant Electrician
Orion Edu-tech, New Delhi	Retail Sales Associate
Mahendra Skills, Lucknow	General Duty Assistant

Following table presents the details of sample included in the study:

Total Students	Data Source	Centum Kaithal	IL&FS Delhi	Mahindra Lucknow	Orion Delhi	Total
Enrolled in the Course	NSDC	30	29	30	30	119
Completed the Course	VTPs	28	23	15	14	80
Completed Pre Test	WF	30	24	30	23	107
Completed Post Test	WF	28	23	15	14	80
Completed Evaluation Survey (Current Batch)	Survey	30	19	14	19	82
Completed Evaluation Survey (Previous Batch)	Survey	6	23	8	5	42
Received Job Offer (VTP Data-Current Batch)	VTP	20	14	6	9	49
Received Job Offer (Survey Data-Current Batch)	Survey	30	9	11	13	63
Received Job Offer (Survey Data-Previous Batch)	Survey	4	18	4	5	31
Received Job Offer (SDMS Data-Previous Batch)	NSDC	2	10	5	0	17

As suggested in the section on Research Questions, primarily the following two impact indicators were assessed through this comparative analysis:
- Proportion of students demonstrating minimum level of employability
- Proportion of students getting job offers

2.2.3 Key Staff (Facilitators and Center Managers) of PMKK
In order to have a better understanding on the environmental factors that contribute to the increase the employability of students and/or affect their job prospects, the third target group for this assessment was the Facilitators and Center Managers of these four PMKKs. During the assessment at

the centers, both the Facilitators and Center Managers were met and interviewed as per a pre-designed interview guide. The following indicators were explored while having a detailed discussion with Facilitators and Center Managers.

- Distribution of gender and area (rural/urban) of the participants
- Education background and economic profile of students
- Willingness and eagerness to take up the job
- Salary and job expectations of participants
- Preference of the employers while selecting a candidate
- Reputation of the center/organization among students and employers
- Efforts made by the center to attract employers
- Demand for the technical skill set vs. non-technical employability Skills
- Utility of the employability skills course for students
- Value additions made through the WF's employability skill training and what extent the training has improve the employability of the students
- Improvement in proportion of students getting job offers through the WF's employability skill training.
- Pedagogy that students prefer among regular blackboard teaching and e-learning and the reasons for this.

2.3 Key Data Points and Data Sources

Following indicators were drawn from the research questions mentioned in the previous chapter for which data was collected and analyzed:

A. Students
- Proportion of students demonstrating minimum employability quotient
- Average job interviews taken to get an appointment
- Percentage of enrolled students successfully complete the Core Employability Skills Programme
- Average salary offered to students
- Proportion of students that do not accept the jobs offered to them
- Proportion of students preferring eLearning against normal classes

B. Course Content and Pedagogy
- Proportion of students providing an overall rating of 7 or more (on a 10 points scale) on the relevance/ quality of the Core Employability Skills Programme
- Proportion of students that think the duration of Core Employability Skills Programme is appropriate
- Proportion of teachers preferring eLearning against normal classes

C. Employers
- Average employer connect programmes organized by VTPs
- Average employers engaged by VTPs

As discussed initially, following were the identified data sources for this evaluation:
- Student and center records with VTPs
- SDMS data obtained from NSDC (previous batches for identification of students for survey)
- Students (through interviews and assessments)
- Center Managers (through interviews)

2.4 Methodology for Data Collection

Data for control groups (pre-intervention) was collected from the identified centers and also through phone interviews. Data for intervention groups was collected through three sources viz.

- Regular data gathered by the centers on enrollment, attendance and other processes adopted by the centers.
- Conducting pre and post intervention employability assessments with enrolled students. These were on-line formats (developed preferably using Survey Monkey) and students were motivated to fill out these assessments.
- Seeking a final feedback from students (using both online and offline formats) at the completion of the course.

All primary data (directly collected from students) from the intervention group were gathered online using standard available methods (Survey Monkey). However, offline interviews were also conducted for the students those who were not present at their center on the day of assessment. The tool was built, and students were motivated to come down to their concerned PMKKs to complete the survey. Then the data was downloaded from the cloud.

For control groups, data from the required number of students were gathered through phone survey. These students were randomly selected from the list received from the respective centers. The same questionnaire that was used for the intervention groups was used for the control group.

2.5 Quality Control Mechanism

As most of the data was gathered online, there were minimum chance of error during collection and entry. However, the entire data set (for both control and intervention groups) were thoroughly cleaned ensuring consistency as per the flow of the tool.

While conducting the surveys, all students were given clear instructions as to how to enter the data as well as told to honestly answer the questions as it was 3rd Party agency (neither Wadhwani Foundation nor the VTP) and the data would be kept confidential and used only for evaluation of the program, not them.

2.6 Limitations of the Study

2.6.1 Number of VTPs included

As per the initial plan of intervention, total 6 VTPs were identified for implementation of the programme. But at the later stage partnership was withdrawn from two VPTs i.e. IL&FS, Jaipur and ICA, Gadag. Hence, in the present evaluation remaining 4 VTPs were covered.

2.6.2 Applying Filters for Teachers and Students

As per the inception report, analysis was to be carried out separately for each VTP to assess the effect of filters. However, upon the suggestion of VTPs, students filter were not applied as the intention was to be provided to all students. Due to some changes in the trainers that received initial training, the teacher filter did not remain valid. Moreover, two centers dropped out of the intervention and hence the sample of 4 VTPs was too small to have disaggregated analysis for teacher filter.

2.6.3 Inclusion of Control Group

In the inception report, two levels of control groups were suggested. One was the students from previous batches of the same technical skill course in the same center and second was the students from batches of other technical course that were currently underway in the same center. At the same time, it was also mentioned that including these control groups in the study was purely subject to the availability of records and data from NSDC / VTPs. At the time of conducting the surveys, data for the same batch but different course could not be gathered as the VTPs had completed all their courses and no students were available for survey. Hence, only students from previous 3 batches of the same technical skills course in the same center was considered as the control group for the study.

2.6.4 Sample Size

It was proposed in the inception report to cover 50 students per batch and per VTPs for both in intervention and control groups. So, as per the changed strategy for identification of intervention and control groups, total 150 students (3 previous batches and 50 from each batch) and 200 (4 VTPs and 50 from each VTP) were expected to be covered. But it was realized at the time of survey that the total number of students enrolled in the current batch was not 50 and many were absent to take the online survey. However, an attempt was made to conduct telephonic interviews for the students who were absent at the time of online survey. But many of them couldn't be contacted through the contact number provided by NSDC/VTPs. The same kind of difficulties were also faced while interviewing the previous batch students over telephone. Hence, only 82 students from the current batch and 42 students from the previous batch could be contacted.

2.6.5 Data Source & Timing

A number of data sources were expected to be used to gather data from NSDC/VTPs as per the list provided in the inception report. Many of the data could be gathered from NSDC or respective VTPs, whereas data related to some particular aspects like students getting job offers 3 months after completion of the course and post-test scores of the current batch students from all four VTPs were not available. For example the placement data is entered into NSDC's SDMS system after 3 months as final placement status. Because the survey was conducted for the current batch of the students within 3 months of completion of the training, there was no scope for gathering data of students getting job offers 3 months after completion of the course.

2.6.6 Statistical Analysis

It was suggested to conduct regression analysis and calculate the correlation factors while comparing intervention and control groups on the basis of different parameters. However, no statistical test was relevant for this comparison, as the sample size is small for carrying out disaggregated analysis.

3.1 Gender Distribution

Total 82 students from the current batch and total 42 students from the previous batch were included in this assessment. Among both current and previous batch students, proportion of boys (78% and 90% respectively) was more than girls (22% and 10%). Gathered data suggest that only in Orion Edutech Private Limited, the proportion of girls was more than boys in both current and previous batch i.e. around 60% of the total students.

At Orion Edutech Private Limited, the intervention was made with the students enrolled for Ground Duty Assistant training. As this training provides more job opportunities for girls, more girls had enrolled in this course. But in contrast, in Assistant Electrician course at IL&FS Delhi, not a single girl enrolled herself neither in current batch nor in any of the previous batches. IL&FS staff suggested that such courses are not popular among girls. But a bit surprisingly, only few girls could be mobilized for Customer Care Executive at Centum Work Skills India and Retail Sales Associate at Mahendra Skills.

Figure 3.1: Centre Wise Male-Female Distribution of Students

3.2 Caste Category

While looking at the caste category of the students covered in the survey, gathered data suggests that majority of the students in both current and previous batch were from general category i.e. 60% and 69% respectively. Again, data related to caste category of the students further explains that the OBC proportion (15%) among current batch students and SC proportion (12%) among previous batch students was lowest. However, the representation of SC and OBC is lower than the averages of the states where these VTPs are located. As per Census 2011, the SC population was 20%, 17% and 21% of total population of the states Haryana, Delhi and Uttar Pradesh respectively. Similarly, as per Social Welfare Statistics (2016) published by Ministry of Social Justice and Empowerment, the OBC population was 28.3%, 19.5% and 54.5% in Haryana, Delhi and Uttar Pradesh during 2011-12 respectively.[3]

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[3] http://socialjustice.nic.in/writereaddata/UploadFile/HANDBOOK%20Social%20Welfare%20Statistice%202016.pdf

Figure 3.2: Caste Category of the Students

3.3 Education

The Figure 3.3 highlights the educational background of the students included in the survey. It was observed that majority of the students in current (54%) and previous (64%) batch had studied up to 11th to 12th standard while enrolling in the skill trainings at their respective centers. Very few of them were found completing graduation or post-graduation. However, not a single student was found having post-graduation degree in the current batch.
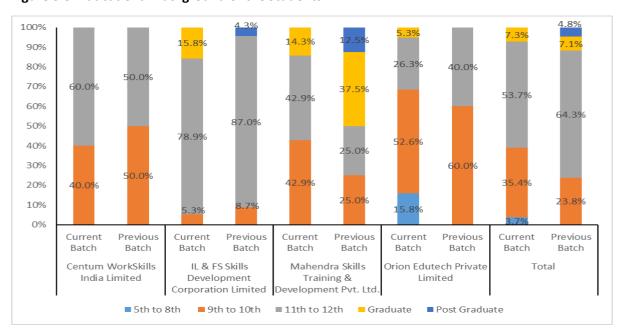
Figure 3.3: Educational Background of the Students

Except for IL&FS where majority of students were educated up to 11 or 12 grade, other three centers had a balance between students educated up to 9-10 grade and 11-12 grade. There could be some relationship between educational qualification of students and their final placement, which needs further exploration.

4.1 Placement of Students

4.1.1 Key Findings

- Among students in the current batch, 42% were in the job at the time of interview which is 15% higher than the proportion of students from the previous batch
- There is almost 30% increase in the average salary offered to students from the current batch, as compared to students from the previous batch.
- In the current batch 54% of the students who received the job offer accepted the offer and this percentage was only 37% among the previous batch students.
- Proportion of girls getting job offers increased from 13% in the previous batch to 24% in the current batch. The proportion of boys receiving job offer has reduced by 11%. This could be because there is a much larger proportion of boys in both the samples, as compared to girls. Also, the job offer rates in the Assistant Electrician course has reduced and as this course is undertaken by boys only in most cases, this decline is evident.
- Proportion of students receiving at least one job offer has increased by 17% among Scheduled Caste and 13% in general caste students in the current batch among those who have received job offers . But among OBC students the proportion of students received job offer has reduced by 2% in the current batch compared to previous batch.
- As per responses of the students' included in the survey, the proportion of students receiving at least one job offer has increased in current batch by 33% in Customer Care Executive course followed by 27% in General Duty Assistant course. In contrast the placement rate has decreased around 30% in other two courses i.e. Assistant Electrician and Retail Sales Associate.

4.1.2 Receiving Interview Calls and Job Offers

Gathered data from the current and previous batch students highlights that more than 90% of the current batch students had received interview calls after completion of the training from their respective study centers and this proportion is higher than the previous batch (76%). Similarly, the proportion of students who had received at least one job offer was more among current batch (77%) compared to previous batch (71%) students.

Job offers & Acceptance

Further analysis of data gathered from the survey of students reveals that out of those who received job offers, 54% in current batch and 37% in previous batch had accepted a job offer. **Finally, the proportion of the students those who received at least one interview call, at least one job offer and accepted job offers is 42% which is 15 percentage points higher than the previous batch 26%) and is a remarkable increase.** Figure 4.1 below explains that at each step the proportion of the students were more in current batch than previous batch. Hence, it appears that one of the project outcome of WF's employability skill training has created more job opportunities for the students and enabled them to get job offers is on track.

Figure 4.1: Students Received at Least One Interview Call, One Job Offer and Accepted Job Offers)

Average Salaries Received

The project outcome can further be understood from Figure 4.2 below that explains that the **average salary offered to the current batch students was 30% more than the average salary offered to the previous batch students.** This could be an indication of the fact that employers got impressed by the additional "skills" of students and offered them higher salaries. Feedback from employers (discussed later) is an indication towards this.

Figure 4.2: Average Salary Offered to the Students (In INR)

Number of Job Offers Received

Figure 4.3 below explains about the numbers of job-offers that the current and previous batch students received after their training. **More than 40% students from current batch received two or more job offers which was only 9.5% among the previous batch students. Hence, the current batch students had more options to choose from which is likely to result in a better retention rate.**
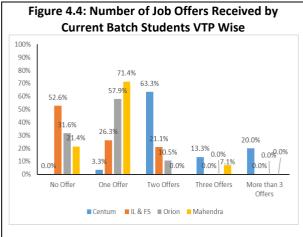
At the same time, Figure 4.3 below also highlights that students not receiving any job offers were more in current batch than the previous batch, which is primarily due to the timing of the survey. For the current batch, the survey was carried out immediately after completion of the course and hence not many students have received job offers. On the other hand, the previous batch students had a much longer time and were also trying on their own to get a job after completion of their training.
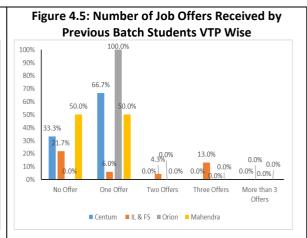
Figure 4.3: Number of Job Offers Received by the Students

Number of Job Offers Received VTP Wise

Analysis of job offer data is reflective of the performance of VTPs. Except for IL&FS which has shown a decline in percentage of students getting jobs, all other three VTPs have registered a sizeable increase in the proportion of students getting job offers. While this needs to be further explored with IL&FS, this is one of the major factor for increase in number of students getting no job offers (Figure 4.3, above).

Figure 4.4: Number of Job Offers Received by Current Batch Students VTP Wise

Figure 4.5: Number of Job Offers Received by Previous Batch Students VTP Wise

4.1.2 Reasons for Not Getting any Job Offer

In the current batch, data suggest that total 19 students did not receive any job offer (half of these ie.10 were from IL&FS batch), whereas in the previous batch, there were only two students who had not received any job offer. While enquiring about the reasons for not getting any job after completion of the training, majority (8) of them in current batch and both students in previous batch mentioned that they were rejected in the interview, without stating any reason. Also, in the current batch, five students had never attended any interview and 4 were never interested to do any job.
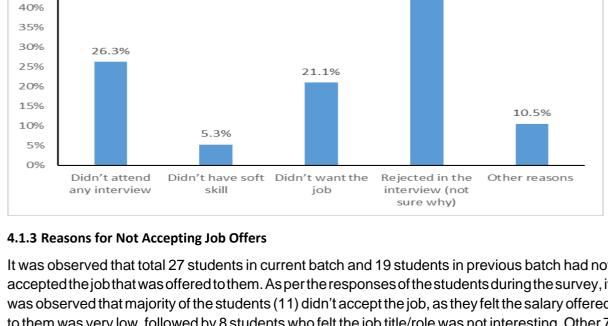
Figure 4.5: Reasons Reported by the Current Batch Students for not Getting Any Job Offer

4.1.3 Reasons for Not Accepting Job Offers

It was observed that total 27 students in current batch and 19 students in previous batch had not accepted the job that was offered to them. As per the responses of the students during the survey, it was observed that majority of the students (11) didn't accept the job, as they felt the salary offered to them was very low, followed by 8 students who felt the job title/role was not interesting. Other 7 students felt that the workplace was far, so they will have to relocate to another city. Interestingly, 3 were already in job and other 3 wanted to be self-employed. When the responses of the previous batch students in this regard was analyzed, it was observed that majority of them were not happy with the job title/role (7) and salary (6) offered to them.

4.2 Employability of the Students

Testing the employability of the students enrolling in and completing WF E-learning employability training was part of the programme intervention. Employability skills were assessed through an online test with these students before and after the training. The intention of this exercise was to assess the effectiveness of the training content and pedagogy in improving the desired employability skills among students.
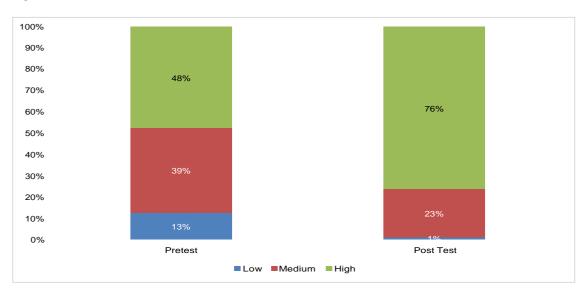
Figure 4.6: Pre and Post Test Scores of Students

Based on their scores, students were ranked into three categories as low performing (scoring <40%), average performing (40-70%) and high performing (above 70%). These data were could only be obtained for students from the current batch. In all, 107 students from all four VTPs completed the pretest and 80 completed the posttest (some dropped out and some did not appear in the posttest).

As the percentage of students scoring high in post-test increased sharply from 48% to 76%, this demonstrates the effectiveness of the core employability training carried out for students in this pilot. While one-on-one relationship with students may not be established, it seems that the improvement in skill did contribute to the increase in percentage of students getting employment. Also, students scoring low reduced from 13% to 1%

4.3 Overall Feedback of the Students on Employability Training

Feedback of current and previous batch students was obtained on the quality of the training and trainers. A comparative analysis was carried out on this feedback and results are presented in Figure 4.7 which represents quite a high proportion of students from the current batch speaking positively about the training. Except on the duration of the training, more than three fourth of the students from current batch could see the relevance of the training in increasing job prospects and personality improvement. While the proportion was similar for previous batch, there is marginal increase in the percentage between previous and current batch.
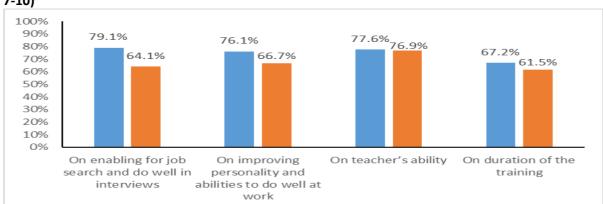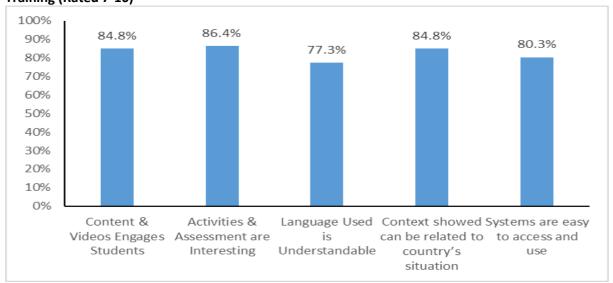
Figure 4.7: Overall Feedback of the Students on Different Aspects of Employability Training (Rated 7-10)

Current batch students were also asked their opinion on the E-learning module as compared to the traditional approach and more than 80% agreed that E-learning approach is certainly better than the traditional approach. Also, about 80% were willing to recommend the course to their peers. Also, a large proportion of students found the course interesting and engaging, as presented in the Figure 4.8 below. The same graph again indicates near about 85% of the students found that the context showed in the e-content can be related to the country's situation. Similarly, 80% of the students viewed that the computers/systems were easy to access and use during the training.
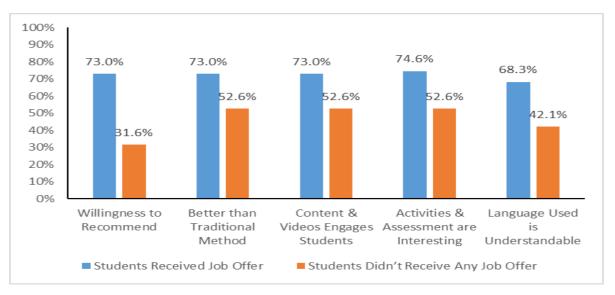
Figure 4.8: Feedback of Current Batch Students on Other Aspects of WF's E-Learning Employability Training (Rated 7-10)

Further analysis of feedback received from current batch students on different aspects of WF's e-learning employability training was carried out to ascertain if there is a difference in perception/ experience of students who received job offers from the students who didn't receive any job offer. Figure 4.9 below in this context reveals that more students who received job offers provided higher rating for all the aspects (mentioned in the graph) of the training than the students who didn't receive any job offer. It is expected that students who don't receive job offers will be dissatisfied with the training content. While less proportion of students (who did not receive the job offer) were willing to recommend the training, there was a general agreement on the approach adopted during the training.

Figure 4.9: Current Batch Students Feedback on Core Employability Skills Training (Rating 7-10)

4.4 Skills Improved through Employability Training

During the survey both current and previous batch students were asked to rate (on a 10 points scale) the extent to which their skills improved due to the employability training they received. As one would expect, for each of the skills, a higher proportion of students from the current batch felt that the course significantly improved their skills, as compared to students from the previous batch (Figure 4.10) and this is across all skill sets.

Out of seven skills mentioned in the graph, more than 80% of the students in the current batch rated 7 or more to four skills (communication, ability to interact, self-management and customer dealing) that they felt were improved with the help of WF's e-learning employability training. For other three skills (spoken English, problem solving and IT) comparatively less proportion of the current batch students rated 7 or more in the 10 points scale.

It is important to note that the data presented in the graph was self-reported and reflects the perception of these students. No skill tests for the students was carried out as part of this survey. This also relates with the pre and post test scores of students of the current batch where most of the students have registered improvement in their skills during post-test.
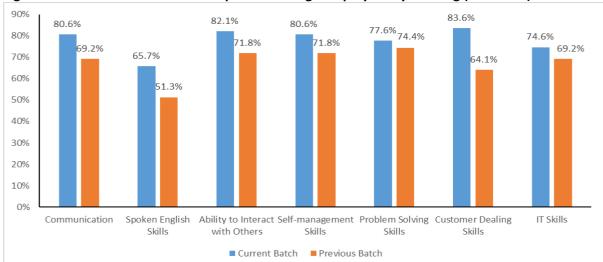
Figure 4.10: Skills of the Students Improved through Employability Training (Rate 7-10)

4.5 Impact of Extraneous Factors

Initial discussions with VTPs suggested that there might be several environmental factors that are likely to influence the outcomes of the pilot which are not in direct control of the pilot but are likely to influence the outcomes (e.g. job offers, salary and retention). Some of these factors were:

- **Course-wise differences for Demand for the trained students**—Demand for trained students is highly dependent on the technical skills area on which students were trained. For example, demand for students trained in hospitality will be different from those trained as electrician. Since different vocation skills batches are included from each VTP, these cannot be exactly compared.
- **Location of the VTP**—Students in Delhi are more likely to get job offers than students from a small town like Kaithal given the level of economic activity in that geography. However, it is also true that students from small town like Kaithal are more likely to accept job offers outside their town as compared to students from Delhi. Results show that Kaithal placement than say ILFS Delhi, which shows readiness to migrate to nearby city.
- **Employer connect developed by VTPs**—VTPs follow different strategies for marketing their students with the potential employers and this can influence the jobs offered to its students. Some

VTPs conduct market analysis / demand assessment prior to initiating the batch and recruit students as pre the market demand. This is likely to improve the chances of students getting employment. Also, it was observed that not all VTPs organized campus placements.

- **Quality of trainers**—the quality of trainers may differ between the intervention and control group (previous batches of same job role in the same VTP) as additional training was provided to the trainers of the intervention group.

For controlling these factors, some methodological considerations were made during this evaluation. The same batch (skill) students were taken for previous and current batch so as to balance the demand for particular skills. Same VTPs were considered for previous and current batch so that VTP location and their efforts towards engaging employers can be balanced. However, some differences were still observed between the VTPs which could be explained to some extent.

4.5.1 Comparison between VTP cohorts

From the Figure 4.11 below, it can be observed that in the current batch. all students covered in the survey from Centum WorkSkills India Limited, Kaithal had received job offers, whereas the proportion of students received job offers in the current batch was lowest from IL&FS, Delhi.

One possible reason for this vast difference between Centum (100%) and IL&FS (47%) could be that the training provided by Centum (Customer Care Executive for Telecom sector) had much higher demand than the training provided by IL&FS (Assistant Electrician). Similarly, trainings offered by other VTPs (i.e. General Duty Assistant and Retail Sales Associates by Orion Edutech and Mahendra Skills respectively) had much better job opportunities than Assistant Electrician at IL&FS.
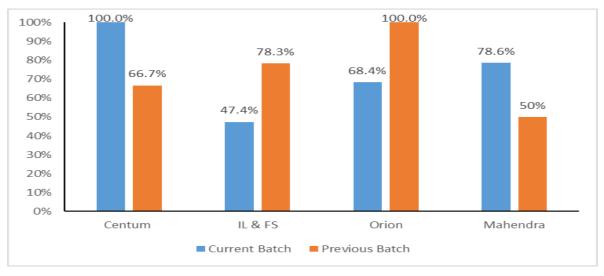
Figure 4.11: VTP wise Students Received Job Offers

Similarly, it was observed that average salary offered was different for different skills and this is one of the major factors influencing students accepting job offers. Figure 4.12 further strengthens the fact that as the course offered by IL&FS was attracting least salary (average INR 8755 per month), it attracted least number of students, as compared to students from other batches with other skill sets. Centum, had the highest salary offer and has possibly contributed to all students getting jobs.
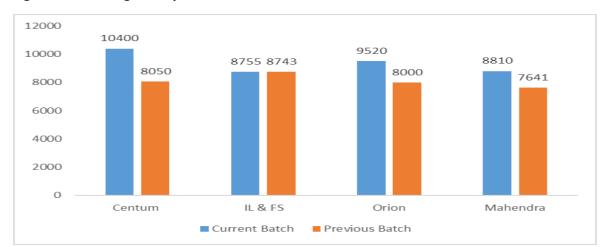
Figure 4.12: Average Salary Offered to the Students in Each VTP

While considering other factors like location of the VTPs was found having no impact on the job prospects of the students, despite the fact that Centum Workskills is located in the rural area whereas IL&FS and Orion are located at the National Capital, New Delhi. However, it was observed that Centum (realizing that they are located in a rural area) had a much better marketing strategy for their students, as compared to other centers like Delhi, where it was expected that students themselves can also find jobs.

However, it was also observed that quality of trainers had a larger influence on job prospects of the students. It can be observed from Figure 4.15 that all students in current batch from Orion and Mahendra Skills rated 7 or more to the ability of their teacher on a 10 points scale, compared to other two VTPs and this could be one of the possible reasons for lesser proportion of students from IL&FS getting job offers. However, it is also possible that since many students from IL&FS did not get job offers, they would be blaming their trainers for the same.
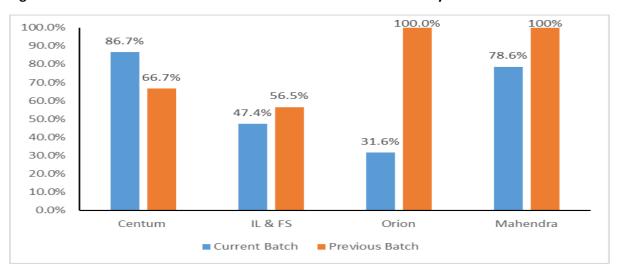
Figure 4.13: VTP wise Students Rated 7 or More to the Teacher's Ability

The data suggests that more students from previous batch rated their trainers' ability high as compared to the proportion of students in current batch. One of the reasons could be that during the previous batch the training was only for 40 hours and therefore may not have included technical components to expose the trainers. For the current batch, the training duration was 200 hours and therefore included technical components for which the students may not have found them competent.

Trainers from all four VTPs went through hands-on training by WF trainers and in the process were also scored post training. The post training results of these trainers completely align with Figure 4.14 above as the trainer from Orion received the lowest score (49%), followed by IL&FS trainer (67%) and Mahendra (75%). The trainer from Centum did not continue as trainer as he was promoted by Centum and he in-turn built the capacity of another trainer for imparting the training under this pilot.

4.6 Feedback from Centre Managers

Detailed interviews were carried out with Center Heads of all four VTPs to ascertain their views about the WF course and also to identify other environmental factors that they thought could influence the job prospects of students receiving training from their respective centers.

4.6.1 On Job Prospects

- All four Centre Managers were of the opinion that on an average it takes 2-3 job interviews for a normal student to get a job offer.
- Employers usually prefer the candidates with good communication and IT skills along with the technical skills in their core domain.
- Environmental factors like rural background, pass out from Government schools, restricted ability to communicate in English affects the jobs prospects of the candidates up to some extent. Hence, having an employability skills course like the one from WF certainly boosts the chances of students getting decent jobs.

4.6.2 On WF's E-Learning Employability Training

- All four Managers agreed that value addition has been made through this course in many ways, particularly students' regularity in attending classes and their computer/IT skills have improved. As a result, students performed better in job interviews.
- All four Managers accepted that inclusion of this course has improved the proportion of students getting job offers.
- Two of the Mangers stated that through this inclusion positive attitude could be developed among students and this is most likely to improve job retention among students who have got the job.
- All four Center Managers believed students engagement with WF's employability skill course has helped them in performing better in their main technical course, as their IT skill, communication skills and spoken English skills have improved.
- Convincing the students to attend WF's employability skill course was challenging for three of the four Center Managers at the initial stage. At the beginning, the students were not interested in attending extra classes, as they had to spend more time and money (travel expenses) for this course. However, with initial experience in the class, this resistance was minimized and students started enjoying the course, along with realizing the importance of the course. However, a feedback on rationalizing the duration of the training was stressed by all four center managers.
- As per all four Managers, students preferred the e-learning pedagogy, as the sessions were interactive and kept students engaged.
- All the Managers were of the strong opinion that this course should be included in other PMKK skilling programmes.
- Two of the Managers showed their willingness to recommend this course to their friends and relatives up to 7 points on a 10 points scale (remaining rated 6).

4.6.3 On Connect Between Students and Employers

- As per the discussion with Center Managers, it was learned that the VTPs put a lot of effort to facilitate jobs for their students. They search for employers with relevant vacancies and willingness to hire students with specific technical skills that the VTPs are offering.
- For the current batch also, they organized job fairs, campus interviews and invited employers to select candidates. Sometimes, the VTPs also sent the students to the employers' sites to attend job interviews.
- All four Center Managers agreed that they had marketed the inclusion of WF's skill training course with the potential employers during their employment drives.
- They mentioned that their centers were able to attract more employers for the batch that was part of WF's intervention and they could also place more numbers of students with a better salary compared to previous batch students of the same technical course and current batches of students of other technical courses.

4.7 Feedback from Facilitators

Feedback on WF's employability skill training was collected from three training facilitators. Among these three facilitators the duration of the training was rated 7 or more (on a 10 points scale) considering its sufficiency to gain the needed skills and confidence for students. The three facilitators were requested to rate the extent to which they thought the 10 employability skills[4] have improved among students that went through WF Employability Course. Of the three facilitators, one rated seven or more to all the 10 skills while the other two rated these skills between five and six.
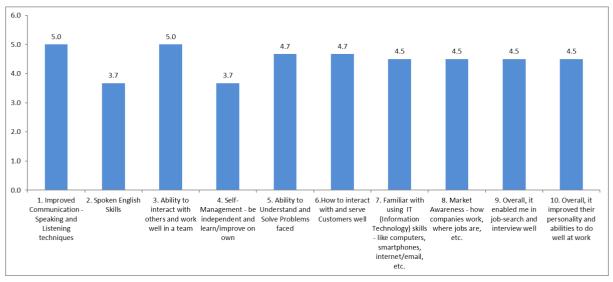
Figure 4.14: Average Rate Given by the Facilitators to the Skills that has Improved among Students

Two of these facilitators viewed that the Employability Skill Training had significantly increased the likelihood for getting a job with higher salary. These two facilitators rated their view 7 or more on a 10-points scale in this context. Of the three facilitators, two believed that the course depended on facilitator as much as it depended upon the e-learning content. The third facilitator, however believed that the course was not dependent on the facilitator.

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[4] communication skills, spoken English skills, ability to interact with others, self-management skills, customer dealing skills, IT skills, market awareness, job search skills, personality development and abilities to do well in the work

Further it was observed that only one of the three facilitators was highly satisfied (rated 10) with the quality of different aspects of the e-learning modules like its structure and approach; content and videos; activities and assessments; context; language used and access to the system/computers. On the other hand, another facilitator was neutral (rated 5) in his feedback on the quality of most of these aspects of the training. Similarly, the third facilitator was not satisfied (rated 4 or below) with the quality of most of the aspects of the training mentioned above. Two of the three facilitators accepted that Wadhwani Foundation e-Modules made it a lot easier and effective for them to teach Employability Skills as compared to traditional textbook methods.

4.8 Feedback from Employers

Considering the importance of feedbacks of Employers on WF's employability skill training and students' non-technical employability, total 17 employers who hired the current batch students were included in the survey. Among these 17, six employers from each IL&FS, New Delhi and Centum, Kaithal have hired students. Another three and two employers reported about hiring students from Mahendra Skills, Lucknow and Orion, New Delhi respectively. Data gathered from the employers' survey indicates that majority of the employers (47%) have hired 1-3 students followed by 29% of the employers those who have hired 4-6 students and 24% who have hired 10 or more number of students.
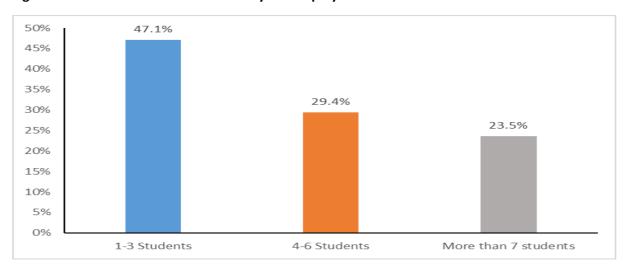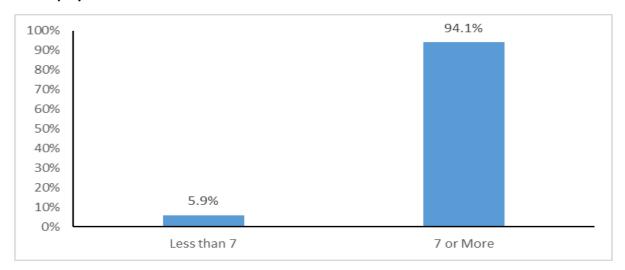
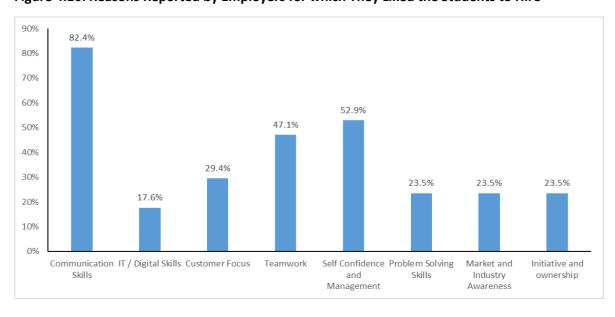**Figure 4.15: Number of Students Hired by the Employers**

When the employers were asked how likely they would recommend the students of WF's employability skill training to hire compared to other students, it was observed that except one employer all others were found to be very positive, as they as they rated their recommendation 7 or more in a 10-points scale.

Figure 4.15: Rate of Recommendation Given to the Students of WF's Employability Skill Training by the Employers

Further, the employers were asked to indicate the reasons for which they liked the students and hired them. The data suggests that more than 80% of the employers have hired the students considering their communication skills followed by other skills like self-confidence and management (63%) and teamwork (47%). But in contrast for many of the employers reported about other skills like IT/digital skills, customer focus skills and problem-solving skills, market and industry awareness, initiative and ownership skills that were not so prominent among students they hired. Figure 4.17 below highlights the responses of the employers in this context.

Figure 4.16: Reasons Reported by Employers for which They Liked the Students to Hire

The results from this study definitely indicate the fact that the course offered by WF has positively contributed to the overall development of students and has been successful in providing skills that are required for getting the job and retaining it. Students, facilitators and center heads have clearly realized the value of such a course and have a strong opinion that this course be offered to all students that go through technical skills training. Hence, considering the views of people directly part of this course, there is a strong case for replicating this course to other skills training courses and to other VTPs. Some of the other suggestions for consideration are:

- Evidence generated from this study are sufficient to recommend a pilot at a wider scale, where students of the same core skills are offered this course through different VTPs and also students of different core skills from the same VTP are offered this course. This will help establish the usefulness and acceptance of the course among the wider set of students and will provide a sufficient sample to carry out a more comprehensive evaluation. For a statistically valid sample size and adequate variability of VTPs, at least 300 students from 10 to 15 VTPs should be included in the survey. This sample will help in conducting disaggregated analysis with statistical analysis.

- It is suggested that a follow-up study be carried out after 6 months of this study to assess the proportion of students who are still in the job and it is likely to increase the proportion of students in job, as reported in this study.

- Seek structured feedback from a larger set of employers, facilitators and other stakeholders to refine the training content.

- Identify courses with higher demand for the technical skill. While the students completing the Core Employability Skills have a higher chance of getting the job, the availability of job is still dependent on the technical skill.

- Lesser proportion of students gave high rating to language used. While this could be dependent upon the trainer to some extent, it is suggested to review the content to suit the profiles and educational qualifications of students that enroll into these courses.

- Consider rationalizing the duration of the course, which is currently 200 hours and sometimes more than the duration of the core technical skills course. Students and VTPs feel financial pressure to run a course for such a long duration.

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