ICICI Foundation For Inclusive Growth

Livelihood Initiative - ICICI Academy for Skills

Impact Assessment Report | FY 2019-2020

Submitted by:

Bhagyashree Patil
CSRBOX
Ahmedabad I Gujarat
Contents
Disclaimer for the Impact Assessment Report .......................................................... 3
Executive Summary ........................................................................................................ 4
Background .................................................................................................................... 6
   Skill Development: A National Priority ................................................................. 6
   Convergence for Impact at Scale: The role of Private Sector in Skill Development for India 6
CSR for Skill Development in India ........................................................................... 7
ICICI Foundation for Inclusive Growth: .................................................................... 9
Impact Assessment for Urban Livelihoods Initiative ............................................... 9
Impact Assessment Design and Approach for Urban Livelihoods Initiative ........... 11
   Objectives ............................................................................................................... 11
   Pillars of the Impact Assessment ......................................................................... 11
   Methodology .......................................................................................................... 11
   Mapping the Theory of Change ......................................................................... 12
   Sampling Approach ............................................................................................. 13
   Execution of Data Collection ............................................................................. 13
Key Insights ................................................................................................................. 16
   Inclusiveness ......................................................................................................... 16
   Relevance .............................................................................................................. 22
   Impact Created ................................................................................................... 23
   Service Delivery ................................................................................................. 28
   Benchmarking ..................................................................................................... 30
   Contribution to ICICI Group’s Brand Value ....................................................... 32
Social Return on the Investment (SROI) of the ICICI Academy of Skills ............ 33
   Approach .............................................................................................................. 33
   SROI Computation ............................................................................................. 34
   Parameter-wise Values Considered ..................................................................... 34
Way Forward and Recommendations ....................................................................... 35
   Candidate Identification and Mobilisation ......................................................... 35
   Training Delivery and Content ............................................................................ 35
   Placements and Livelihoods Outcomes ............................................................... 35
Annexure ....................................................................................................................... 37
   Table1: Zone and Centre-wise Trainee Enrolment and Gender Distribution .... 37
   Table2: Types of Courses and Trainee Enrolment .............................................. 37
   Table 3: Course-wise Trainee Enrolment and Gender Distribution ............... 38
Disclaimer for the Impact Assessment Report

- This report has been prepared solely for the purpose set out in the Memorandum of Understanding (MoU) signed between Renalysis Consultants Pvt Ltd (CSRBOX) and ICICI Foundation dated 19th March 2021 to undertake the Impact Assessment of their project ‘Skill Development by ICICI Academy for Skills’ implemented in the financial year 2019-20.
- This impact assessment is in pursuant to the Companies (Corporate Social Responsibility Policy) Amendment Rules, 202, notification dated 22nd January '2021.
- This report shall be disclosed to those authorized in entirety only without removing the disclaimers.
- CSRBOX has not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.
- This report contains analysis by CSRBOX considering the publications available from secondary sources and inputs gathered through interactions with leadership team of ICICI Foundation, project beneficiaries and various knowledge partners. While information obtained from the public domain has not been verified for authenticity, CSRBOX has taken due care to obtain information from sources generally considered to be reliable.
- In preparing this report, CSRBOX has used and relied on data, material gathered through internet, research reports and discussions with personnel within CSRBOX as well personnel in related industries.
- With Specific to Impact Assessment of Skill Development under ICICI Academy for Skills (FY2019-20), CSRBOX:
  - Has neither conducted an audit, due diligence, nor validated the financial statements and projections provided by the Foundation;
  - Wherever information was not available in the public domain, suitable assumptions were made to extrapolate values for the same;
  - CSRBOX must emphasize that the realization of the benefits/improvisations accruing out of the recommendations set out within this report (based on secondary sources), is dependent on the continuing validity of the assumptions on which it is based. The assumptions will need to be reviewed and revised to reflect such changes in business trends, regulatory requirements or the direction of the business as further clarity emerges. CSRBOX accepts no responsibility for the realization of the projected benefits;
  - CSRBOX’ analysis is based on the prevailing COVID-19 conditions with constrained sampling approach. While CSRBOX has taken the due care in the data-collection, data-cleaning and qualitative and quantitative analysis, the readers of the report must keep in mind the limitations of the constrained sampling, imposed by the current pandemic situation;
  - The premise of an impact assessment is ‘the objectives’ of the project along with output and outcome indicators pre-set by the program design and implementation team. CSRBOX’ impact assessment framework was designed and executed in alignment with those objectives and indicators.
Executive Summary
Skill development is an important driver to address poverty reduction by improving employability, productivity and helping sustainable enterprise development and inclusive growth. This report maps the impact created through the interventions of ICICI Academy for Skills in the FY2019-2020.

The project performance and impacts have been analysed in the following four key areas along with area-wise impact snapshots:

<table>
<thead>
<tr>
<th>Inclusiveness</th>
<th>Relevance</th>
<th>Impact Created</th>
<th>Service Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong inclusiveness, better than industry trends</td>
<td>Highly relevant project, considering the trainee as well as employer’s perspectives</td>
<td>High placement ratio, livelihood outcomes and social transformation</td>
<td>Quality of service delivery consistent in different cities and on various rating parameters</td>
</tr>
</tbody>
</table>

1:1
Gender ratio in FY2019-20 batches (Annual consolidated numbers)

2/3rd
Candidates are female in non-technical courses

21%
Female candidates in Paint Application Technique course

2/3rd
Of the trainees come from the Tier2 and Tier3 cities/towns

Trainees from varied socio-economic backgrounds

98%
Students mentioned that they would refer their friends / relatives to join the Academy

85%
Employers find the skills training and technical know-how sound and industry-relevant

84%
Employers find that the candidates have the right attitude to adapt to the workplace culture

70%
Of the candidates of had clarity for skill-course and career prospect prospect

97%
Of the candidates received placement offer letter

74%
of the candidates believe that the Academy has substantially contributed in improving their livelihoods prospect

10873
Monthly average salary offered (all courses), higher than the industry-trends and peer-comparison in CSR

84%
Candidates are a part of active workforce and 16% are pursuing advanced courses

89%
Rating for overall skill development value-chain

92%
Score received for counselling and training content quality

96%
Score received for Bengaluru and Lucknow centres from the trainees
The programme stands a step higher than its domain peers and industry-trends on key performance parameters such as inclusiveness, placements and average salary of the candidates. Intensifying the process at the value-chain level and focusing more on delivering on the aspirations of the candidates, when mapped organically, will make the entire model an industry-benchmark.

High Social Return on Investment (SROI) calculation which stands at INR 8.69 (in COVID-19 impacted scenario) and INR 10.67 (in business as usual scenario) indicates that the programme has been generating good SROI and in turn is helping in the brand awareness and equity for the ICICI Group.

25000+ students (in one year) and 1300+ employers highly satisfied with the whole initiative and believe in it.
Background

Skills, knowledge and innovation are driving forces of economic growth and social development in any country of the world. Countries with higher levels of education and highly skilled citizens are not only more competitive in the global economy, but can also quickly respond to challenges and seize opportunities. COVID-19 pandemic has necessitated consideration of the inadequacy of job security and corresponding buffer resources that help in mitigating the adverse impacts of a pandemic of such magnitude on the vulnerable communities (especially the migrant and unskilled workforces). Given that the majority of the population of India constitutes of youth and working age group, creating a competent and trained manpower is one of the big economic opportunities for India in coming years.

Skill Development: A National Priority

Skill development is an important driver to address poverty reduction by improving employability, productivity and helping sustainable enterprise development and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth and development1. India is one of the youngest nations in the world with 62.5% of the population in the working age group, more than 80% of which are informally employed, excluded from employment rights, benefits and social protection 2. In addition, there are persistent and notable disparities in the labour force participation rates across various groups. While the demographic dividend provides unique positioning for the country, it remains challenged in terms of productivity owing to the large skills deficit. Owing to the skill shortage, 53 per cent of Indian businesses could not recruit in 20193. According to the World Bank, India needs 110 million skilled workers in 24 key sectors in the next 4 years. This highlights the need to skill the available workforce to improve their employability and contribution to the economic growth of the country. It is also evident that people with sustainable livelihoods intend to take better care of their other needs such as education and health, thereby fuelling the inclusive growth. However, only 3% of the working group population undergoes formal skilling4.

Convergence for Impact at Scale: The role of Private Sector in Skill Development for India

Productive and formal employment generation depends on the availability of an adequately skilled labour force through sustained investments in skills development and fostering opportunities for decent job creation through entrepreneurship. To close India’s skills deficit and increase employability, a range of policies and strategies are needed to address work-relevant education systems, career guidance, life-skills, and technical, vocational education and training

3 Skill Gap in India, National Council for Skill Development & Entrepreneurship, 2021 https://www.ncsde.in/skill-gap-in-india/#text=Data%20suggests%20that%20there%20will%20be%20a%20skill%20deficit%20by%202030.&text=Owing%20to%20the%20skill%20shortage%20lack%20of%20skills%2Dsets.
schemes, along with on-the-job training in both formal and informal sectors\(^5\). However, the skill development landscape is skewed due to lack of equal opportunity, access to quality skilling, lack of industry aligned skills and training content, low engagement of youth, poor placement and weaker job linkages, and absence of models that can provide affordable skilling for youth and are also cost-effective for donors\(^6\). It is also important to understand that a majority of the working group (almost 31%) is not literate, whereas, only 8.9% has completed formal higher education (Diploma, Graduate, Post Graduate) and 6.1% has completed schooling (higher secondary)\(^7\). This limits their scope of skilling, calling for more broad based and inclusive skilling programmes. Thus, it is important to overcome these challenges so that this section of population is able to participate in the employment market.

The announcement of the Skill India Mission on the 15 of July 2015, a Government initiative that aims to train 500 million people by 2022 in different skills, created a high level of expectation from corporate India, implementation agencies and the beneficiaries. Between 2015-20 the flagship skill development program Pradhan Mantri Kaushal Vikas Yojana (PMKVY) reached out to about 72 lakh youth. While the Mission can potentially help close the skills deficit and help meet Government’s ambitious target of skilling 550 million people by 2022, its implementation needs to incorporate strategies to overcome above mentioned challenges. The goal is achievable with a combined effort of the public and the private sector. Engaging with the NSDC through public-private partnerships (PPPs), CSR programs and scaling up skilling operations is critical to the success of Skill India.

The role of private sector is crucial especially from following standpoints:

**Fast track goal achievement:** Currently the Indian Government is only able to train 3.1 million of the 12.8 million entrants into the workforce each year and it is vital that companies step in to close the gap.

**Competitive advantage through CSR initiatives:** Companies can design training programs that align with their business and use such programs to create a pool of skilled workers that could be potential future employees.

**Market-driven employability and job linkages:** Skill training programs also need to be linked to market demands so that trained individuals are seen as valuable assets and are employable. Companies can step in and provide the much-needed market linkages.

**Providing technical and management support:** Leveraging the industrial experience in the technical, managerial and administrative domains can help strengthen the mission by ensuring quality training, smoother implementation and contribution to policy reforms.

**CSR for Skill Development in India**

Skill development finds a place in the Schedule VII of the Companies Act, 2013, that prescribes areas for CSR programme of companies that are under the ambit of mandatory CSR provisions. Also, some other prescribed activities under this Schedule are directly or indirectly connected with skill development. Being an enabler, CSR has a key role to play in meeting the skill development requirements across India. In the year 2018, the 328 private sector projects

---

5 India Skills Report 2021, Wheelbox, Taggd and CII.


8 Skilling the unskilled: Why should companies get involved? | Part I, Samhita Social Ventures [https://www.samhita.org/skilling-india-1/#_ftn1](https://www.samhita.org/skilling-india-1/#_ftn1)
contributed about INR 1653 Cr towards CSR initiatives that focus on skill development, while the Government of India sanctioned the budget of INR 17000 Cr for the Skills India Mission\(^9\). Four industrial sectors of - (i) Oil, Drilling, Lubricants & Petroleum, (ii) Computer, Software & IT, (iii) Banking & Finance and (iv) Power and Heavy Engineering, contributed to approximately 59% of the total CSR funding in skill development in FY2019 and ICICI’s group is the 9th highest contributor in terms of overall funding. The private sector contribution is comparable to that of the Government’s efforts and it is therefore, important to design and implement holistic programs that adopt a lifecycle approach to skilling, translating the aspirations to training, counselling, placements, and follow-up.

*The large-scale investments in jobs and skills warrant a closer examination of how the programmes are performing. As conscious stakeholders in the sector, it’s important to know how we can contribute towards its improvement. Taking cognizance of the same, ICICI Foundation commissioned CSRBOX to evaluate the theory of change and assess the impact of intervention under the ICICI Academy for Skills during FY2019-20.*

---

ICICI Foundation for Inclusive Growth:
Impact Assessment for Urban Livelihoods Initiative

In 2013, ICICI Foundation launched its first ICICI Academy for Skills (Academy), providing a new horizon to the country’s lesser privileged youth. Through its pro bono skill-development training programmes, the academy aims to make trainees employable, enabling them to earn a sustainable livelihood. The idea is not only to significantly impact their lives, but also helps them become productive members of society.

The Academy in Numbers

- 13 Diverse Courses
- 28 Academies
- 20 States/UTs
- 145,414 Beneficiaries (Cumulative since 2013)
- 25,003 Beneficiaries (FY 2019-20)
- 42% Female Trainees (Cumulative since 2013)

Note: Map as on 30th March, 2021.
Course Lifecycle

Key Features

**Holistic Approach**
- Over 1300 employers
- Non-funded partner with NSDC and 7 State Govt. partnerships with all courses certified by NSDC
- Knowledge partners for quality training and curriculum development
- Need-driven selection of courses
- Alumni Portal: A portal where alumni from various courses can come together and network

**Overcoming COVID-19 Challenges**
- Digital Job Fairs: 1300 jobs offered through 300+ industry partners
- Facilitated alumni who had lost job

Courses Offered

<table>
<thead>
<tr>
<th>Technical (Machine)</th>
<th>Technical (Non-machine)</th>
<th>Non-Technical</th>
</tr>
</thead>
</table>
| • Electrical and Home Appliance Repair  
  • Paint Application Techniques  
  • Pumps & Motor Repair  
  • Tractor Mechanic  
  • Two & Three Wheeler Service Technician  
  • Central Air Conditioning  
  • Refrigeration & AC Repair | • Home Health Aide  
  • Assistant Beauty Therapist | • Selling Skills  
  • Office Administration  
  • Retail Sales |
Impact Assessment Design and Approach for Urban Livelihoods Initiative

Objectives

- Understanding the skill development program approach and sharing the key programme learning with the ecosystem
- Assess the impact of the program in acquiring domain knowledge for the youths
- Mapping the Social Return on Investment (SROI) for the programme
- Benchmarking against similar kind of placement-linked skilling programmes in the ecosystem
- Data driven and evidence-based recommendations to improve the quality of the courses, approach plan and industry-good fit
- Documentation of selective case studies to document transformation in the lives of people

Pillars of the Impact Assessment

- **Inclusiveness:** The extent to which communities equitably access the benefits of the programme
- **Relevance:** The extent to which project responds to the needs of the communities
- **Impact:** Analyse the program life cycle and assess impact of the program on various aspects of life of the stakeholders
- **Experience on Delivery:** The extent to which project is geared to respond to the ‘felt’ needs of the communities

Methodology

We have adopted a mixed-method approach of qualitative and quantitative data collection, using primary and secondary data. This helped in gathering valuable impact-related insights from a 360-degree perspective involving all the stakeholders.

**Primary Sources of Data:** The data collected from various stakeholders during the study using data collection tools designed for this study is treated as primary data.

**Secondary Sources of Data:** ICICI Foundation’s internal data pertaining to the targets, timelines and activities vis-à-vis the actuals. Secondary data from other skilling organisations, multilateral agencies, research papers and global think tanks for the benchmarking study and impact assessment framework.

<table>
<thead>
<tr>
<th>Study Design</th>
<th>Data Collection</th>
<th>Analysis and Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design of analysis framework and identifying key impact indicators</td>
<td>• Field Schedule Preparation</td>
<td>• Data Collection and Cleaning</td>
</tr>
<tr>
<td>• Developing data collection tools and conducting pilot</td>
<td>• Training of Field Team</td>
<td>• Quantitative and Qualitative Data Analysis</td>
</tr>
<tr>
<td></td>
<td>• Data Collection and Entry</td>
<td>• Report Making</td>
</tr>
<tr>
<td></td>
<td>• Data Monitoring on Daily Basis</td>
<td></td>
</tr>
</tbody>
</table>
Mapping the Theory of Change

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Output</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-training and Training Process</td>
<td>• No. of people reached with interpersonal communication activities per centre&lt;br&gt;• No. of people reached through mass media activities per centre&lt;br&gt;• No. of people enrolled in courses per centre per batch&lt;br&gt;• No. of trainee who have completed the entire course&lt;br&gt;• No. of trainees who have been certified&lt;br&gt;• No. of trainees who find course was delivered with quality</td>
<td>• Increased outreach of programme to the people&lt;br&gt;• Create an ecosystem for the youth to make informed choices on the available skilling avenues&lt;br&gt;• Increased number of trained youths on industry relevant and quality skills&lt;br&gt;• Increased number of certified youths on industry relevant and quality skills&lt;br&gt;• Increased uptake of industry relevant skills</td>
<td>Increased equitable access to skill development trainings&lt;br&gt;Improved competency of youth trained and employability</td>
</tr>
<tr>
<td>Placements for trainees</td>
<td>• Average placement salary per trainee per centre&lt;br&gt;• No. of trainees placed in a job per centre&lt;br&gt;• No. of trainee self-employed per centre&lt;br&gt;• No. of trainees placed in a job for more than one year per centre</td>
<td>• Increased employment opportunities to trained youth&lt;br&gt;• Improved employability of youth trained and certified</td>
<td>Increased income of youth trained and certified&lt;br&gt;Transformation of the household of the trainee</td>
</tr>
<tr>
<td>Post Placement services</td>
<td>• No. of trainees being provided with post placement services per centre&lt;br&gt;• No. of trainees provided with support in opening up their own venture&lt;br&gt;• No. of months for which post placement services were provided per trainee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sampling Approach

A stratified sampling approach was used to ensure a representative sample set for the impact study. The population frame was considered as the number of beneficiaries, and was divided in the same ratio across geographic classifications.

- With 95% confidence level and 5% confidence interval - 399 (Tele-interviews by a team of trained professionals) * (399-69= 330 tele-interviews)
- One on one on-ground interaction and interview of 69 youths as sample of sample approach (90% confidence level and 10% confidence interval)
- Virtual interview and interaction with employers (10)
- Interview and interaction with trainers and implementation team (15) on-ground and virtual
- Open interaction with Knowledge Partner organizations (4)
- Online interaction with the top management team and funding group companies’ relevant focal points

Representative samples with preferences to states with higher concentration of trainees

Stratified sampling to ensure holistic coverage of respondents, ensuring heterogeneity in terms of courses, location, gender, FY quarters etc

Atleast 30% respondents-female
Atleast 20% respondents from each quarter
Minimum 10 students from each course

*Note: The fieldwork is planned keeping in account COVID-19 restrictions.

Execution of Data Collection

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Data Collection Tool</th>
<th>Sample Size &amp; Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top management and core team of the ICICI Foundation and skill development program</td>
<td>Quantitative: -, Qualitative: Open Discussion</td>
<td>2</td>
</tr>
<tr>
<td>Candidates</td>
<td>Survey (Skill Assessment, Salary and RoI)</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Centre Head and Trainers</td>
<td>Quantitative: -, Qualitative: Semi-structured Interview</td>
<td>15 Field-5 Virtual-10</td>
</tr>
<tr>
<td>Knowledge Partners</td>
<td>Quantitative: -, Qualitative: Semi-structured Interview</td>
<td>Virtual - 4</td>
</tr>
<tr>
<td>Employers</td>
<td>Quantitative: -, Qualitative: Semi-structured Interview</td>
<td>Virtual - 10</td>
</tr>
</tbody>
</table>
### Course-wise Distribution of the Sample for the Candidates

<table>
<thead>
<tr>
<th>Course</th>
<th>Course wise sample covered in %</th>
<th>Gender wise samples covered for each course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Office Administration</td>
<td>31%</td>
<td>58%</td>
</tr>
<tr>
<td>Selling Skill</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Refrigeration &amp; AC Repair</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Retail Sales</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Electrical and Home Appliance Repair</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Pumps &amp; Motor Repair</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Paint Application Techniques</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Central Air Conditioning</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Tractor Mechanic</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Two &amp; Three wheeler service Technician</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Assistant Beauty Therapist</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Centre-wise Distribution of Sample for the Candidates

<table>
<thead>
<tr>
<th>Zone</th>
<th>Sample covered in %</th>
<th>Centre location</th>
<th>Sample covered in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>16%</td>
<td>Mohali</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dehradun</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karnal</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Delhi</td>
<td>2%</td>
</tr>
<tr>
<td>North Central</td>
<td>9%</td>
<td>Patna</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lucknow</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gorakhpur</td>
<td>1%</td>
</tr>
<tr>
<td>North East</td>
<td>12%</td>
<td>Durg</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guwahati</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kolkata</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bhubaneshwar</td>
<td>1%</td>
</tr>
<tr>
<td>North West</td>
<td>6%</td>
<td>Vadodara</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jaipur</td>
<td>3%</td>
</tr>
<tr>
<td>South</td>
<td>25%</td>
<td>Hyderabad</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bengaluru</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mysuru</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trichy</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coimbatore</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kochi</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chennai</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vijayawada</td>
<td>0%</td>
</tr>
<tr>
<td>West</td>
<td>31%</td>
<td>Mumbai</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indore</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nagpur</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narsobawadi</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pune</td>
<td>3%</td>
</tr>
</tbody>
</table>
*Represents the candidates trained in the respective quarter of the FY2019-20
Key Insights
This section brings forth the detailed findings around the performance and impacts of the ICICI Academy for Skills. The results are derived from the responses received for trainee questionnaire, insights from the interactions with other stakeholders, field visits and the data available through secondary research.

Inclusiveness
Inclusiveness in this programme is captured considering the profile of the respondents, eligibility criteria, level of education and geographic spread of the centres. These components indicate that the programme caters to heterogeneity amongst the beneficiaries irrespective of the varying socio-economic character. We have mapped inclusiveness on the following three pillars:

**Gender-Profile**
- Overall the batch has 1:1 male to female ratio, presenting strong gender inclusive characteristic
- 2/3rd of the trainees in non-technical courses are female
- Inclusiveness is better than industry trends and peer comparison in similar type of skill development programs
- Most of the technical courses have less than 10% female trainees

**Educational Qualification**
- The Academy gets trainees from varied educational background
- While technical courses have more trainees with 10+2 qualification, non-technical has more of graduate trainees
- The share of different level of qualifications is in-line the industry-peers, except the percentage of post-graduate candidates

**Geographic Spread**
- The Academy has presence across India and it covers Tier 1 to Tier 3 cities and towns
- This spread helps candidates in rural and remote areas to get easy access to skill development opportunities
- There are very few organisations who have such horizontal spread of centres in India and are operating at this scale
- 2/3rd of the trainees come from the Tier2 and Tier3 cities/towns

**Gender of the Trainees:** Our study suggests that the programme receives equal gender representation considering the total number of trainees across all locations.

**Female Candidates Breaking the Stereotypes**

- **21%**
  Female candidates in Paint Application Technique course

- **13%**
  Female candidates in Electrical and Home Appliance course

- **1/10th**
  Of the batch size of the Pump and Motor Repair course comprises of female
**Type of Courses**

Introduction of courses that allow easy absorption for female trainees in the market is one of the major factors which attributes to ensuring inclusiveness.

Eg: Non-technical courses, Technical (non-machine, indoor) courses.

---

**Dedicated Centres for Female Candidates**

Academy has opened dedicated centres for female trainees across certain states to encourage female participation in workforce.

Eg: Mysuru, Kochi, Vijayawada, Bhubaneshwar, Lucknow, New Delhi

---

**Gender Distribution of the Cohort**

- Male 50%
- Female 50%

---

**Course Preference by Female Trainees**

- Technical Course (Machine/Outdoor) 2%
- Technical Course (Non-machine/Indoor) 3%
- Non-technical Course (Non-machine) 95%
The Gender Canvas: Overall Trainee Numbers and Female Representation

(Number: Representative map and legends, not to scale)
*Note: Tractor Mechanic, Pumps & Motor Repair and Electrical & Home Appliances Repair are some of the receiving good participation from female trainees despite being technical outdoor courses which are largely preferred by male candidates as per the industry trends.
Note: The above graph excludes the centre at Coimbatore as it was operational only for a short duration of time. Few centres with lower female participation are offering technical outdoor courses primarily. Whereas, centres at New Delhi, Lucknow, Bhubaneshwar, Mysuru, Kochi, Vijayawada and Nagpur cater only to female trainees.
**Educational Background of the Trainees**: The programme is able to cater to trainees coming with varying levels of educational qualification.

**Diverse Educational Profile**
About 31% of the candidates are graduates. Those pursuing graduation constitute to 21%, followed by 25% of candidates who have qualified HSC (12th Std.).

Majority of these candidates are either pursuing higher education via part-time/ correspondence programmes. Few candidates are pursuing full-time programmes and taking up the ICICI Skills Training during their semester breaks for building job-readiness.

**Spatial Spread of Centres**: The programme has a wide geographic spread across all zones and locations with varying levels of urban growth. It is also observed that the programme is catering to a larger section of trainees through Tier2 cities, which often lack opportunities for the youth.

**Diverse States**
The Academy has centres across 20 states/ UTs covering all zones.

**Varying categories of the cities**
Out of 27 Centres, 7 in Tier1 cities, 18 in Tier2 cities and 2 in Tier3 cities. Centres in Tier1 cities are catering to 35% of the trainees being impacted through the Academy.
*Note: The ‘Others’ contributing to 19% of the enrolment includes 12 centres across Dehradun, Karnal, New Delhi, Bhubaneshwar, Kolkata, Chennai, Mysuru, Kochi, Vijayawada, Gorakhpur, Coimbatore.

**Relevance**

We mapped the relevance of the programme by understanding the fulfilment of expectations or needs of the trainees. The course provides complete satisfaction to the trainees with respect to the skill development aspect. The Academy has successfully offered placements to 97% of candidates who have enrolled in the programme\(^\text{10}\). We also observe that the programme has been able to build aspirations and career focus amongst the candidates, wherein, only 17% of the candidates were engaged in the workforce prior to joining the programme and only 43% had joined the programme from the perspective of securing a job.

\(^\text{10}\) As per the survey data
Impact Created

The impact mapping is considered across 4 key areas – (1) Employability Enhancement, (2) Securing Livelihood, (3) Career Growth

**Employability Enhancement**: We observe that the course has enhanced the employability of the candidates through development of technical skills as well as personality.

**Securing Livelihood**: Employers find that the training industry-relevant

**Career Growth**: Employers find the candidates sound in terms of technical know-how

**85%**

Employers find that the training industry-relevant

**80%**

Employers find the candidates sound in terms of technical know-how

**84%**

Employers find that the candidates have the right attitude to adapt to the workplace culture
“Students are very well-trained in floor sales due to good soft-skills imparted by the academy, thus providing a commendable workforce in the skills sector.”

Nisha Bajaj, Zonal HR Manager-North India, Shoppers Stop

"The quality of students is as per the industry requirement and the academy has been very helpful in providing them with technical as well as behavioural training."

Mr. Vikram Bhatt, Senior Manager-ER, Mahindra Swaraj Tractor Division
Securing Livelihood: We measured the impact of the Academy in securing the livelihood by mapping the job placement and salary range of the candidates. Taking a closer look at the data of those who didn’t receive the offers, we understand that the candidates had largely opted out of the placement process due to various personal reasons or there was disinterest in jobs.

97% of the candidates were offered placements, whereas, 75% of these actually joined the job they were offered.

84% of the candidates are part of the current workforce whereas 16% are pursuing advance courses on upskilling.

30% the candidates retained the first job they had secured via the Academy for over a year, whereas, 55% transitioned out to a new job in less than 6 months for better career or personal preferences.

INR 10873 Monthly average salary offered (all courses)

INR14993 Monthly average salary of Home & Health Aide trainees

89% of the candidates believe that the Academy has substantially or partially contributed in their better livelihoods prospect

Placements Offers for Candidates

Mixed Response Types
Personal Issue
Opted Out of placements/Interview process incomplete
Family Problem
Not interested in employment

Note:
Received placement offer also covers self-employed candidates.

Mixed responses cover challenges such as personal problems, family health issues, disinterested in employment, opted out of placement; Sample Size: 399 (100% of the trainees surveyed)

97%
3%

Received Placement Offer
Mixed Responses

11For placement status – sample size of 399 considered
For Salary Range - Total students strength considered: 24224
Others have opted out of placement or yet to be placed or data not updated in MIS
Status As on 25th March 2021

- **84%** are part of the workforce
- **70%** already engaged in workforce
- **16%** are pursuing advance courses for upskilling (includes advance skilling or higher education)
- **14%** exploring opportunities
- **15.54%** Candidates later became part of the workforce
- **17%** COVID-19 Impact Left job/ had to leave job

Note: Workforce includes those having jobs, self-employed or working in gig economy.

### Placement Packages of the Candidates

- INR 9001 to 10000: 3%
- INR 12001 or more: 9%
- INR 8001 to 9000: 11%
- INR 7001 to 8000: 16%
- INR 10001 to 11000: 26%
- INR 11001 to 12000: 26%
- INR 6001 to 7000: 9%
**Career Growth:** Here we analyse how the Academy has enhanced the scope for career growth and transition for the trainees through holistic development. We captured the responses of the trainees to map how the Academy has contributed towards availing new job or raised their probability of transitioning, building their resilience to sustain the job market uncertainties.

**Sample Size:** 399

**Course-wise Average Salary Offered**

- Two & Three Wheeler Service Technician
- Tractor Mechanic
- Selling Skill
- Retail Sales
- Refrigeration & AC Repair
- Pumps & Motor Repair
- Paint Application Techniques
- Office Administration
- Home Health Aide
- Electrical and Home Appliance Repair
- Central Air Conditioning
- Assistant Beauty Therapist

**Salary (in INR/ month)**

- 0
- 2000
- 4000
- 6000
- 8000
- 10000
- 12000
- 14000
- 16000

*Given that majority of the trainees in FY2019-20 were freshers, the Academy has a large contribution (89%) in confidence building for these candidates. 74% trainees believe that the skills acquired would be helpful in getting a new job easily.*

**Contribution of the Academy in career growth and transition**

- Confidence building: 89%
- Technical skills/Domain skills: 74%
- Interview preparation tips: 70%
- Exposure of first job: 31%
- Communication Skills: 1%
- Not sure: 2%

---

12 Sample Size - 399
**Service Delivery**

We assess the service delivery across the entire value chain of the programme. The 10 different stages in the value chain are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Counselling session at the time of admission</td>
</tr>
<tr>
<td>B</td>
<td>Course content/ program structure - Duration of the course, assignments, information etc.</td>
</tr>
<tr>
<td>C</td>
<td>Content delivery process (Mix of theory and practical, real time examples etc., concept clarity)</td>
</tr>
<tr>
<td>D</td>
<td>Teaching staff – Their experience and quality of teaching, approachable</td>
</tr>
<tr>
<td>E</td>
<td>Infrastructure -Seating arrangement, ambience, washroom etc./safety, hygiene, cleanliness at the centre</td>
</tr>
<tr>
<td>F</td>
<td>Availability of tools/machines/computer/ICT enabled applications to get practical knowledge</td>
</tr>
<tr>
<td>G</td>
<td>Practical knowledge of tools/machines or exposure visits</td>
</tr>
<tr>
<td>H</td>
<td>Placement process</td>
</tr>
<tr>
<td>I</td>
<td>Quality of the job provided</td>
</tr>
<tr>
<td>J</td>
<td>After-placement support</td>
</tr>
<tr>
<td>K</td>
<td>Overall</td>
</tr>
</tbody>
</table>

Overall value-chain is scored at 89%

Counselling and course content receives the highest ratings at 92%

Quality of jobs provided and after placement support score the least amongst the rest at 84% and 82% respectively

Distribution of scores based on centres indicates that the overall service delivery received highest ratings for Bengaluru and Lucknow.

This also assures that the quality remains consistent despite the scale. While Bengaluru is a bigger academy, Lucknow is a smaller academy.

Jaipur centre has received lower ratings across all segments and has scope for improvement

*Note: The axis for scores begins at 80%.

---

13 Sample Size - 399
### Centre-wise Service Delivery Experience of Trainees

<table>
<thead>
<tr>
<th>Center wise</th>
<th>Sample Size</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>Overall</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohali</td>
<td>40</td>
<td>87</td>
<td>89</td>
<td>89</td>
<td>93</td>
<td>93</td>
<td>87</td>
<td>85</td>
<td>82</td>
<td>82</td>
<td>82</td>
<td>89</td>
<td>87%</td>
</tr>
<tr>
<td>Dehradun</td>
<td>10</td>
<td>93</td>
<td>90</td>
<td>89</td>
<td>94</td>
<td>96</td>
<td>91</td>
<td>81</td>
<td>91</td>
<td>88</td>
<td>88</td>
<td>91</td>
<td>91%</td>
</tr>
<tr>
<td>Patna</td>
<td>19</td>
<td>89</td>
<td>92</td>
<td>93</td>
<td>92</td>
<td>92</td>
<td>89</td>
<td>87</td>
<td>81</td>
<td>85</td>
<td>90</td>
<td>90</td>
<td>89%</td>
</tr>
<tr>
<td>Lucknow</td>
<td>13</td>
<td>91</td>
<td>91</td>
<td>93</td>
<td>93</td>
<td>95</td>
<td>92</td>
<td>93</td>
<td>91</td>
<td>90</td>
<td>84</td>
<td>95</td>
<td>92%</td>
</tr>
<tr>
<td>Durg</td>
<td>18</td>
<td>87</td>
<td>90</td>
<td>89</td>
<td>92</td>
<td>94</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>84</td>
<td>87</td>
<td>89</td>
<td>89%</td>
</tr>
<tr>
<td>Guwahati</td>
<td>17</td>
<td>90</td>
<td>91</td>
<td>91</td>
<td>94</td>
<td>95</td>
<td>94</td>
<td>93</td>
<td>90</td>
<td>83</td>
<td>88</td>
<td>91</td>
<td>91%</td>
</tr>
<tr>
<td>Vadodara</td>
<td>16</td>
<td>93</td>
<td>90</td>
<td>92</td>
<td>95</td>
<td>92</td>
<td>84</td>
<td>83</td>
<td>84</td>
<td>81</td>
<td>87</td>
<td>91</td>
<td>88%</td>
</tr>
<tr>
<td>Jaipur</td>
<td>10</td>
<td>75</td>
<td>76</td>
<td>79</td>
<td>86</td>
<td>85</td>
<td>76</td>
<td>74</td>
<td>75</td>
<td>79</td>
<td>77</td>
<td>81</td>
<td>78%</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>46</td>
<td>85</td>
<td>84</td>
<td>84</td>
<td>89</td>
<td>90</td>
<td>82</td>
<td>79</td>
<td>81</td>
<td>77</td>
<td>79</td>
<td>85</td>
<td>83%</td>
</tr>
<tr>
<td>Bengaluru</td>
<td>18</td>
<td>94</td>
<td>95</td>
<td>98</td>
<td>99</td>
<td>96</td>
<td>95</td>
<td>96</td>
<td>94</td>
<td>92</td>
<td>92</td>
<td>96</td>
<td>95%</td>
</tr>
<tr>
<td>Mumbai</td>
<td>42</td>
<td>89</td>
<td>90</td>
<td>92</td>
<td>94</td>
<td>93</td>
<td>88</td>
<td>88</td>
<td>85</td>
<td>86</td>
<td>88</td>
<td>91</td>
<td>89%</td>
</tr>
<tr>
<td>Indore</td>
<td>38</td>
<td>87</td>
<td>87</td>
<td>89</td>
<td>92</td>
<td>91</td>
<td>85</td>
<td>85</td>
<td>81</td>
<td>80</td>
<td>80</td>
<td>88</td>
<td>86%</td>
</tr>
<tr>
<td>Nagpur</td>
<td>20</td>
<td>90</td>
<td>89</td>
<td>88</td>
<td>93</td>
<td>92</td>
<td>90</td>
<td>91</td>
<td>89</td>
<td>86</td>
<td>88</td>
<td>92</td>
<td>90%</td>
</tr>
<tr>
<td>Narsobawadi</td>
<td>15</td>
<td>81</td>
<td>87</td>
<td>86</td>
<td>91</td>
<td>90</td>
<td>87</td>
<td>85</td>
<td>88</td>
<td>82</td>
<td>84</td>
<td>90</td>
<td>87%</td>
</tr>
<tr>
<td>Pune</td>
<td>11</td>
<td>91</td>
<td>91</td>
<td>91</td>
<td>90</td>
<td>91</td>
<td>87</td>
<td>89</td>
<td>83</td>
<td>76</td>
<td>81</td>
<td>87</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Very Low**

**Very High**

---

14 Sample Size – 399
The table shows only those Academies where our sample number was 10 or above.
### Benchmarking

In this section, we try to understand the performance of the programme with respect to the peers in the industry. We capture this across key benchmarking parameters such as beneficiaries impacted, placement success and average monthly salary.

**Higher beneficiaries impacted than private sector peers**

**About 22% higher placement success as compared to private sector domain peers**

**About 45% higher placement success as compared to the Government Programmes**

**In comparison with the industry peers, the Academy caters to a diverse pool of candidates from different educational backgrounds**

**Highest average month salary offered to candidates**

**Salaries offered are consistently higher across all types of courses with 52% higher salaries in Healthcare, 25% higher in Retail, 15.9% higher in Sector Agnostic Courses and 4.8% higher salaries in Electrical and Home Appliances**

<table>
<thead>
<tr>
<th>Key Benchmarking Parameters</th>
<th>ICICI Academy for Skills</th>
<th>TechMahindra Smart Academy and Employability Programs</th>
<th>Skill &amp; Entrepreneurship Institute-Ambuja Cement Foundation</th>
<th>PMKVV(^{15})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. of Trainees</strong></td>
<td>25003</td>
<td>18066</td>
<td>In 0000s (Exact number not available)</td>
<td>45,13,904</td>
</tr>
<tr>
<td><strong>Placements %</strong></td>
<td>97(^{16})</td>
<td>75(^{17})</td>
<td>74%</td>
<td>51.44%</td>
</tr>
<tr>
<td><strong>Average Monthly Salary</strong></td>
<td>INR 10873</td>
<td>INR 10143</td>
<td>INR 9000(^{18})</td>
<td>8629(^{19})</td>
</tr>
</tbody>
</table>

---

\(^{15}\) [http://pmkvyofficial.org/Dashboard.aspx](http://pmkvyofficial.org/Dashboard.aspx)

\(^{16}\) Includes placements received but not joined [https://techmahindrafoundation.org/impact-overview/](https://techmahindrafoundation.org/impact-overview/)


## Sector-wise Salary Benchmarking

<table>
<thead>
<tr>
<th>Sector/Skill Area/Job Role</th>
<th>Annual Salary (INR)</th>
<th>Salary of ICICI Academy for Skills Candidates (INR)</th>
<th>% Variation of ICICI Academy for Skills Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare</td>
<td>1,18,000</td>
<td>1,79,916</td>
<td><strong>+52.4%</strong></td>
</tr>
<tr>
<td>Retail Sector</td>
<td>1,20,000</td>
<td>1,50,144</td>
<td><strong>+25.12%</strong></td>
</tr>
<tr>
<td>Sector Agnostic</td>
<td>1,28,000</td>
<td>1,34,148</td>
<td><strong>+4.8%</strong></td>
</tr>
<tr>
<td>Electrical &amp; Home Appliance</td>
<td>1,00,824&lt;sup&gt;23&lt;/sup&gt;</td>
<td>1,16,904</td>
<td><strong>+15.9%</strong></td>
</tr>
</tbody>
</table>

---

<sup>20</sup> Tech Mahindra Foundation’s Impact Assessment Report 2020
<sup>20</sup> This & may include pursuing UG or drop-out from UG program as this category is not exclusively defined in the source document.
<sup>21</sup> https://www.sattva.co.in/wp-content/uploads/2021/03/Sattva_JPMorgan_NasscomFoundation_SkillsStudyMarch2021.pdf
<sup>22</sup> Have accounted Selling Skills and Office Administration Courses
**Contribution to ICICI Group’s Brand Value**

ICICI Academy for Skills strengthens the brand value of ICICI Group within community through its various activities and impact created in the lives of various stakeholders.

- **87%** students join the academy through references/word of mouth
- Enhanced visibility for ICICI group through intense community outreach undertaken as part of the mobilisation activity
- **98%** students reverted that they would refer their friends/relatives to join the Academy
- All knowledge partners appraised the contribution of the academy and the ICICI group to the society through various initiatives.
- **25000+** students (in one year) and **1300+** employers highly satisfied with the whole initiative and believe in it
- Overall better placement opportunities and higher average salary of the Academy trainees reverberates the brand recognition and premium value attached to the Brand
Social Return on the Investment (SROI) of the ICICI Academy of Skills

Social Return on Investment (SROI) is a process and a method that quantifies the value of the social impact of projects, programmes and policies. This helps funders to know the monetary value to the social and environmental benefit that has been created by the initiative. It takes standard financial measures of economic return a step further by capturing social as well as financial value. Here we have computed the value based on actual outcomes of the programme. The data has been sourced from the primary survey, MIS and standard industry benchmarks.

**Approach**

INR 8.69 social value generated on investment of INR 1 in COVID-19 impacted scenario

INR 10.67 of social value generated on investment of INR 1 in business as usual scenario

End of FY2019 considered for course completion due to varying date of placement and joining.

COVID-19 adjustments to account for the socio-economic variations

Sensitivity analysis considering 2 scenarios business as usual vs. COVID-19 impacted

3 yrs of impact presumed FY2020 onwards, post which the technology, market dynamics and ecosystem will change & the on-job experience would be more relevant in the market.
SROI Computation

- Period defined considering COVID-19 challenges and interactions with students
- Dropoff (Diminishing Impact) presumed as impact of the training or livelihood secured via the Academy will reduce as the trainee progresses in the industry
- Attribution for each of the parameter, computed based on survey findings

No displacement as the courses being offered are aligned with requirements of the industry and most of the candidates joining have been job aspirants, academy is running are in demand courses.

44% deadweight assumed for 2 parameters as such a high quality skilling programme is not accessible for all locations. Also the program has strong word of mouth reference, which indicates the benefits would have not been accrued from other sources.

Parameter-wise Values Considered

1. Livelihood Opportunity: Average Salary/ Month (MIS Data)
2. Technical/ Domain Skills/ Certification: Average govt reimbursement per candidate to TPs on completion of course by NSDC or State Governments
3. Confidence Building/Exposure : Course fee of undertaking similar course
4. Social Benefits : Increased dignity and social appreciation of work (Difference between National Floor Wage and the Avg. Monthly Salary earned by the trainees, assuming that the additional income would contribute to socio-economic transformation of the family)
Way Forward and Recommendations

In FY2019-20 the academy has reached new heights with a presence across the country, reaching 25000+ trainees and linkages with 1300+ prospective employers. 86% of the students who take admission in the academy come through reference, which demonstrates that the academy has a strong recognition in the society as an effect of the remarkable transformation brought in the lives of its trainees in the past few years.

Candidate Identification and Mobilisation

- We also observed that a higher proportion of candidates joining the programme have undergone formal education (or are pursuing higher education). While this is guided by the industry norms and eligibility, there is scope to intensify the mobilisation of candidates who have missed the bus of education, i.e. those students who are either drop-outs at 10th/12th/UG levels. The Academy’s intake of Post-Graduate students is slightly higher than that of the skill sector norms, which may result in an overlapping mapping of aspirations. This could be reinforced by intense aspirations-mapping during the mobilisation and counselling.
- Almost 1/7th of the trained candidates are continuing formal education even after 1 year of the completion of the course. While on one side this indicates the entry of potentially disinterested candidates or the risk of placing candidates with industries who will leave the job in a short span of time. Hence, the candidate mobilization and intake process can be tweaked to bring in the needy candidates. This will help in improving the placements percentage and candidate retention period.
- Industry-orientation before the beginning of the course could help in ensuring candidates career interest is aligned with the skill course he has selected. This could be done either through pre-recorded videos of the alumni working in the industries or inviting alumni for live interactions with the candidates.

Training Delivery and Content

- While employers assess the skill relevance of trainees at an average 85% score, they also highlight the need to improve the practical exposure and training. As a result of which, a lot of candidates face slow career growth or stagnant career in the industry. This could be addressed through a concentrated/ recurring on-the-job training (OJT).
- It’s important to provide mentoring support that can help the candidates overcome on the job challenges.

Placements and Livelihoods Outcomes

- A few of the courses offered in the Academy are more of self-employment opportunity-oriented. This gives more agility and aspirational value to the trainees. An intensive focus should be given on self-employment capacity building during the training. A few candidates who are disinterested in job/placements and keen for self-employment should be provided a separate add-on ‘self-employment
readiness training’. These candidates are potential job-creators and investing resources and time in them may have multiplier effect.

- Our study also highlights that the average job retention period is of approximately 6-8 months, post which the candidates initiate transition in search of better opportunities. While the COVID-19 pandemic has adversely impacted the placements and continuity, a few candidates have grievances about job locations and workplace culture. Hence, the placement needs to be more inclusive of the locational preferences of the candidates and also calls for multipronged counselling for students to prepare them for work-life challenges.

- Along with the regular follow-up and monitoring of candidates, the post-placement activity can also include a part-time or intermittent training support for those who wish to specialise in specific value-chains or acquire advanced skill-sets. This will also strengthen the ties between the existing cohort and the alumni, increasing the possibility of leveraging the peer group for personal as well as professional growth.

Overall the Academy has been able to maintain the quality in terms of candidates, training, infrastructure and placements, along with the massive scale at which it operates. It is delivering better than many of its peers on the parameters like inclusiveness, placements and average salary of the candidates. Few modifications in the process at the value-chain level and focusing more on delivering on the aspirations of the candidates, when mapped organically, will make the entire model an industry-benchmark.
## Annexure

### Table 1: Zone and Centre-wise Trainee Enrolment and Gender Distribution

<table>
<thead>
<tr>
<th>Zone</th>
<th>Trainees in % of total in the FY</th>
<th>Center Name</th>
<th>Trainees in % of total in the FY</th>
<th>Gender wise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>North</td>
<td>13%</td>
<td>Mohali</td>
<td>7%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dehradun</td>
<td>2%</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karnal</td>
<td>2%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Delhi</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>North Central</td>
<td>10%</td>
<td>Patna</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lucknow</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gorakhpur</td>
<td>1%</td>
<td>29%</td>
</tr>
<tr>
<td>North East</td>
<td>13%</td>
<td>Durg</td>
<td>5%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guwahati</td>
<td>4%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bhubaneshwar</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kolkata</td>
<td>2%</td>
<td>51%</td>
</tr>
<tr>
<td>North West</td>
<td>11%</td>
<td>Jaipur</td>
<td>7%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vadodara</td>
<td>4%</td>
<td>53%</td>
</tr>
<tr>
<td>South</td>
<td>29%</td>
<td>Hyderabad</td>
<td>12%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bengaluru</td>
<td>6%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trichy</td>
<td>3%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chennai</td>
<td>2%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mysuru</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kochi</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vijayawada</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coimbatore</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>West</td>
<td>25%</td>
<td>Indore</td>
<td>7%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mumbai</td>
<td>7%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nagpur</td>
<td>4%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narsobawadi</td>
<td>4%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pune</td>
<td>4%</td>
<td>47%</td>
</tr>
</tbody>
</table>

### Table 2: Types of Courses and Trainee Enrolment

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Overall students</th>
<th>Course-wise % of students</th>
<th>Gender-wise students in each course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Technical Course (Machine/Outdoor)</td>
<td>5779</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Technical Course (Non-machine/Indoor)</td>
<td>417</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Non-technical Course (Non-machine)</td>
<td>18807</td>
<td>75%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Table 3: Course-wise Trainee Enrolment and Gender Distribution

<table>
<thead>
<tr>
<th>Course</th>
<th>Overall students</th>
<th>Course-wise % of students</th>
<th>Gender-wise students in each course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overall</td>
<td>Female</td>
</tr>
<tr>
<td>Office Administration</td>
<td>9893</td>
<td>40%</td>
<td>55%</td>
</tr>
<tr>
<td>Selling Skill</td>
<td>7224</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Refrigeration &amp; AC Repair</td>
<td>1880</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Electrical and Home Appliance Repair</td>
<td>1879</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Retail Sales</td>
<td>1690</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Pumps &amp; Motor Repair</td>
<td>769</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Central Air Conditioning</td>
<td>472</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Tractor Mechanic</td>
<td>432</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Assistant Beauty Therapist</td>
<td>242</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Two &amp; Three wheeler service Technician</td>
<td>229</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>175</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Paint Application Techniques</td>
<td>118</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>