

# *Report on Tracer Study ASAP*

July 2016

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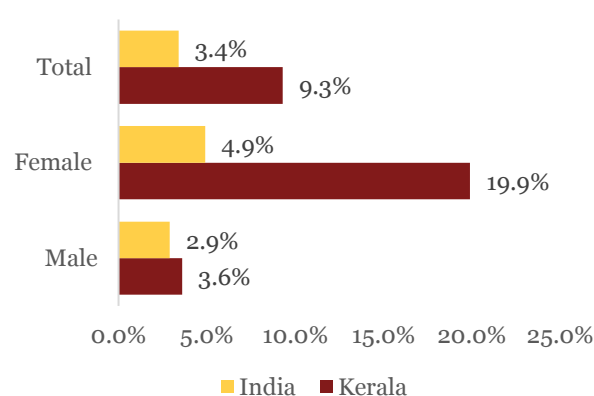
# 1. Introduction

## 1.1. Context

Kerala's education and health indicators are among the best in India. According to the Census, 2011, its literacy rate is 94% as against national average of 73%. The gender gap in the literacy rate in Kerala is just 4% (96% for male and 92% for females) while it is 16% (81% for males and 65% for females) at the national level. Kerala is the only large Indian state with a favorable sex ratio with 1084 females per 1000 males. With infant mortality rate (IMR) at 12 per 1000, Kerala has the lowest IMR in India. Latest poverty estimates (2011-12) by Dr. C. Rangarajan Committee reveals that Kerala has 11.3% of population below poverty line as against national average of 29.5%. Kerala's human development not only outweighs the achievement made by other States including high income Indian states and also many other countries having equal level of development.

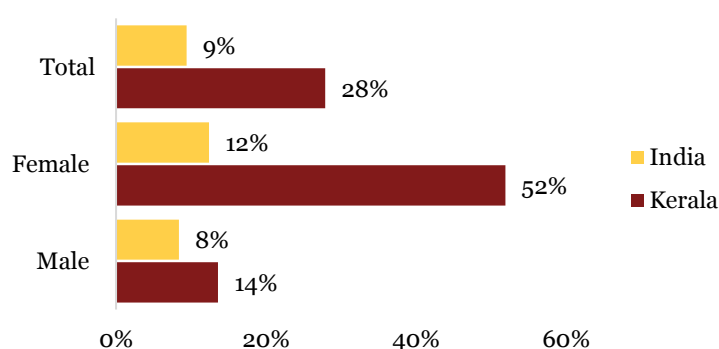
In spite of having best health and education indicators among Indian States, Kerala has been struggling with high level of unemployment and low level of workforce participation, especially among women. According to the latest report on employment and unemployment survey, conducted by the Ministry of Labor & Employment, Kerala unemployment rate is estimated at 9.3%, which is more than twice of the national average of 3.4%. Kerala has the highest rate of unemployment as compared to other states in the country. Females account for much higher level of joblessness as compared to men in Kerala, as well their female counterparts at national level. The female unemployment rate in Kerala is almost 5 times higher than the national average.

**Figure 1 : Unemployment rate (15 years and above) 2013-14**



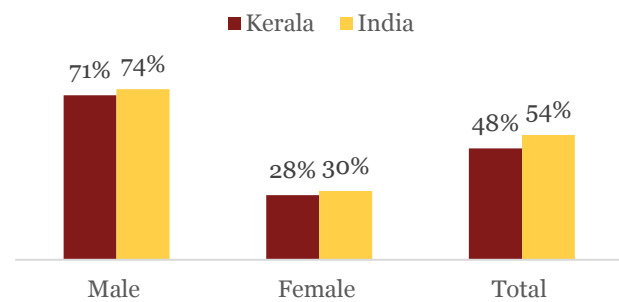
Unemployment rate is higher among youths (aged 18-29 years) as compared to overall unemployment rate in Kerala. Unemployment rate among youths of Kerala (aged 18-29 years) is 28% as compared to national average of 9%. A gender desegregated comparison of youth unemployment rate of Kerala with the national level suggests that the female unemployment rate is staggeringly high (52%) as compare to the national average of 12%.

**Figure 2 : Unemployment rate (18 -29 years), 2013-14**



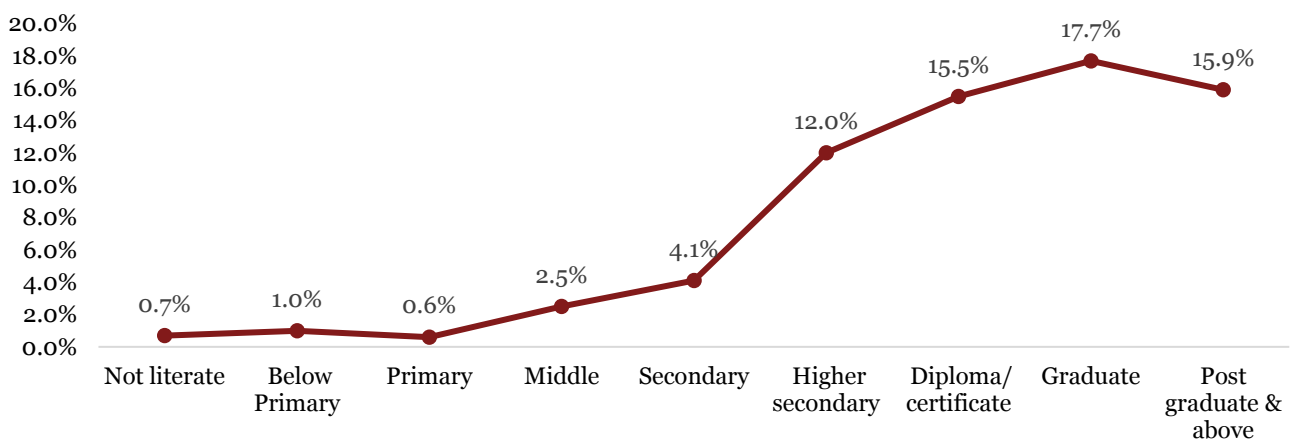
In terms of workforce participation rate (WPR), Kerala's WPR is lower than the national level across gender. Overall workforce participation rate is 48%, which is 6% percentage point lower than the national average. Thus, the major concern in Kerala is not meeting a huge gap in literacy and health outcomes as in the case of many other States, but to improve the labor market indicators such as employment rate and workforce participation rate.

**Figure 3 : Workforce participation rate, 2013-14**



The main concern in Kerala is to translate high level of literacy rate into high level of employment rate as a positive correlation is expected to exist between employment and the level of education. Contrary to expectations, Kerala's unemployment rate increases with rise in education attainment. Kerala faces a unique problem of 'educated unemployment'. As shown in Figure 4, unemployment rate increases with the level of education. It is highest (~18%) among graduates and more than 15% among 'diploma/certificate holders' and people with 'post-graduation and above' level of education.

**Figure 4 : Unemployment rate against education levels, 2013-14**



Kerala's problem of "educated unemployment" has been well recognized in policymaking arena and to address this challenge, the Government of Kerala launched the Kerala State Skill Development Project in July 2012 to enhance the employability of the youths, and prepare them for the emerging job opportunities within and outside Kerala. As a part of this flagship project - the Kerala State Skill Development Project, the Additional Skill Acquisition Programme (ASAP) was conceptualized, designed and launched jointly by the Department of Higher Education (DOHE) and the Department of General Education (DGE). The ASAP aims at tackling the issue of low employability among the youth of Kerala, aged 15-24 years by providing industry-relevant vocational training to students of higher secondary school and students of arts & science graduate stream. ASAP has trained more than 39,000 students during 2012-15 across 1,000 government and government aided institutions, engaged with ASAP as partner institutions under the programme. More than 25,000 students have been enrolled for the training for 2015-16. The ASAP interventions comprise two modules: Foundation Course and Skill Course.

- **Foundation Course:** Foundation course includes training on communicative English and basic Information Technology skills
- **Skill Course:** Skill Course consists of training on job-specific modules aligned with National Occupation Standard/ Qualification Packs (NOS-QP). The skill course training is being imparted by Training Service

providers (TSP) empaneled by ASAP through a transparent and competitive process. Skill Courses are usually conducted at the Skill Development Centres (SDCs), established by ASAP within select partner institutions.

## ***1.2. Need for the study***

So far, ASAP interventions have been implemented over the past last four years: 2012-13, 2013-14, 2014-15 and 2015-16. With further scale-up being planned under the programmatic interventions, it is essential to assess the nature and extent of impacts it is creating among the participating students. Tracer study is one of the widely adopted research tools, and is expected to enable continual tracking of the successful ASAP candidates (ASAP Graduates) and recording of the nature and magnitude of the impacts experienced in their lives attributable to the ASAP interventions.

Tracer study for ASAP can progressively capture and report valuable information on what has happened (and happening) to a group of students that have participated in the skilling intervention being implemented by ASAP. In most of the skilling interventions, the implementing agencies usually have (though not supported by empirical evidence), a fairly good idea of what the students are experiencing during the course of the intervention, and at the time of its conclusion. However, the real challenge is for interventions to produce lasting (sustainable), long-term results. The ultimate measure of the success of an intervention of ASAP's nature is to achieve the intended/desired changes in the lives of its participants and their household, progressively during the period of intervention and for a reasonable period beyond the period of intervention. Therefore a well-structured Tracer study is crucial to establish with reasonableness the impacts being created by ASAP.

## ***1.3. Objective of the study***

The tracer study, in the context of ASAP, seeks to ascertain, for example, if the students who participated in the intervention continued his/her pursuit for higher studies or have entered into employment. The tracer study will therefore attempt to answer following broad questions:

- How do students consider the 'relevance', 'quality' and 'usefulness' of the ASAP intervention – foundation component and skill component?
- What is the incidence of employment, self-employment, higher education or unemployment among trained students (successful ASAP Graduates)?
- Are the present occupation of ASAP Graduates related to their skill courses?
- To what extent the ASAP course has influenced trainees' decision on further education, job selection, self-employment, migrating to other state and country, etc.
- To what extent the ASAP course has influenced career progression of trainees such as enhanced job options, growth in job etc.

## 2. Research Design

### 2.1. Methodology

A primary data collection – using structured questionnaire – was conducted during the month of June 2016 with the ASAP graduate students. Before launching the primary survey, a framework was designed to trace the students.

#### 2.1.1. Research Design

Given that the quantitative research approach seeks to understand a given research problem or topic from the perspective of the target population, a ‘quantitative research method’ was adopted for the study.

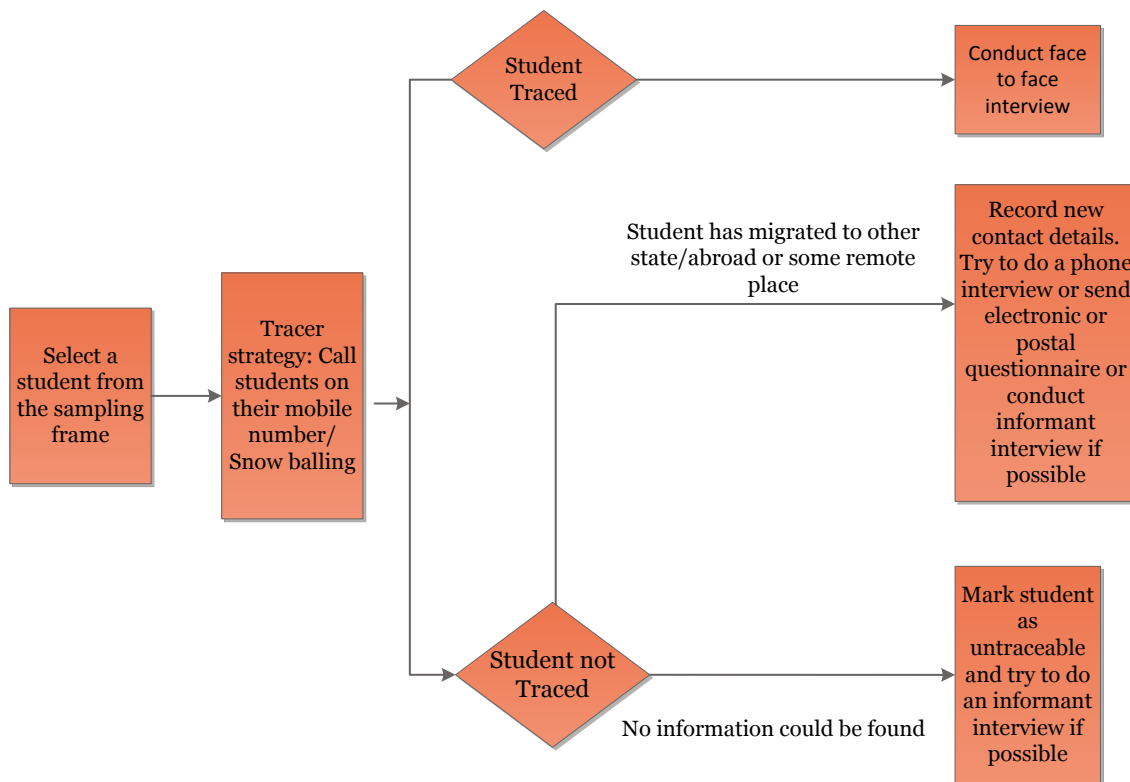
#### 2.1.2. Framework for tracing ASAP graduates

The flow-diagram overleaf presents the schematic road map for tracing students. While tracing students, the following three scenarios may arise:

**(i) The whereabouts of the sampled respondents are identified:** Through ASAP Management Information System, students’ mobile numbers, email IDs and their present address are captured. Using these information, the study team will trace the respondents who are randomly selected from the sampling frame. It is likely that some sampled respondents might have changed their mobile numbers; for such students, the study team will use any of the following strategies: 1) visit respective schools/colleges in which these students were studying when they were enrolled in the ASAP course, and secure updated information leading to tracing the sampled respondents; 2) contact their parents at their reported postal address, and secure details of the sampled respondents’ latest whereabouts; and 3) other students from same batch who have been already traced could be an important source of information. Once the sampled respondents are traced, a face to face interview have to be conducted.

**(ii) The sampled respondent has moved to other state/abroad or some remote place:** In this scenario, the study team will record the new contact details and try to reach out to the sampled respondents by phone or send a postal questionnaire or an e-mail questionnaire. It is likely that the team may not be able to reach out to the sampled respondents by phone or mail, in this case, the team will attempt to conduct an informant interview (Parents/Teacher/Relative, etc.) in order to gain basic information on the graduate’s whereabouts and his/her career development, if possible.

**(iii) No information on the whereabouts of the sampled respondent:** In this case, the sampled respondents will be marked untraceable, and an informant interview (Parents/Teacher/Relative, etc.) unsuccessful in securing basic details on the sampled respondent’s whereabouts and his/her career development, as appropriate.



### 2.1.3. Sample Size

The study included 2012-13, 2013-14 and 2014-15 batches of ASAP students. Therefore, a representative sample from all three batches were drawn using the formula given below.

$$N = D \cdot Z^2 \cdot p \cdot q \frac{1}{E^2}$$

Where, ‘p’ is the proportion of indicator to be estimated (assumed to be 0.5 to maximize the sample size); Z is the Z-score corresponding to level of significance (95%); E is the margin of error (0.05) and D is the design effect (1.5). Further, using the finite population correction method, the sample size determined as stated above will be adjusted with the respective population.

$$N_o = \frac{N}{1 + \frac{N - 1}{U}}$$

Where ‘U’ is the total target population and ‘N<sub>o</sub>’ is sample size adjusted with population correction factor. The adjusted sample size was inflated by 10% in order to account for non-response rate (proportionately relating to each of the prior years). The table below provides the required sample size for each annual set of ASAP Graduates.



<b>Batch</b>	<b>Higher Secondary Students</b>	<b>College Students</b>	<b>Total</b>
2012-13	480	287	767
2013-14	595	500	1,095
2014-15	543	410	953
Total	1,618	1,197	2,815

The total sample size for each batch will be distributed across gender in proportion to gender ratio in target population.

#### *2.1.4. Sample Distribution*

Stratified random sampling procedure was adopted for the study. For each batch, the ASAP graduates were divided into college and higher secondary groups. Further, the sample size of both groups were distributed across each district as per the proportion of total ASAP graduates in college and higher secondary groups in the respective districts. At district level, the sample size of college students and higher secondary students groups was desegregated gender wise as per the gender ratio of total ASAP graduates in college and higher secondary groups respectively. Following this, a random sample of male and female ASAP graduates from higher secondary and college groups were selected for the study. Same approach was adopted for sample distribution of each batch.

##### *2.1.4.1. Selecting students*

It was crucial to randomly select a sample from the total target population to ensure representativeness and reduce bias in the results to as much as possible. As a first step, a sampling frame of target students was developed. The table below provides the type of information secured to develop the sampling frame.

<b>SL No</b>	<b>District</b>	<b>Name</b>	<b>Gender</b>	<b>Institution</b>	<b>Institution Addresses</b>	<b>Email Address</b>	<b>Mobile No</b>	<b>Parents Address</b>

Based on the sampling frame, the samples were selected randomly.

##### *2.1.4.2. Sample Achieved*

Though a sample size of 2,815 respondents were drawn, the study was able to achieve a sample of 2,800, which is about 99.5% of the desired sample size.

#### *2.1.5. Primary data collection*

Research Service Bureau (RSB), a survey agency, was engaged to carry out the data collection. The selection of RSB was done using quality and cost based selection (QCBS) criterion. RSB deployed a team of 25 field investigators and 5 supervisors for the primary data collection. The team of field investigators and supervisors underwent one day training on administering the data collection tool. The training was provided by the PwC research team which was involved in development and piloting of the study tools. The field investigators and supervisors were trained to conduct the face to face interviews. The training focused on providing the field team with inputs on

- The scope of the study
- The roles and functions of ASAP
- The steps of implementing the tools

- Facilitating discussions
- Handling difficult respondents
- Addressing frequently asked questions
- Recording the responses, including documentation of the gestures and ambience

### ***2.1.6. Pilot testing of the questionnaire***

Research instruments were finalized based on the pilot study carried out at Cochin, focused on ascertaining the relevance, suitability and adequacy of the questions, and checking if the questions were understood by the respondents in the same manner as intended by the study team.

Apart from this, the study team also sought feedback from participants of the pilot study on the following:

- Suitability of the length of the questionnaire and its duration
- Suitability of the language used
- Sections/questions that were offensive or irrelevant to the study
- Sections/questions that may be added to the tool.

The pilot study was conducted by researchers from PwC in consultation with field investigators of RSB. Based on the findings of the pilot study, the survey instruments were reviewed and revised appropriately.

### ***2.1.7. Analysis and report writing***

The filled-in survey questionnaires were digitized with appropriate tools, to be able to carry out analysis, through standards statistical packages such as SPSS and STATA. The data was then checked for consistency, errors and outliers. The data was analyzed using statistical software SPSS 21. Univariate as well as bivariate analysis were conducted over the data, to derive meaningful inferences relevant to the context of the study.

## ***2.2. Research design for subsequent tracer studies***

While cross-sectional (survey at a specific time point only) tracer study are more prevalent, it doesn't assess transition phase of beneficiaries over the different points of time; therefore in order to get information closely related to experiences of the students at the different time points, it is essential that students are tracked continuously for a reasonably longer period of time and assessed during different time-points.

Post completion of this tracer study, it is suggested to conduct a longitudinal survey with a randomly selected sub sample from the cross-sectional tracer study. This cohort of selected students could be tracked for, say, over 6 years, with a complementing quantitative survey that could be conducted once every two years.



With this longitudinal tracer study, the impact of current design of ASAP could be assessed. In case there is any drastic change in the ASAP design (say, anytime in the future), it would be essential to select an additional set of trainees, who are exposed to the newer-designed ASAP programme, build a cohort of these trainees and track them continuously over a longer period of time in order to measure long run impact of the new programme.

## 3. Respondents profile

### 3.1. Basic profile

As mentioned in the preceding section, the Tracer study was administered with a total of 2,800 successful ASAP trainees. The sample was spread across rural-urban areas with nearly 82% of respondents belonging to the rural areas. The average age of the respondents was 19 years. The overall gender distribution of respondents stood at 59.7% of female students and 40.3% of male students. The table below highlights batch wise gender disaggregated sample.

**Table 1: Gender wise sample distribution**

Batch	Female	Male	Total
2012-13	368	299	667
2013-14	665	423	1,088
2014-15	638	407	1,045
<b>Total</b>	<b>1,671</b>	<b>1,129</b>	<b>2,800</b>

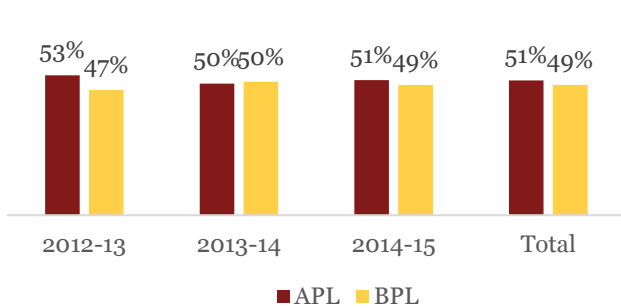
The district wise distribution of overall respondents across gender is given below:

**Table 2: Gender distribution of respondents across all districts**

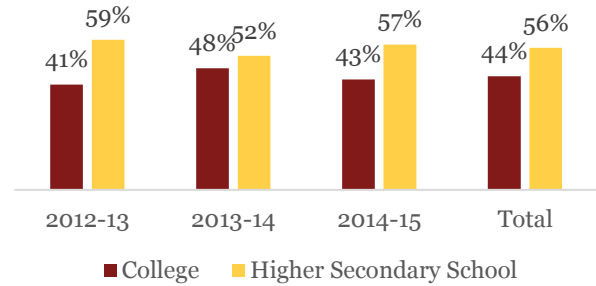
District	Female	Male
Alappuzha	100	50
Ernakulam	178	92
Idukki	61	38
Kannur	117	85
Kasaragod	49	29
Kollam	87	60
Kottayam	115	87
Kozhikode	206	132
Mallappuram	140	162
Palakad	138	71
Patanamthitta	25	24
Thrissur	174	86
Trivandrum	235	165
Wayanad	46	48
<b>Total</b>	<b>1,671</b>	<b>1,129</b>

A high degree of convergence between sample respondents and the population characteristics was observed, indicating that the sample was representative of the population in terms of economic status and educational qualification. Overall, almost equal representation of students belonging to APL households (51%) and those belonging to BPL households (49%) was observed in the sample.

**Figure 6 : Sample size economic group wise**



**Figure 5 : Sample size institution wise**



The year wise distribution of proportion of respondents from APL and BPL groups has been indicated in Figure 5. The sample was representative of the population of the students who received ASAP training as higher secondary school students and as college students with 56% of the total sample constituting of students who received the training as higher secondary students while 44% as college students. The year-wise institution break-up of students is given in Figure 6.

### 3.2. Socio-economic characteristics

Socio economic characteristics critically influence students and their decisions regarding education and employment. In order to understand the factors responsible for the different career choices made by the ASAP students, it is important to get a clear picture of their socio-economic background. This section is categorised into:

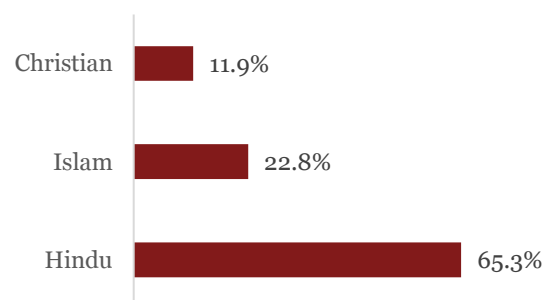
- Religious beliefs and caste categories
- Economic Status
- Level of Education attainment of respondents and their parents
- Household size, marital status, migration

#### 3.2.1. Religious beliefs and Caste Categories

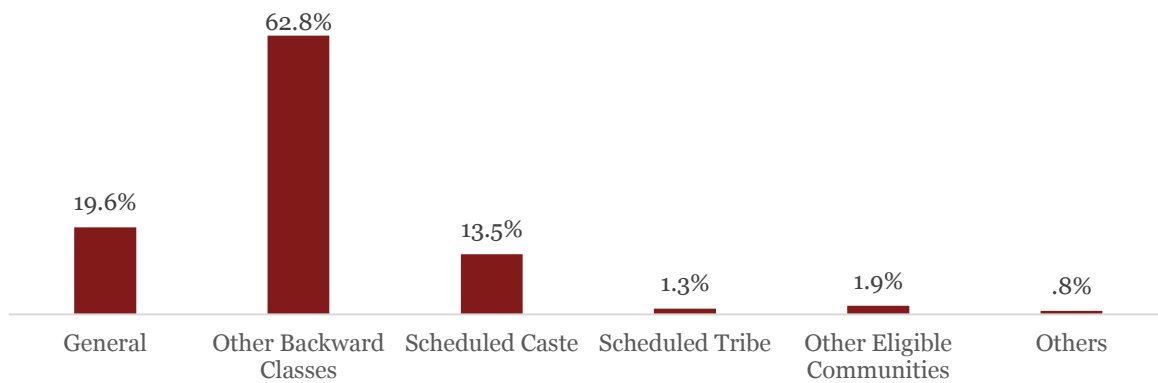
Regarding the religious affiliation of the respondents, it is observed that more than half of the students followed Hinduism (65.3%). Around one-fifth of the students followed Islam while 12% followed Christianity.

Most of the students (62.8%) belonged to other backward Classes. There were considerable representation from General category with 20% of the respondents belonging to it and Scheduled Castes constituted around 13% of the total respondents.

**Figure 7: Religious affiliation of respondents**



**Figure 8: Caste categories of the respondents**



### 3.2.2. Economic Status

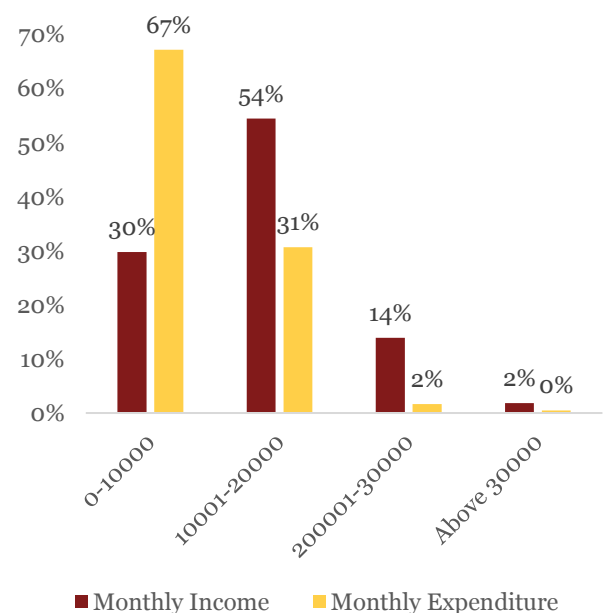
On an average, there was only one earning member in a respondent’s household. The respondents were asked to report about their monthly household income and expenditure. More than half (54%) of the respondents reported that their monthly household income ranged between INR 10,000 and INR 20,000 and more than 60% of the respondents reported that their monthly household expenditure was less than INR 10,000.

While more than half of the respondents reported that their monthly household income ranged between INR 10,000 to INR 20,000, only one third of the respondent reported to have a monthly household expenditure between the same ranges. Instead more than 60% of the respondents reported that their monthly household expenditure was less than INR 10,000.

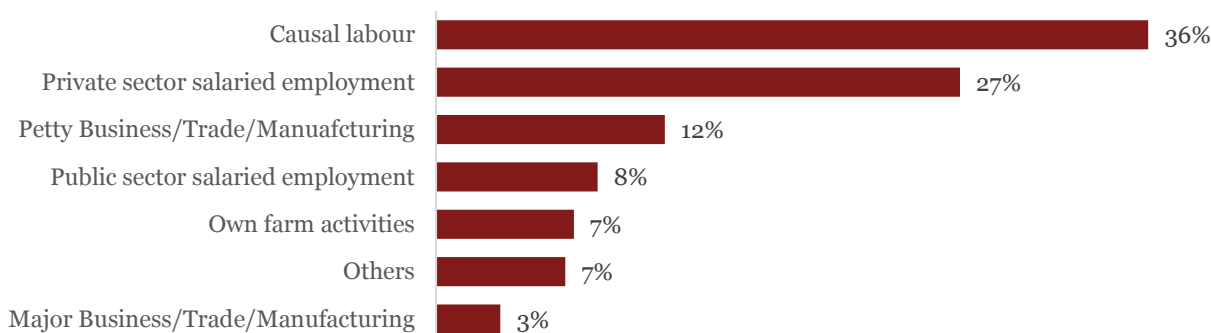
Since the monthly household income for a major proportion of the population was higher than the monthly household expenditure, it may indicate the saving culture among the households of sampled respondents.

As given in the figure below, nearly 60% of the respondents reported that the occupation of the Head of their household was either casual labour or a private sector salaried employment with the former slightly more than the latter. The third most common occupation was that of petty business, trade or manufacturing with nearly 12% of the respondents reported to have the head of their household engaged in it.

**Figure 9 : Monthly income and expenditure**



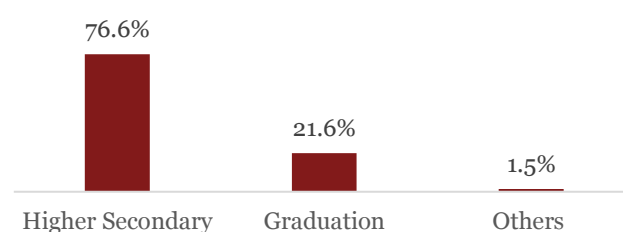
**Figure 10 : Primary occupation of the household head**



### 3.2.3. Level of Education attainment

As given in Figure 11, more than three-fourth of the respondents have completed class XII and about one fifth of the respondents have completed Graduation in general science, commerce or arts streams.

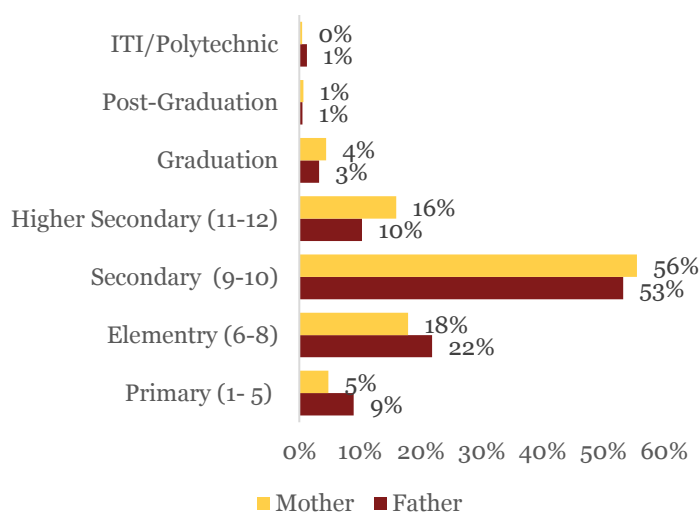
**Figure 11 : Educational attainment**



### 3.2.4. Parents' education level

Respondents were asked to indicate level of education attained by their parents. Figure 12 captures the highest education attainment of the respondents' parents. More than half of the respondents reported that their parents had attained secondary level of education. A sizeable proportion of students had reported that their parents have completed education till elementary level.

**Figure 12 : Parents' education level**



### 3.2.5. Household Size, Marital Status and Migration

The average size of the household was 4 members. On an average, in each household there were 2 members who are currently pursuing any type of education.

Regarding the marital status of the respondents, most (94%) of them were unmarried and only 5.5% were married or engaged to be married. It is an important observation that amongst the married respondents, more than 90% of them were females.

It is observed that only 10% of the respondents reported to have any household member residing outside the country. As expected, the main reason for migration was for employment as 90% among the respondents with a family member residing outside India cited this reason.

### 3.2.6. Reason(s) to enrol into ASAP

The respondents were asked about their reasons to enrol in ASAP. The table below highlights their reasons to take up the course. To secure a decent job immediately after completion of their education (51%), to improve communication skills (44%), to improve the job prospects (43%) and to support interest in higher education (37.7%) have emerged as majors reasons for the respondents for taking up the ASAP course. This trend is constant across gender.

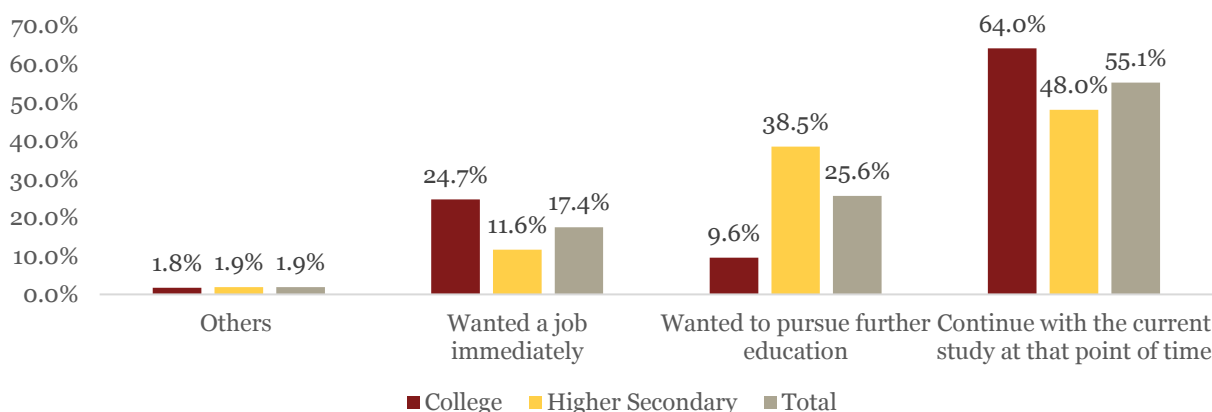
**Table 3: Reasons to enroll into ASAP**

Reasons	Female	Male	Total
To secure a decent job immediately after my education	51%	52%	51%
To improve my communication skills	44%	43%	44%
To improve my chance to get a job whenever I seek one	43%	43%	43%
To support in my interest and effort in higher education	37%	39%	38%
My teacher recommended the ASAP course to be good and appropriate	20%	18%	19%
Foundation training which was given in my school/college was good	12%	11%	12%
My friends were applying for the ASAP course along with me	10%	9%	10%
Wanted to do a part time job	4%	6%	5%
Low/no training course fee	3%	3%	3%

Given that ASAP provides training to higher secondary students and first year college graduates, the question why respondents chose this programme was further sliced up by institution (Higher secondary and College students). However, the findings suggest that the aforementioned reasons were also the most prominent reasons among college and higher secondary students to enrol in this programme.

The survey further inquired, what the respondents intended to do after completing their respective courses. More than half (55%) of the respondents reported that they intend to continue with the mainstream academic course they were enrolled. Overall, about one-fourth of the respondents expressed that they intend to pursue further education after completing the courses, but this response varied considerably across respondents from college and higher secondary groups, with about 40% respondents from the higher secondary group reported to pursue further education as compared to 9% of respondents from college group. The analysis also suggests that about one-fourth of respondents from the college group intend to secure a job immediately, while just 11% respondents from the higher secondary group intended to pursue job immediately.

**Figure 13: Plan after completing the training**



## 4. Key findings

This chapter describes the current status of the ASAP graduates at the time of survey, in terms of whether employed, enrolled in education (student), neither employed nor in education (student), partially in education and in employment (part-time working), etc. Each sub-category of ASAP graduates are analyzed across key parameters to arrive at logical conclusions.

### 4.1. Current status

ASAP graduates were asked to indicate whether they were currently wage/ salaried employee, self-employed, both wage employee and self-employed, partially employed (part time job), enrolled in further academic studies, enrolled in further academic study along with part time employment or neither working nor enrolled in any academic course. A snapshot of the current status of ASAP graduates is provided in table 4. The table shows batch wise status of ASAP graduates; 5% ASAP graduates from 2012-13 batch, 3% from 2013-14 batch, 1% from 2014-15 batch were employed at the time of survey. Majority of the students from each batch were enrolled in further academic studies.

**Table 4 : Current status of ASAP graduate at the time of survey**

	2012-13	2013-14	2014-15	Overall
Employed	5%	3%	1%	2.8%
Students enrolled in further academic studies	70%	50%	50%	55.1%
Neither employed nor enrolled in academic studies	24%	47%	48%	42.1%

The students who reported that they were neither employed nor enrolled in academic studies at the time of survey were further inquired about their status. It was found that most of the students across batches were awaiting for results of exams they had appeared or applying for further education.

**Table 5 : Reasons for the status of neither employment nor enrolled in academic studies**

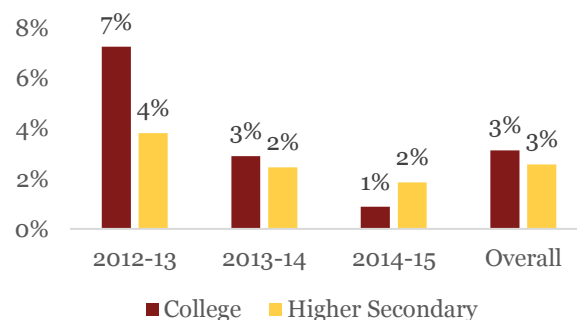
	2012-13	2013-14	2014-15	Overall
Awaiting results/Applying for further education	41%	80%	94%	81.0%
Preparing for civil exam or other government jobs	23%	9%	0%	7.3%
Married	14%	3%	1%	3.6%
Scarcity of job locally	10%	3%	3%	4.1%
Not willing to migrate outside Kerala	3%	1%	0%	1.0%
Lack of connectedness/contact/resource	15%	5%	2%	4.7%
Don't have adequate skills to get a job	0%	1%	0%	0.3%



### 4.1.1. Employment Status

As described in Figure 14, a total of 2.8% of ASAP graduates were employed at the time of survey, with employment rate being highest in the first batch (2012-13). The employment rate in following two batches were just 3% and 1%. It is important to note that ASAP graduates comprised of college students and higher secondary students. Splitting the employment rate for college and higher secondary students, we can see that employment rate among college students of the first batch is maximum.

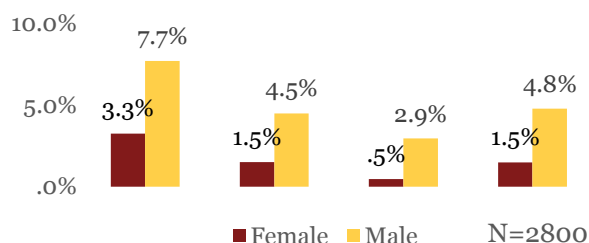
**Figure 14 : Employment status across college and higher secondary students**



#### 4.1.1.1. Employment status by gender

A gender disaggregation of employment status indicates, lower level of employment among the female ASAP graduates as compared to the male ASAP graduates, as shown in the Figure 15. This trend remains constant across all three batches and also in overall employment level. Overall employment level among the male graduates is about 5% while it is just 1.5% among the female graduates.

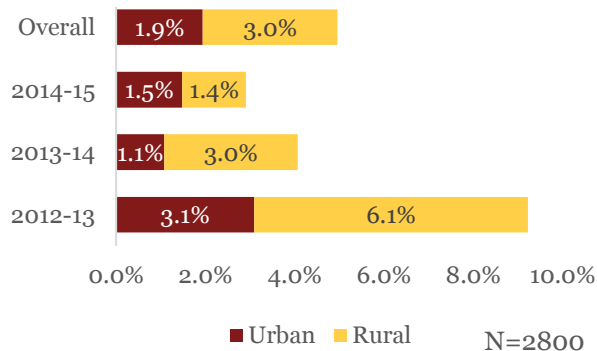
**Figure 15: Employment status across gender**



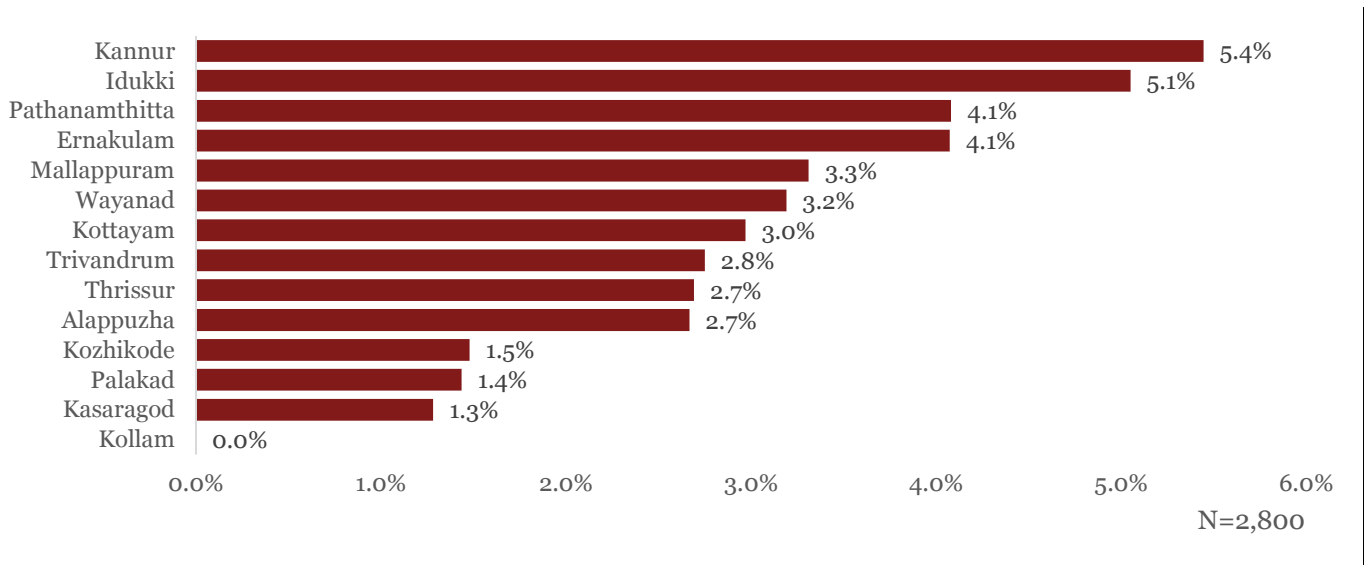
#### 4.1.1.2. Employment status by geographical area

A cross tabulation of employment level of ASAP graduates with their respective geographical location/area of residence indicates that employment level is higher in ASAP graduates from rural areas as compared to ASAP graduates from urban areas. The trend can be observed for the graduates from the first two batches and in overall employment level. However, employment level is marginally higher among ASAP graduates from urban areas as compared to that from rural areas for the batch of 2014-15. Further, district wise analysis of employment level, as shown in the Figure 16, indicates that overall employment level is above 5% among ASAP graduates from Kannur and Idukki districts while it is below 2% for ASAP graduates from Kozhikode, Palakkad, and Kasargod.

**Figure 16: Employment across rural/urban**



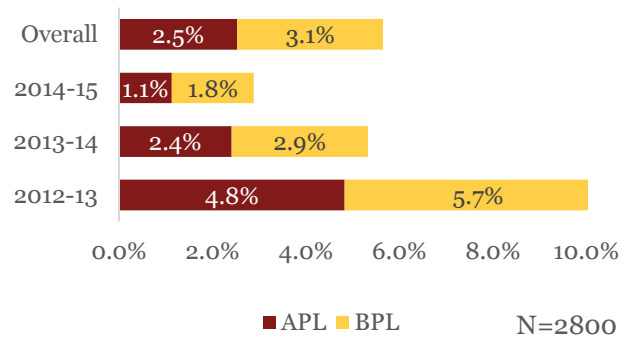
**Figure 17: Employment status across districts**



**4.1.1.3. Employment by APL/BPL category**

In Figure 18 we have categorised, employment status of ASAP graduates across APL and BPL categories. The figure provides information regarding the employment level among APL and BPL respondents. It can be observed that there is only a marginal difference in the employment levels of APL and BPL respondents. While 3.1% of the BPL population are employed, only 2.5% of the APL population are employed across the three batches of ASAP graduates.

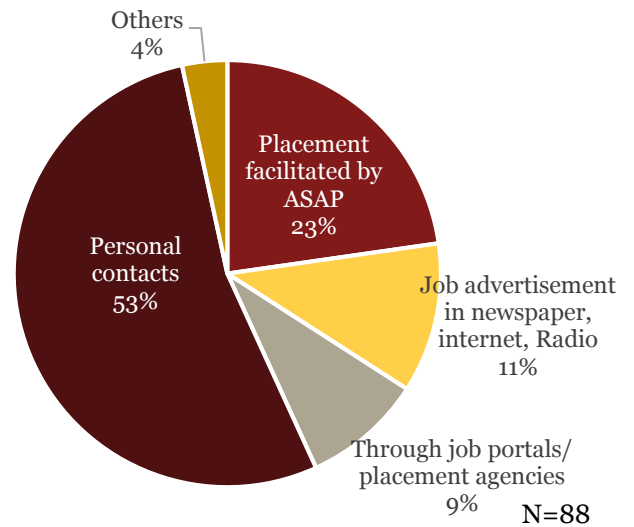
**Figure 18: Employment status across APL BPL categories**



#### 4.1.1.4. Methods used to secure employment

Figure 19 shows that methods predominantly used by ASAP graduates to secure a job were personal contacts and placements facilitated by the ASAP team. Of the total employed ASAP graduates, majority (53%) reported to use personal contacts to secure a job. About one fourth of the employed ASAP graduates got a job through placement facilitated by the ASAP team. A significant proportion of ASAP graduates also used job advertisement in newspaper, internet, radio and job portals to secure a job.

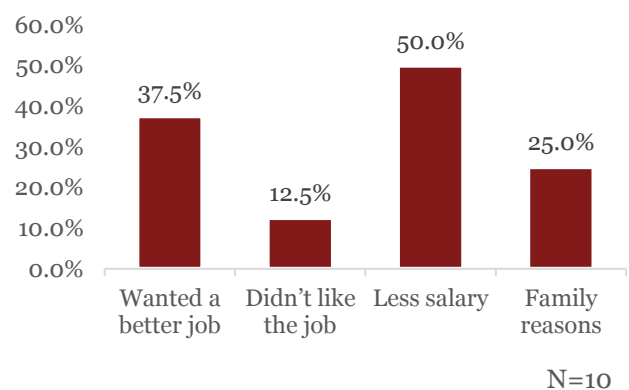
**Figure 19: Different methods used to secure employment**



#### 4.1.1.5. Number of jobs secured after completing ASAP training

The ASAP graduates who reported to be employed during the survey were asked whether their current job was first after ASAP course. About 91% of employed graduates reported that their current job was their first job after completing the ASAP course. The graduates who reported having prior work experience during the survey were further probed to indicate the reasons for leaving their earlier job(s). Figure 20 suggests that primary reasons for leaving the earlier jobs were less salary and ambition for a better job. However, it is important to note that this analysis is based on only 10 employed ASAP Graduates out of 88, who are reported to have prior work experience. Given the small sample size, the results may not be conclusive.

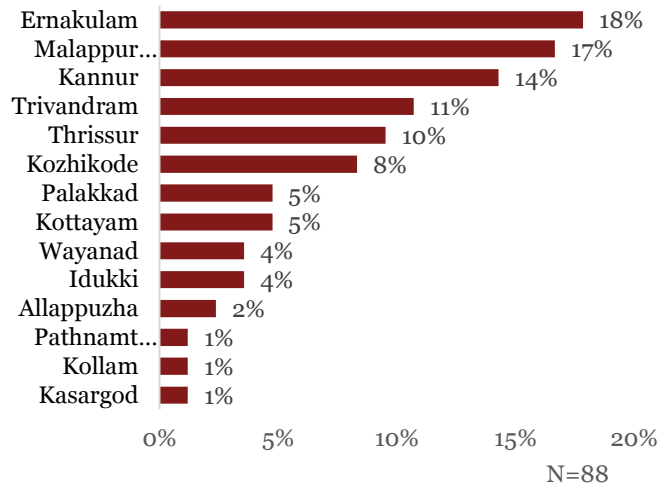
**Figure 20: Reasons for leaving earlier jobs**



### 4.1.1.6. Current work location

ASAP graduates’ preference to work in home state is evident from the survey, with 95% of employed graduates reported to be working in Kerala while 5% reported to be working in other States of India, mainly, Tamil Nadu and Karnataka. The graduates were also asked to mention the name of district in which they were working. As shown in Figure 21, highest proportion of ASAP graduates are working in Ernakulam; with about half of the employed ASAP graduates working in three districts: Ernakulam, Malappuram and Kannur. Higher concentration of employed graduates in these districts is also attributed to the existences of higher numbers of industries in these districts.

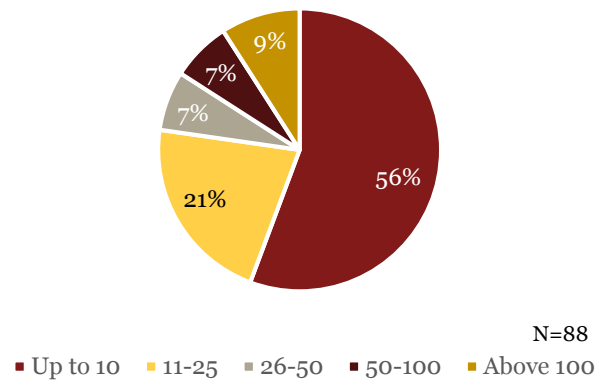
**Figure 21: Current work location of employed ASAP graduates**



### 4.1.1.7. Size of enterprises and provision of on the job training

Size of enterprises is an indicator of the stability of the organisations and hence enables us to comment on the type of organisations the ASAP graduates are employed with. Among employed graduates, more than three-fourth of the respondents, reported to be working in small sized enterprises; 56% of them reported working in enterprise of up to 10 employees while 21% indicated to be working in enterprises with number of employees between 11 and 25. About 9% of employed graduates mentioned that they were working with large sized enterprise (with above 100 employees).

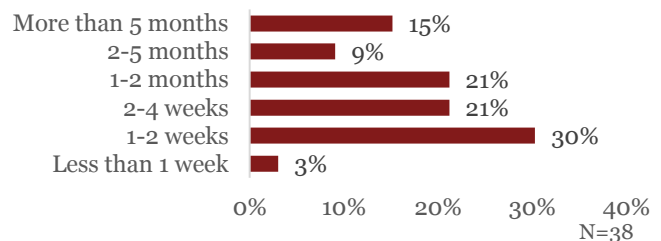
**Figure 22: Employment status across size of enterprises**



With regard to on-the-job- training (OJT) received by our employed graduates, 38% indicated that they had received OJT in the organization they were working.

The duration of on the job training varies from less than a week to more than five months. As shown in the Figure 23, 30 % of ASAP graduates who received on the job training reported that the training duration was of between 1-2 weeks while 42% reported that training duration ranged between 2 weeks and 2 months. A significant proportion (15%) of graduates reported receiving on the job training for more than 5 months.

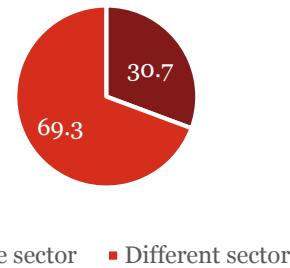
**Figure 23: Duration of On-the-Job-Training (OJT)**



### 4.1.1.8. Employment and Sector of training

On cross tabulating the sectors in which the ASAP graduates received training across the sectors in which they ultimately secured employment, it is observed that only 30% of the employed graduates secured employment in the same sector in which they had received training under ASAP. This indicates that for a major proportion of employed graduates, employment opportunities could not be secured in the related sector

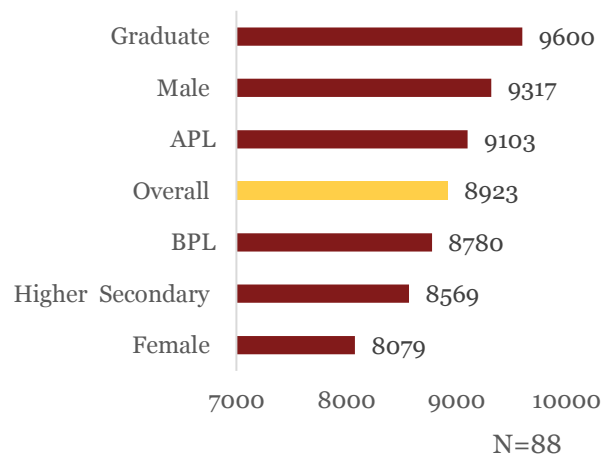
**Figure 24: Employment and sector of training**



### 4.1.1.9. Income from employment and satisfaction with current income

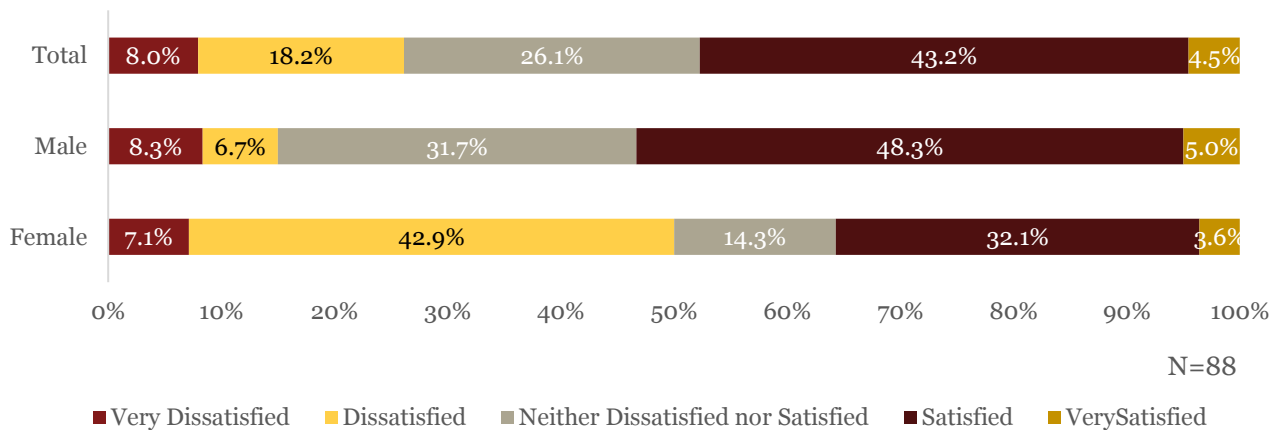
The salary offered by the employers could be one of the critical determinants of ASAP graduates to go for a job. Figure 25 shows the distribution of average monthly salary of employed graduates. Overall average monthly salary of ASAP graduates was found to be about INR 9,000 while the range of monthly salary varied from INR 3,500 to 20,000. Variation in monthly salary can be observed across gender and education level. Average monthly salary was found to be significantly higher (15%) among the male graduates as compared to the female graduates. Similarly, average salary was higher among ASAP graduates with graduate level education as compared to ASAP graduates with higher secondary level of education. On comparing the average monthly salary by economic status of the graduates, it can be observed that monthly salary is slightly higher among graduates from APL families as compare to graduates from BPL families.

**Figure 25: Average monthly salary across gender, education level and economic status**



The ASAP graduates were further probed whether they received any increment in their salary in the current organisation. 85% of ASAP graduates reported that they had not received any increment since they joined their current organisation. The survey also asked the employed ASAP graduates about their satisfaction with the current level of income given their present qualification. Figure 26 below shows satisfaction level of ASAP graduates with current monthly salary

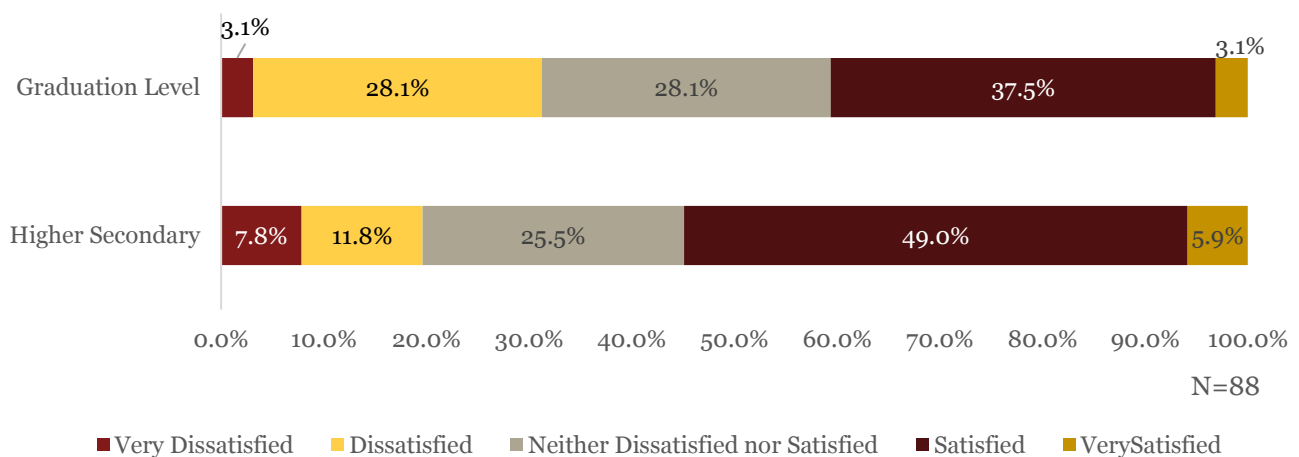
**Figure 26: Satisfaction level of employed ASAP graduates about their current income level across gender**



Overall, among employed ASAP graduates, more than one-fourth of the graduates (~26%) reported to be either ‘dissatisfied’ or ‘very dissatisfied’ with their current monthly salary while about 43% respondents reported to be satisfied. It can be observed that dissatisfaction level among the female graduates is 36% points higher than the male graduates (~7%). This findings suggest that the female graduates expect higher income as compared to the male graduates.

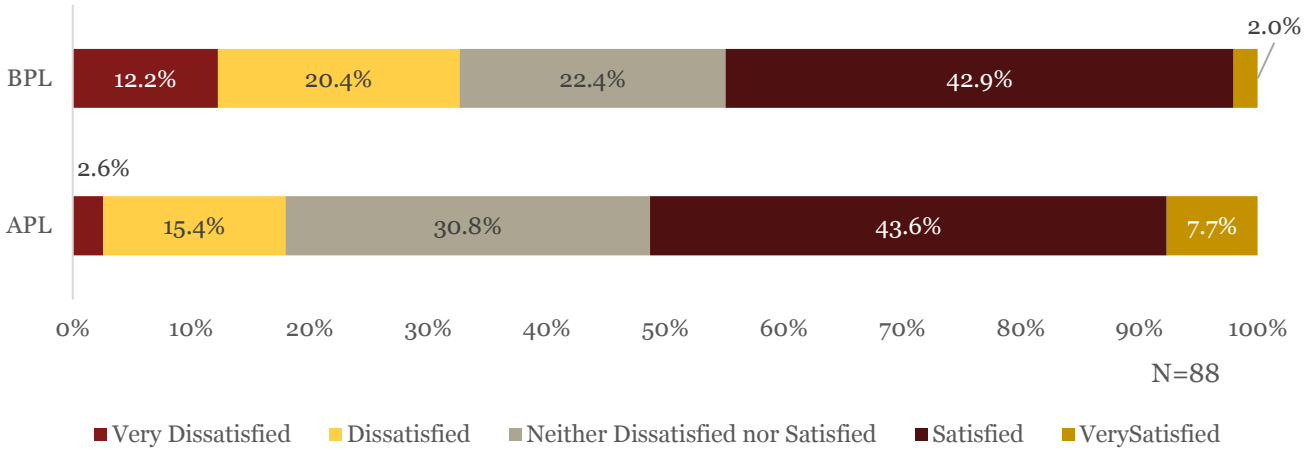
The cross tabulation of satisfaction level with current monthly salary and highest level of educational attainment of employed ASAP graduates suggests higher level of dissatisfaction among respondents with college level education as compared to respondents with higher secondary level of education. Among respondents with college level of education, more than 31% reported to be either ‘dissatisfied’ or ‘very dissatisfied’ as compare to 20% of respondents with higher secondary level of education.

**Figure 27: Extent of satisfaction of employed ASAP graduates about their current income level across highest level of education attained**



A cross tabulation of satisfaction level about current monthly salary across economic category (i.e. APL or BPL) is given in Figure 28. It can be observed the level of dissatisfaction is higher among BPL employed graduates than APL employed graduates. The figure below shows that nearly one third (~33%) of the total BPL employed graduates were dissatisfied or very dissatisfied with their current monthly income as compared to 18% in case of APL employed graduates. A significant proportion (~31%) of APL employed graduates were indifferent about their current monthly income.

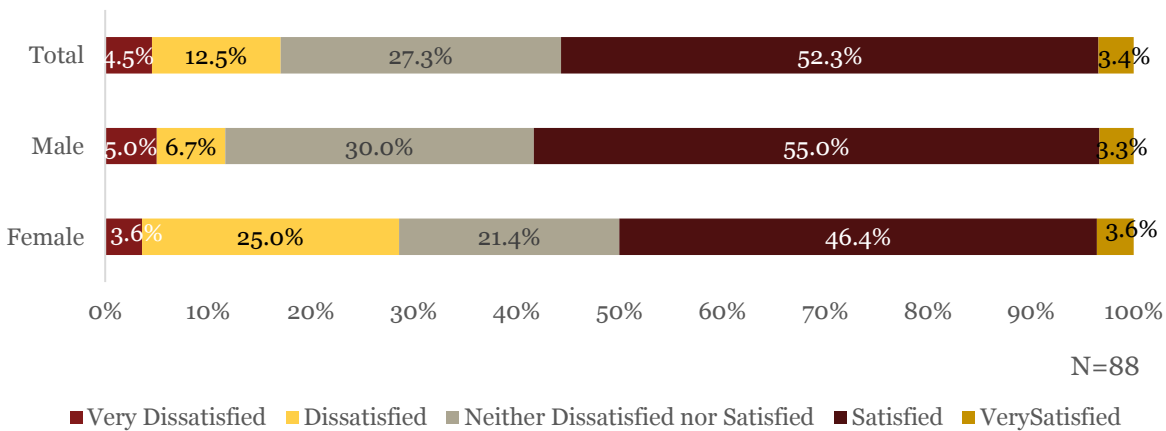
**Figure 28: Extent of satisfaction of employed ASAP graduates about their current income level across economic category**



**4.1.1.10. Satisfaction level with current job**

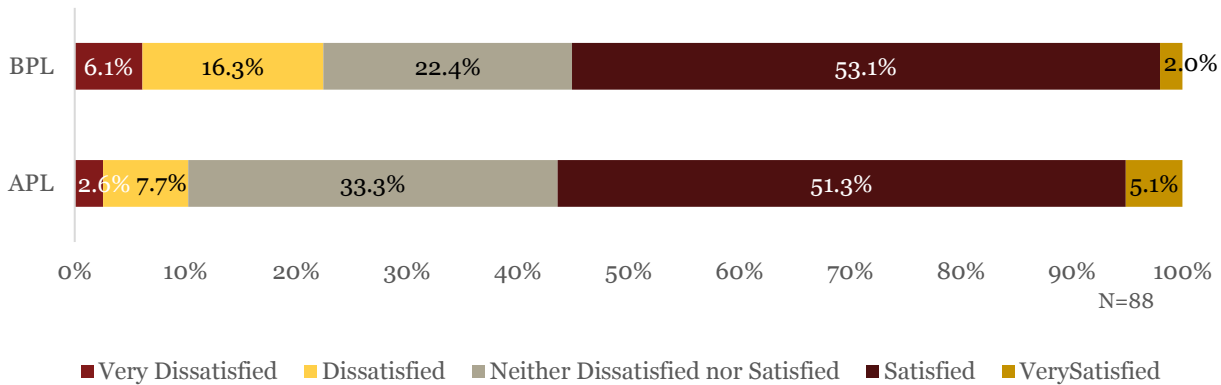
Information about the extent of satisfaction of the employed graduates was sought during the survey. It can be observed from Figure 29 that male ASAP graduates have a higher level (55%) of satisfaction with their current job as compared to their female counterparts (46.4%). Another important observation is that there is high level of dissatisfaction among the female ASAP graduates with 29% of female employed graduates expressing dissatisfaction or high dissatisfaction. As shown in the preceding section that a significant proportion (~43%) of female ASAP graduates were dissatisfied with their current income, it is possible that one of the reasons for dissatisfaction with current job could possibly be lower monthly income.

**Figure 29: Extent of satisfaction of employed ASAP graduated about their current job across gender**



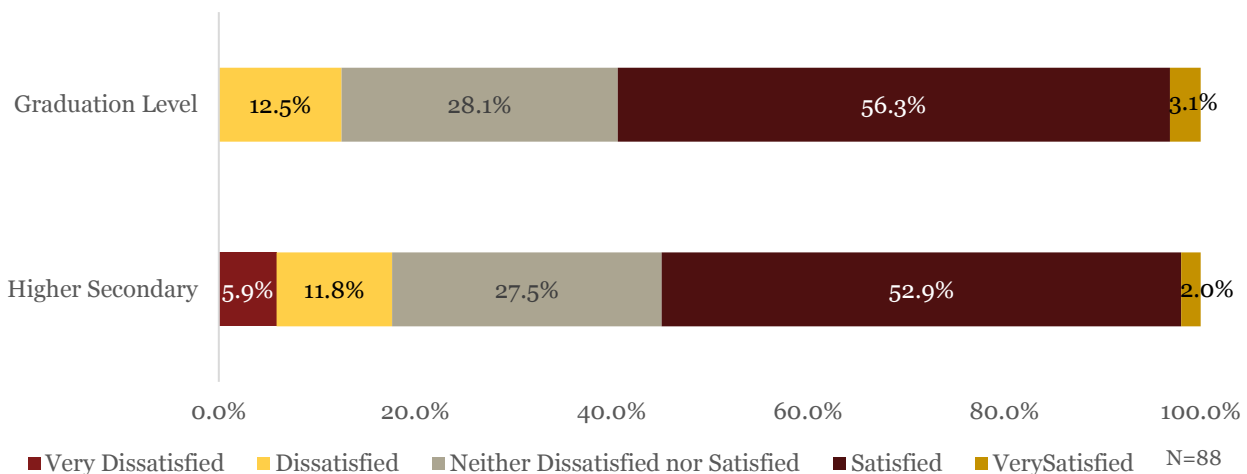
A cross tabulation of satisfaction level about current job across economic category (i.e. APL or BPL) is given in Figure 30. It can be observed the level of dissatisfaction is higher among BPL employed graduates than APL employed graduates. Nearly one fourth (22%) of the total BPL employed graduates were dissatisfied or very dissatisfied with their current monthly income as compared to 10.3% in case of APL employed graduates. From the preceding sections we can observe that there is higher dissatisfaction among BPL graduates with regard to their current monthly income too. It is possible that the cause of higher dissatisfaction among BPL graduates could be their lower monthly income and BPL households require proportionately higher income to come out of poverty.

**Figure 30: Extent of satisfaction of employed ASAP graduates about their current job across economic category**



The cross tabulation of satisfaction level with current job and highest level of educational attainment of employed ASAP graduates suggests that higher level of dissatisfaction among respondents with school level education as compared to respondents with college level education. Among respondents with school level of education, ~18% reported to be either ‘dissatisfied’ or ‘very dissatisfied’ as compare to ~12% of respondents with college level of education.

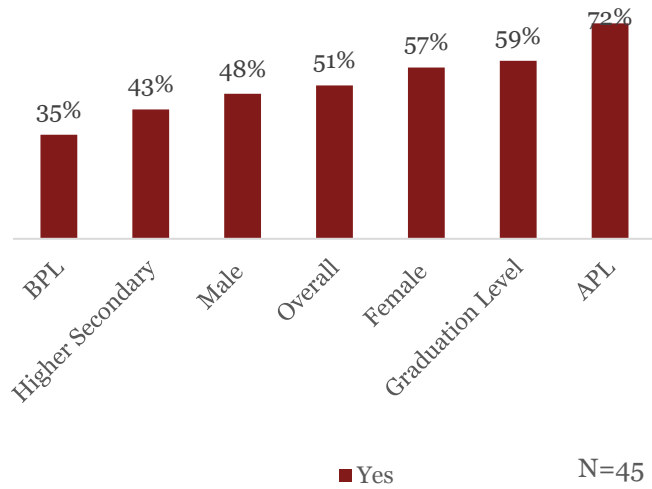
**Figure 31: Extent of satisfaction of employed ASAP graduates about their current job across highest level of education attained**





Willingness to continue with their current jobs is a clear indicator of the satisfaction levels of the employed ASAP graduates. Figure 32 shows the distribution of employed ASAP graduates' willingness to continue with current job across economic category, maximum education attained and gender parameters. Overall only half the employed ASAP graduates (~51%) expressed willingness to continue with their current jobs. It can be observed that employed ASAP graduates belonging to APL category are most satisfied with their current jobs and wish to continue with it, while those belonging to BPL are most (35%) unwilling to continue with their current jobs.

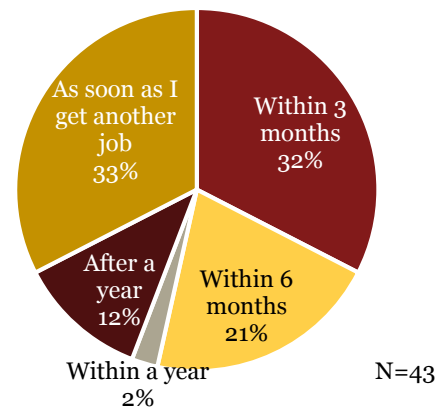
**Figure 32: Willingness to continue with current job (ASAP graduates who responded 'Yes')**



A gender disaggregation analysis shows that among female employed graduates around 57% of them expressed willingness to continue with the current job which is much higher than their male counterparts. A higher willingness among female employed despite higher level of dissatisfaction with current job though contradictory could possibly be reflective of the complacent attitude or their inflexibility.

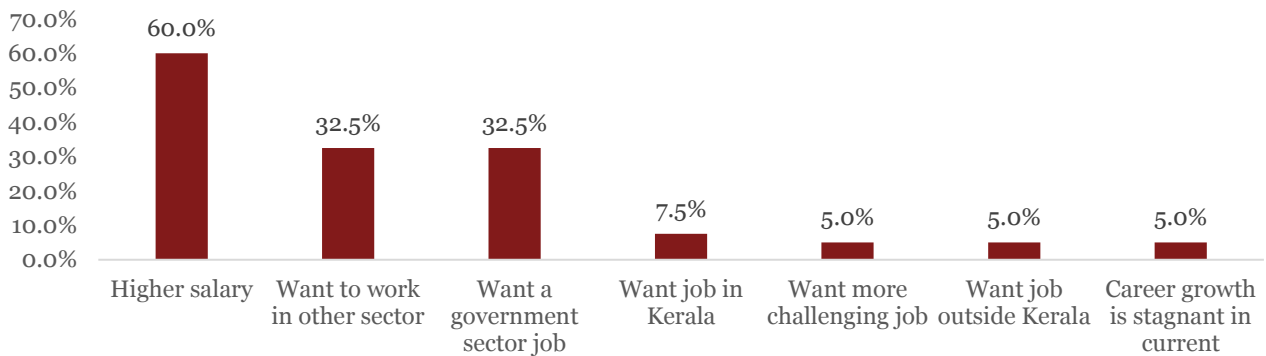
The employed ASAP graduates who expressed that they would like to discontinue their current job were asked about their urgency to switch to another job. It can be observed from Figure 33 that there is high level of urgency to change jobs. Out of those who wish to discontinue, one-third (~33%) of the respondents wished to switch jobs as soon as possible and a similar proportion (32%) expressed urgency to switch jobs in the next 3 months.

**Figure 33: Urgency to switch to another job/organization**



ASAP graduates were asked about their reasons for discontinuing current job and expectedly, higher pay or salary has been observed to be one of the main reasons with 60% of the respondents declaring so. Other critical reasons, that have been identified as major reasons for switching to another job are the 'desire to work in another sector' followed by the 'desire to secure government job'.

**Figure 34: Reasons for switching to another organization/job**



N=43

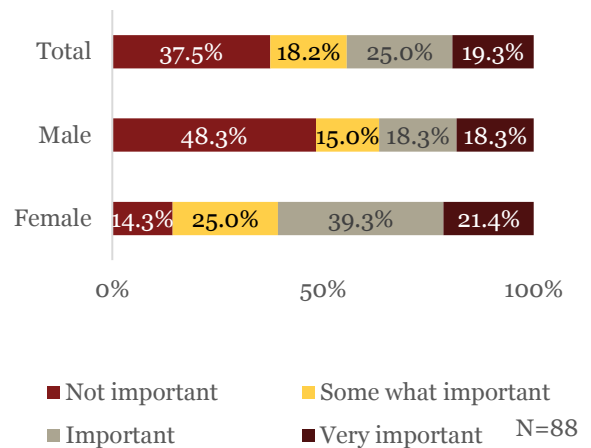
#### 4.1.1.11. Relevance and importance of skill learnt in job

The relevance or importance of ASAP courses refer to the utility (scope for application) of the skills secured under ASAP course in the present job. It can be observed from the figure 35 that nearly half of the male ASAP graduates (~48%) felt that the ASAP course viz. foundation course and skill courses were not crucial for their respective jobs. There is considerable difference in the opinion of male and female ASAP graduates.

While nearly 40% of the female respondents felt that the training was important and useful for their current job, while only 18.3% of the male respondents expressed that the training was important for their current job.

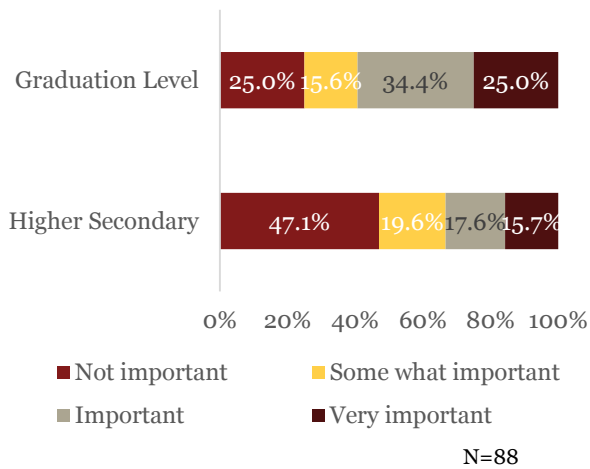
On cross-tabulating the level of importance and relevance of ASAP training across economic category, we understand that majority of APL graduates felt that the skills acquired through ASAP were not important for their current job. Among BPL graduates, only one fifth of the respondents expressed that the training was useful and relevant in the context of their jobs.

**Figure 35: Importance of ASAP training in job**

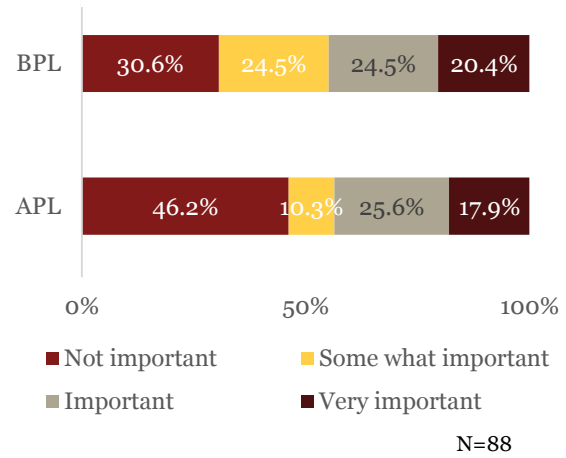


N=88

**Figure 36 : Importance of ASAP training across different education level**



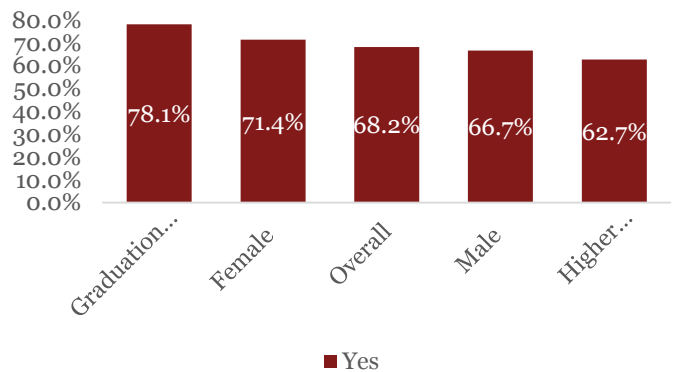
**Figure 37 : Importance of ASAP training across economic groups**



On cross-tabulating the level of importance of ASAP training across maximum level of education attained it is observed that nearly half of the higher secondary graduates (~47.1%) expressed that the skills acquired through ASAP training were not important for their current job. On the other hand, among college graduates, more than one fourth of them expressed that the training was not relevant for their current job and around 35% of them expressed that it was important.

Overall, around 68% of the ASAP graduates expressed that they would recommend ASAP trainee for a job in their organization. Analysis of the responses across economic background, gender and maximum education attained exhibits limited variation. As given in the figure 38, those with graduation as their maximum qualification are more likely to recommend ASAP trainees in their organisation as compared to those with higher secondary level of education as maximum education qualification.

**Figure 38: Willingness to recommend ASAP trainees in their organizations**



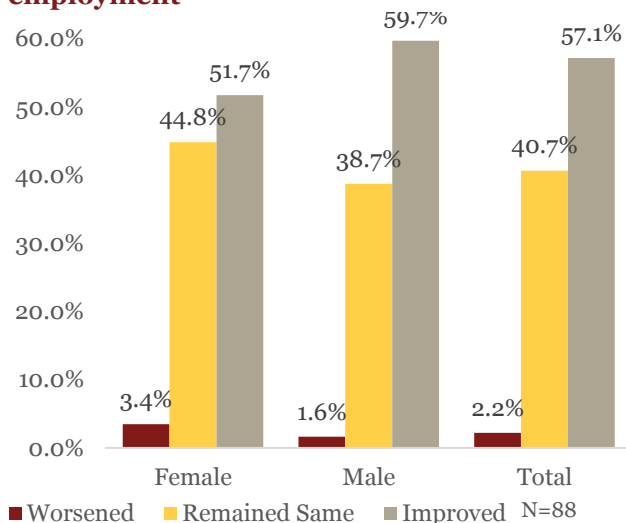
With regard to gender disaggregation, it can be observed that female ASAP employed are more willing to recommend ASAP trainees in their organisation as compared to their male counterparts.

#### 4.1.1.12. Improvement in economic condition

Given that the main objectives of employment is to bring about a positive change in the economic condition of the individual or household, it will be critical to understand the impact of employment on the economic condition of the employed ASAP graduates.

As shown Figure 39, overall there has been an improvement in economic condition for around 57% of the employed ASAP graduates. A gender disaggregation analysis shows that a major proportion (~60%) of the male employed ASAP graduates have witnessed an improvement in their economic condition and for nearly 39%, the economic condition has remained the same. Among female employed graduates, for around half of the respondents, the economic condition has improved but for a significant proportion of ~44% the economic condition has remained the same. Clearly, the female ASAP graduates are slightly worse off as compared to their male counterparts.

**Figure 39: Change in economic condition due to employment**



In order to understand the change in economic condition, information was also sought regarding the type of assets owned or contribution to key items by the ASAP graduates post-employment. As shown in the table below, the most common expenditure incurred has been with respect to owning a mobile phone with 72% of the respondents spending on it. Among male ASAP graduates, a significant proportion of the graduates, spent on buying a motorcycle/bicycle after getting into a job. Among female ASAP graduates, contribution to sister's marriage was a common expenditure incurred

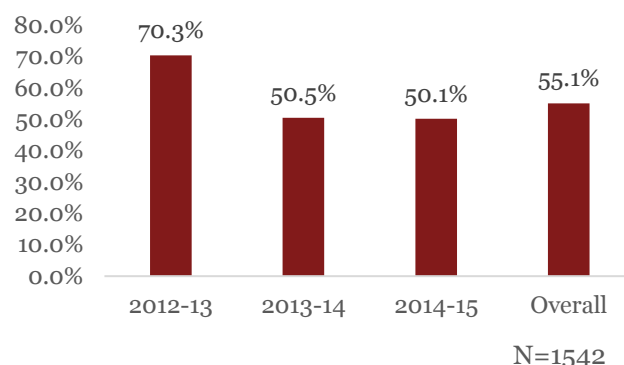
**Table 6: Type of Assets owned or contribution to key items post-employment**

Asset	Female	Male	Total
Mobile Phone	82%	68%	72%
Motorcycle/bicycle	5%	38%	28%
Land	0%	6%	4%
Computer	5%	6%	5%
Tools and machinery	0%	2%	1%
Education of your siblings	9%	4%	5%
Marriage of your sister(s)	18%	6%	9%
Construction of house	5%	9%	8%
Renovation/maintenance of the house	0%	11%	8%

### 4.1.2. Higher academic attainment

As described in Figure 40, a total of 55.1% of ASAP graduates were enrolled in higher studies at the time of survey, with majority of them being full-time students. The share of students who are enrolled in further academic studies together with a part time job is extremely small. The graduates' status has been classified by the year of enrolment as shown in Figure 40. The proportion of students which includes those students who are engaged in part-time job too, is highest among the ASAP graduates of the first year (2012-13), followed by 50.5% among the students of 2013-14. The high levels of enrolment in academic studies reflects the preference of the respondents to opt for higher studies as against employment.

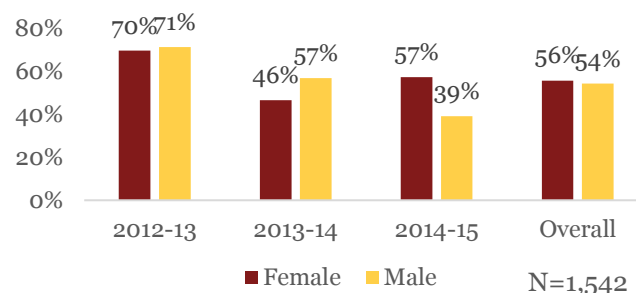
**Figure 40: Higher academic attainment across ASAP batches**



#### 4.1.2.1. Enrolment in higher education by gender

A gender disaggregation of enrolment in further academic studies indicate only a marginal variation among the female and male ASAP graduates, as shown in Figure 41. This trend varies across all three batches. In the first two batches (2012-13 and 2013-14) the proportion of male students is slightly higher, than that in the third batch. Between the first and third batches, the proportion of female ASAP graduates enrolled in further academic studies has fallen by 13% points and the proportion of male has fallen by 32% points. Overall enrolment in further studies among the male graduates is about 54% and 56% among the female graduates.

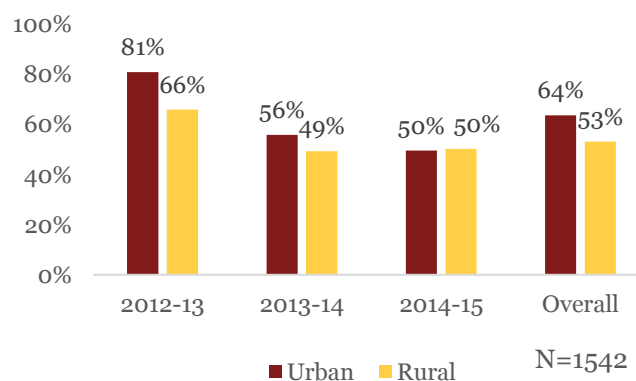
**Figure 41: Enrolment in further academic studies across gender**



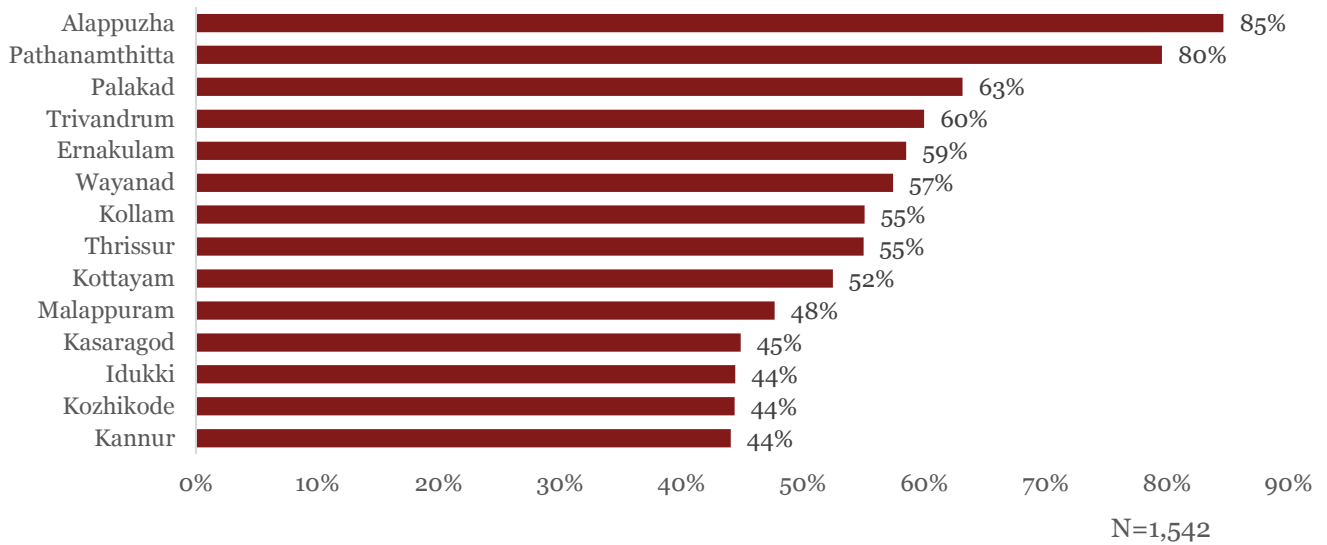
#### 4.1.2.2. Enrolment in higher education by geographical areas

A cross tabulation of enrolment in further education of ASAP graduates with their area of residence indicate that enrolment in higher education is higher in ASAP graduates from urban areas as compared to ASAP graduates from rural areas. The trend can be observed for the graduates from the first two batches and in overall employment level. Further, district wise analysis of employment level, as shown in the Figure 43, indicates that proportion of ASAP graduates currently studying is above 80% among ASAP graduates from Pathanamthita and Alappuzha districts, while it is the lowest at 44% in Kozhikode, Kannur and Idukki districts.

**Figure 42: Enrolment in further academic studies across Rural/urban**



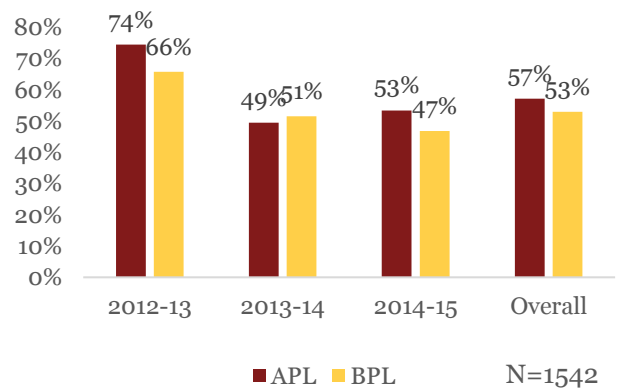
**Figure 43: Enrolment in higher education across districts**



**4.1.2.3. Enrolment in Higher education by APL/BPL category**

Figure 44 presents the proportion of ASAP graduates currently pursuing higher education across APL and BPL categories. It can be observed that there is only a marginal difference in the enrolment levels of APL and BPL respondents. Overall, out of the total APL ASAP graduates 57% of them are currently enrolled in higher education and of the total BPL ASAP graduates 53% are pursuing further education. The marginal difference can possibly be because of BPL households are more likely to opt for employment than higher education because of the limitation in economic conditions

**Figure 44: Enrolment in higher education across economic category**



**4.1.2.4. Course of study**

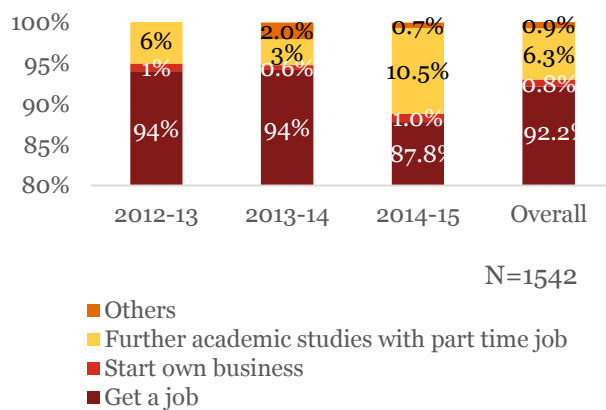
In order to understand the profile of ASAP graduates who are currently studying higher education, we have classified the courses pursued by them in the Table 7. It can be observed that nearly three-fourths of the students are enrolled in regular graduation courses such as BA, B.Sc. or B.Com. with higher proportion of female students than male students. A significant proportion of 7% are enrolled in post-graduation courses such as MA, M.Com and M.Sc. indicating that similar to the state-level picture, there is a tendency to pursue higher education among the ASAP graduates as well.

**Table 7: Type of course pursued by those enrolled in Higher education**

	Female	Male	Total
<b>Graduation (BA/B.Sc./B.Com)</b>	<b>79%</b>	<b>70%</b>	<b>75%</b>
<b>Graduation (BCA/BBA)</b>	3%	4%	4%
<b>B.Tech./B.E</b>	1%	2%	2%
<b>Post-Graduation (M.A/M.Sc./M.Com)</b>	9%	3%	7%
<b>M.Ed./B.Ed.</b>	1%	1%	1%
<b>MBA/MCA</b>	0%	1%	1%
<b>Polytechnic/ITI /Diploma courses</b>	2%	<b>13%</b>	6%
<b>Others</b>	5%	6%	5%

#### 4.1.2.5. Career plan

The future career plans of ASAP graduates currently enrolled in higher education is given in Figure 45. As evident, majority of the students graduating from ASAP courses intend to secure job/employment after completion of their current course, and the trend is same across all the three batches of ASAP students. It can be observed that self-employment is the least preferred choice among the students graduating from ASAP courses. Also, it is important to note that nearly one tenth of the total students graduating from ASAP courses in 2014-15 batch intend to pursue further academic studies along with part-time job indicating a change in preferences overtime.

**Figure 45: Career plan of ASAP graduates currently enrolled in higher education**

**Figure 46: Career plan across ASAP batches and gender disaggregation**

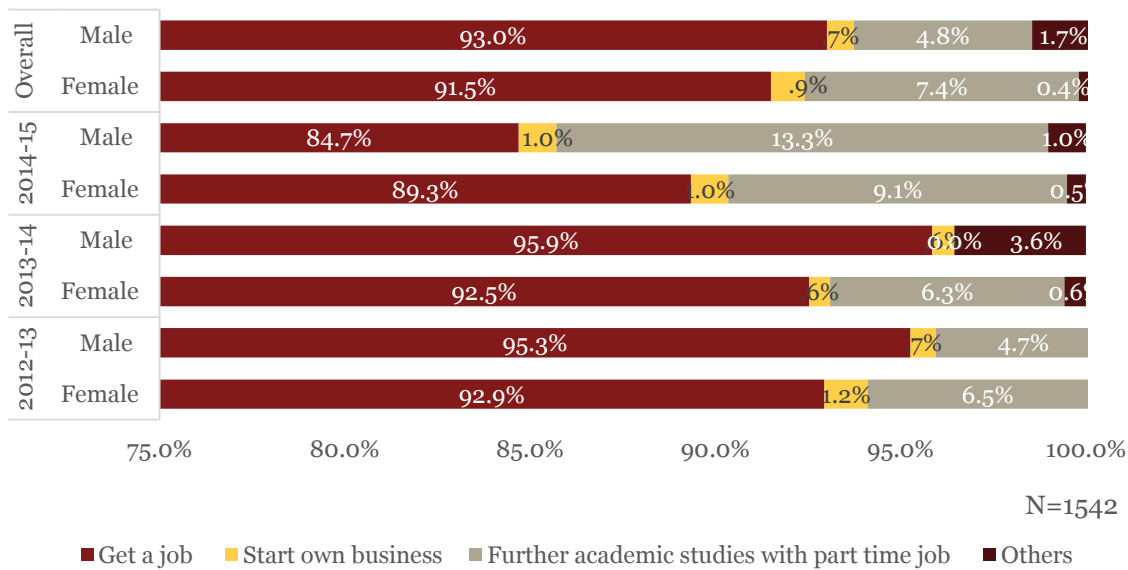
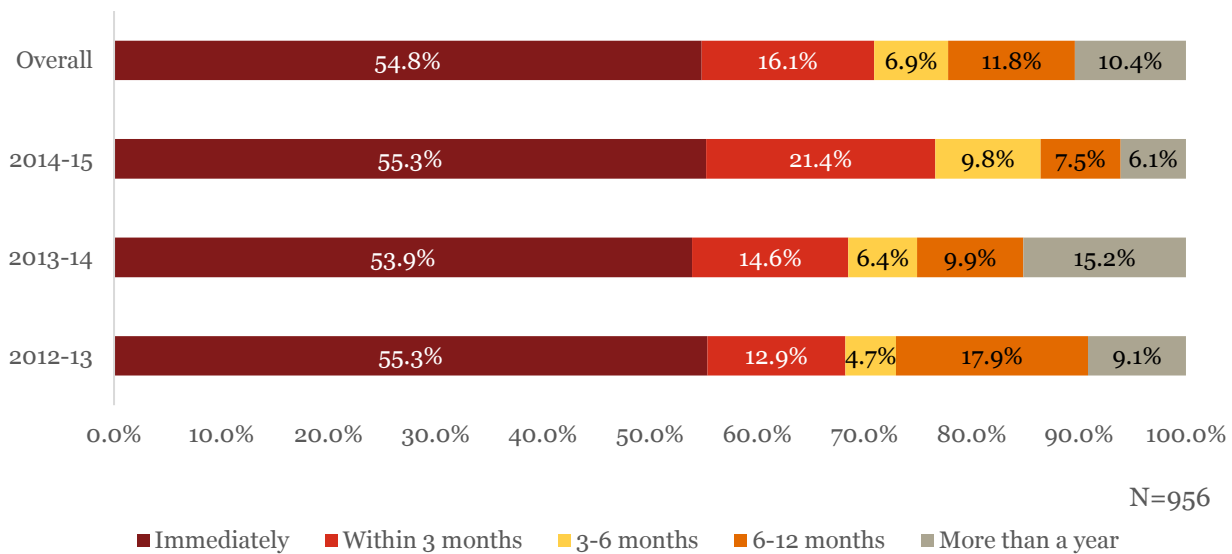


Figure 46 exhibits the career plans of the students graduating from ASAP courses, segmented with respect to gender and across each ASAP batch. The proportion of male students graduating from ASAP courses who are willing to pursue employment soon after completion of current course is slightly more than their female counterparts in the first and second batches (2012-13 and 2013-14). In case of 2014-15 batch, it can be observed that a significant proportion of ~13% of male students are willing to pursue higher education and it is highest among all the three batches. Overall while a slightly higher proportion of male students intend to secure a job, the proportion of female students who intend to pursue higher education is higher than their male counterparts by ~3% points

The students graduating from ASAP courses were asked to provide information about in how much time would they prefer to start working. Urgency to join work is reflective of the eagerness of the students to gain employment. As given below more than half of the students graduating from ASAP courses are willing to join work immediately after completion of their current level of education. The trend is similar across ASAP batches and implies that a significant proportion of ~22% would like to delay their entry into workforce by more than 6 months and it is highest for the first batch (2012-13) with ~27%.

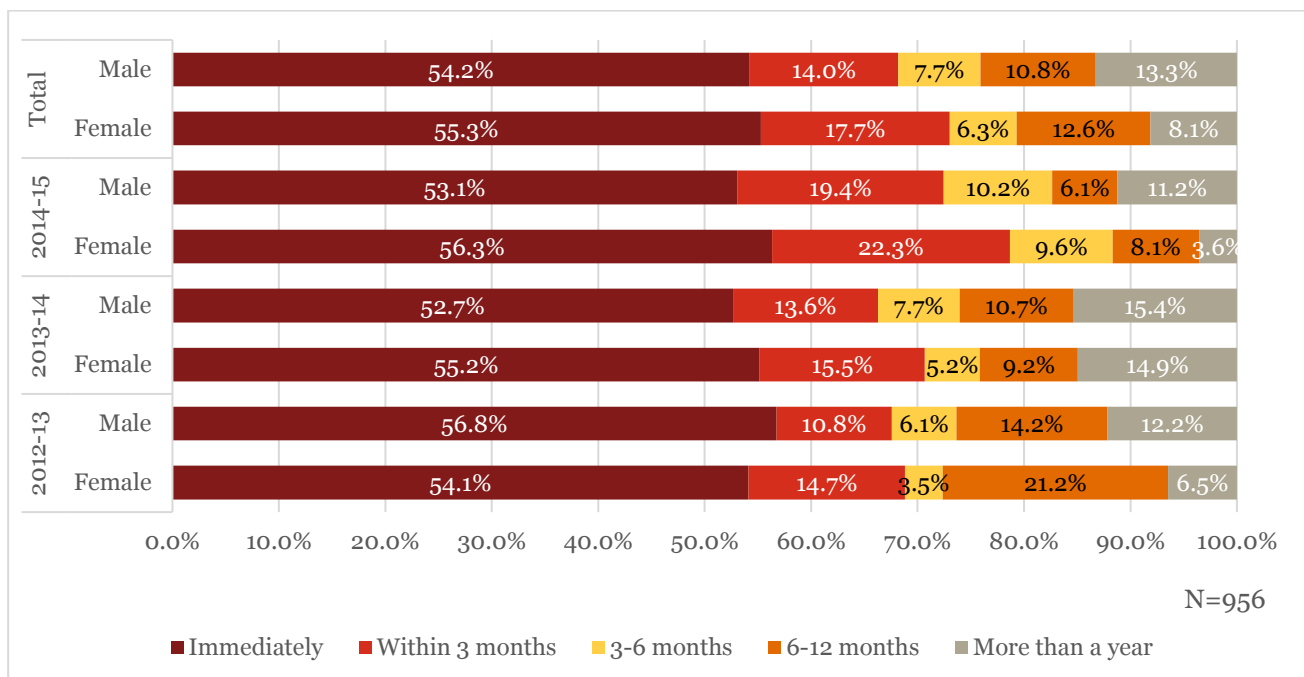


**Figure 47: Urgency to join work after completion of current level of education across batches**



On cross-tabulating the urgency to join workforce after completion of current level of education across gender we observe that there is not much variation between male and female students’ urgency to join workforce across all batches and nearly half of the male and female students are more likely to join workforce immediately.

**Figure 48: Urgency to join work after completion of current level of education across batches with gender disaggregation**

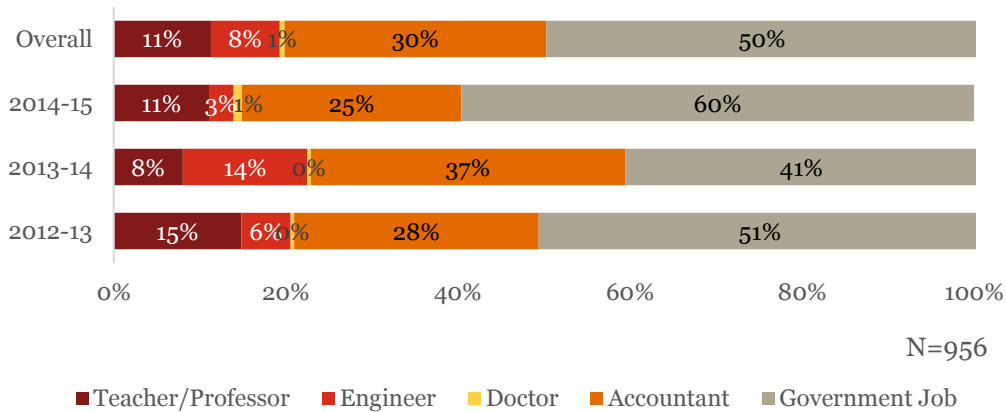


**4.1.2.6. Job expectation**

The nature of job that the students graduating from ASAP courses expect to secure is a determinant of the influence of ASAP training on their employment decisions. As given in Figure 49, half of the students graduating from ASAP courses expect to secure Government jobs, while 30% expect to secure the job of an Accountant.

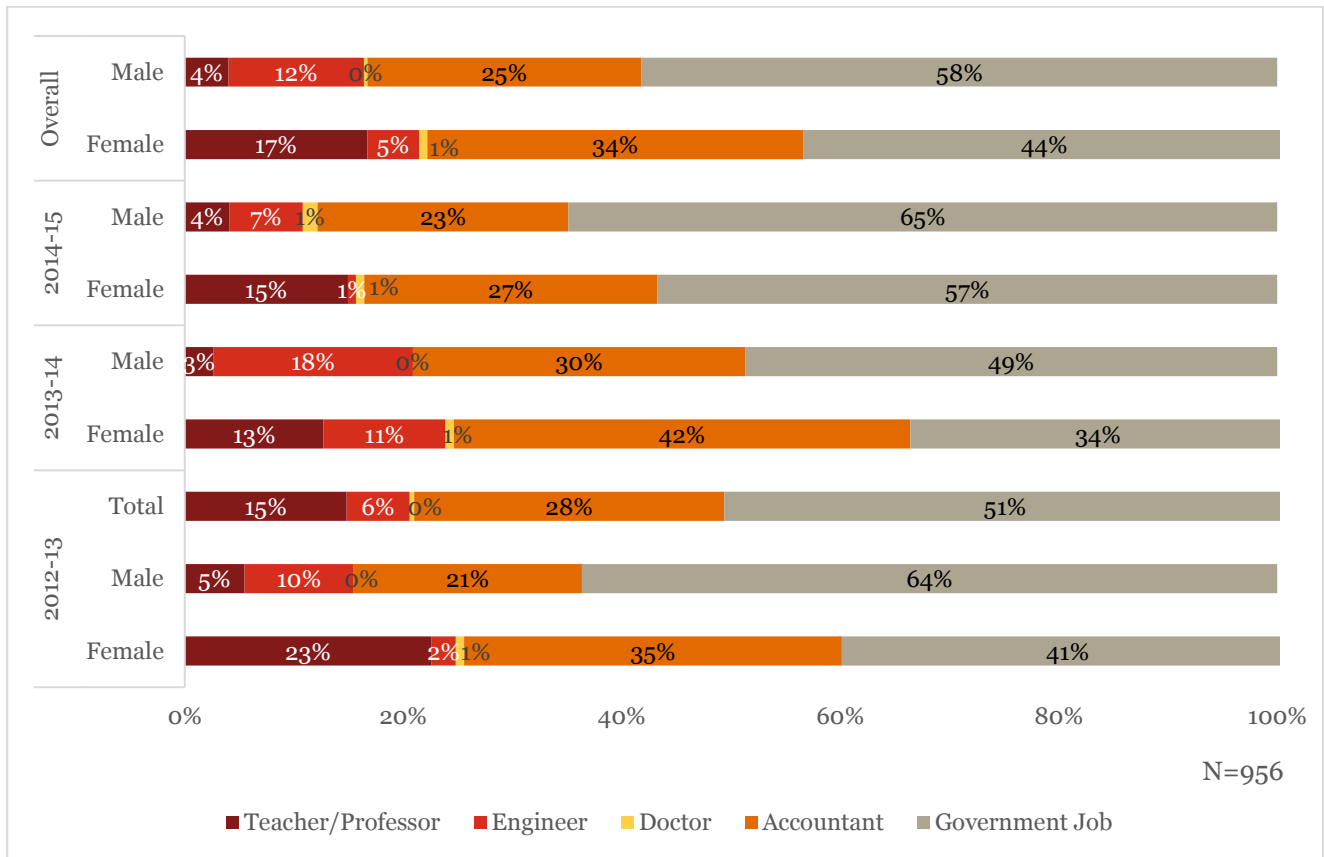
Clearly government job is the most preferred job opportunity among ASAP graduates across three batches. Given that accountant job is the second most sought after job role, it could possibly be because of huge number of commerce and account students being enrolled under ASAP. A significant proportion of students graduating from ASAP courses expect to secure the job of Teacher/professor. Thus, expectation for job such as government jobs or teaching profession is reflective of the existing demand for traditional jobs.

**Figure 49: Job expectations of student ASAP graduates**

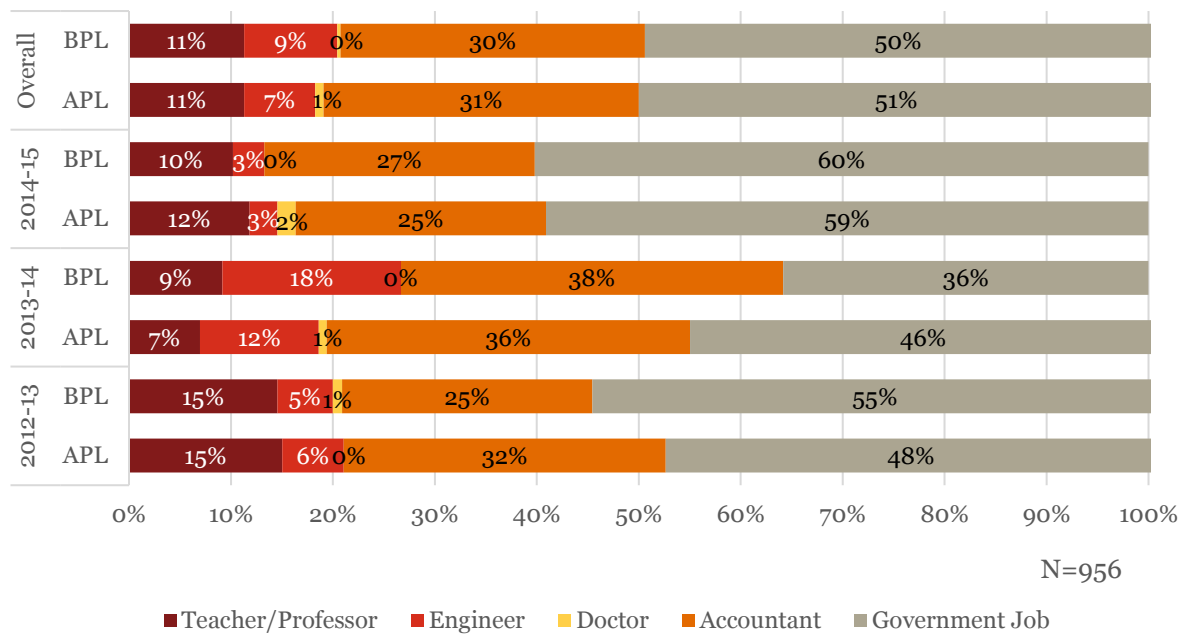


On cross tabulating the job expectations of students graduating from ASAP courses across gender, it can be observed that there is variation in the job expectations of male and female students. Overall, the most sought after job is that of a government job among both males and females, with higher proportion of males (58%) expecting to secure government jobs as compared to their female counterparts (44%). The trend is similar across all three batches. With regard to the teaching profession, it can be observed that there is stark contrast in the job expectations of male and female students graduating from ASAP courses, and is skewed towards the latter. Overall, while 17% of female students expect to secure teaching profession, only 4% of male students expect the same. Across all three batches there is variation of minimum 10% points between those male and female students who expect to become teachers/professors. Another important observation is that in the first batch nearly one fourth (~23%) of the female students graduating from ASAP courses aspire for teaching profession; over the following two years there has been a declining trend suggesting that higher proportion of female student ASAP graduates are moving away from traditional jobs in some aspects.

**Figure 50: Job expectations of student ASAP graduates across gender**



Regarding job expectations of student graduating from ASAP courses across economic category, we can observe from Figure 51 that there is not much difference in the job expectations of students from APL and BPL categories. In both the categories, nearly half the students (50% in BPL and 51% in APL) expect to secure government jobs. In the batch of 2013-14, some degree of variation can be observed wherein a higher proportion (38%) of BPL students expected to become accountants as against 36% of APL students. Also, in the same batch, the proportion of APL students who expected to receive government job was 10% points higher than the BPL students who expected to secure government jobs.

**Figure 51: Job expectations of student ASAP graduates across APL/BPL categories**

#### 4.1.2.7. Sector of work

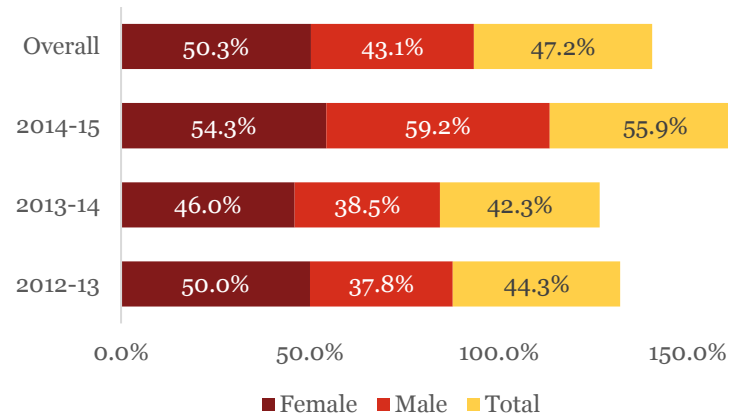
Regarding the sector of work that the students expect to be employed in, it can be observed that Accounting Sector is the most sought after sector among ASAP Graduates of each batch and across gender. Banking and Finance sector is another sector having greater demand. One of the main reasons, why students expect to be employed in accounting or banking and finance sector because, majority of ASAP students have commerce as their background. It is important to note that 'Others' constitute a variety of sectors such as education sector or teaching profession, government sector or even 'any sector'

**Table 8: Top 5 sectors in which students intend to work**

Sector	2012-13			2013-14			2014-15			Overall		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
<b>Accounting</b>	42%	27%	35%	39%	28%	34%	27%	30%	28%	35%	28%	32%
<b>Banking &amp; Finance</b>	12%	13%	13%	17%	11%	14%	27%	23%	26%	19%	14%	17%
<b>Electronics</b>	4%	6%	5%	5%	12%	8%	5%	10%	7%	4%	9%	7%
<b>IT/ITES</b>	3%	8%	5%	4%	13%	8%	8%	6%	7%	5%	10%	7%
<b>Media</b>	2%	3%	3%	3%	2%	3%	3%	0%	2%	3%	2%	3%
<b>Telecommunication &amp; Services</b>	1%	10%	5%	5%	6%	6%	4%	2%	3%	3%	7%	5%
<b>Others</b>	24%	16%	20%	12%	12%	12%	19%	13%	17%	18%	14%	16%

Figure 52 explains the proportion of student graduating from ASAP courses who intend to pursue jobs in the same sector in which they have received training. As shown herein, overall, less than half the students graduating from ASAP courses wish to secure job in the same sector in which they have received training. This is an important indicator of the influence of ASAP training on the career choices of the students. Gender disaggregation points out that overall, a higher proportion of female students (~50%) are more likely to pursue a career in the sectors in which they received training as against the male students (~43%). In the first batch, the proportion of female students who are more likely to secure job in the same sector in which they underwent training is ~12% points higher than their male counterparts.

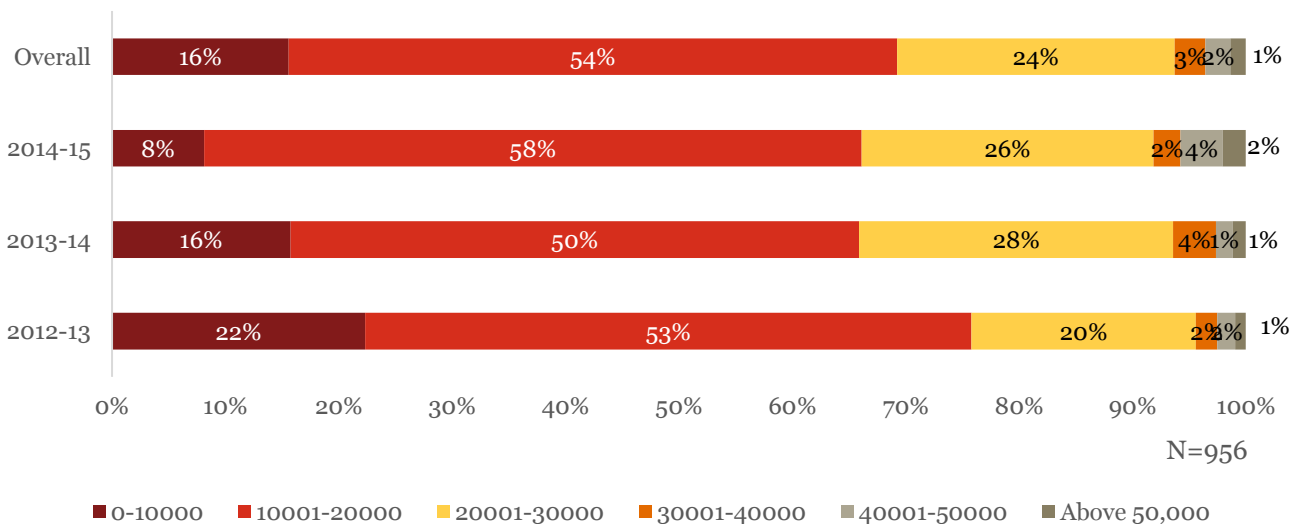
**Figure 52: Proportion of student ASAP graduates who want to secure job in the same sector in which they received the training**



### 4.1.2.8. Expected monthly salary

Regarding the expected monthly salary of student graduating from ASAP courses, it can be observed from Figure 53 that more than half the students expect a monthly salary in the range of INR 10,001-20,000. Over the years, the proportion of students who expect a monthly salary of the above range has increased by 5% points between the first batch and third batch. It is important to note that a significant proportion of nearly one fourth (~24.5%) of the students expect a monthly salary between INR 20,000 and 30,000.

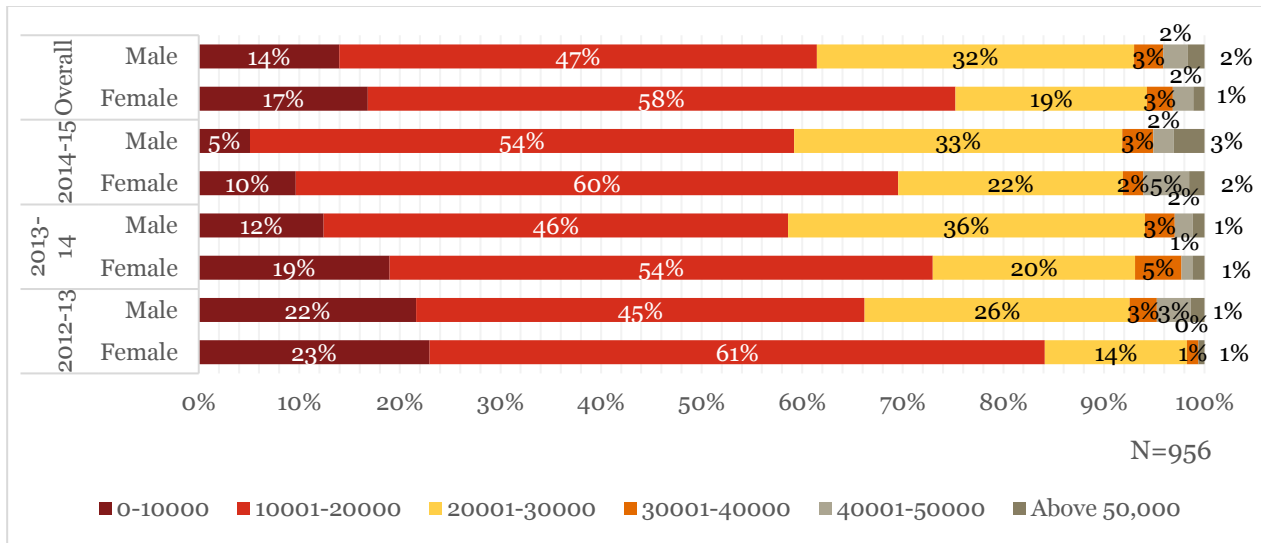
**Figure 53: Expected monthly salary**



On analysing the expected monthly salary of male and female students, it can be observed that overall the proportion of female students who expect a monthly salary of INR 10,000-20,000 is higher than their male counterparts by ~11% points. However, the proportion of male students who expect a monthly salary of INR 20,001- 30,000 is higher than their female counterparts by ~13% points indicating that the male students have

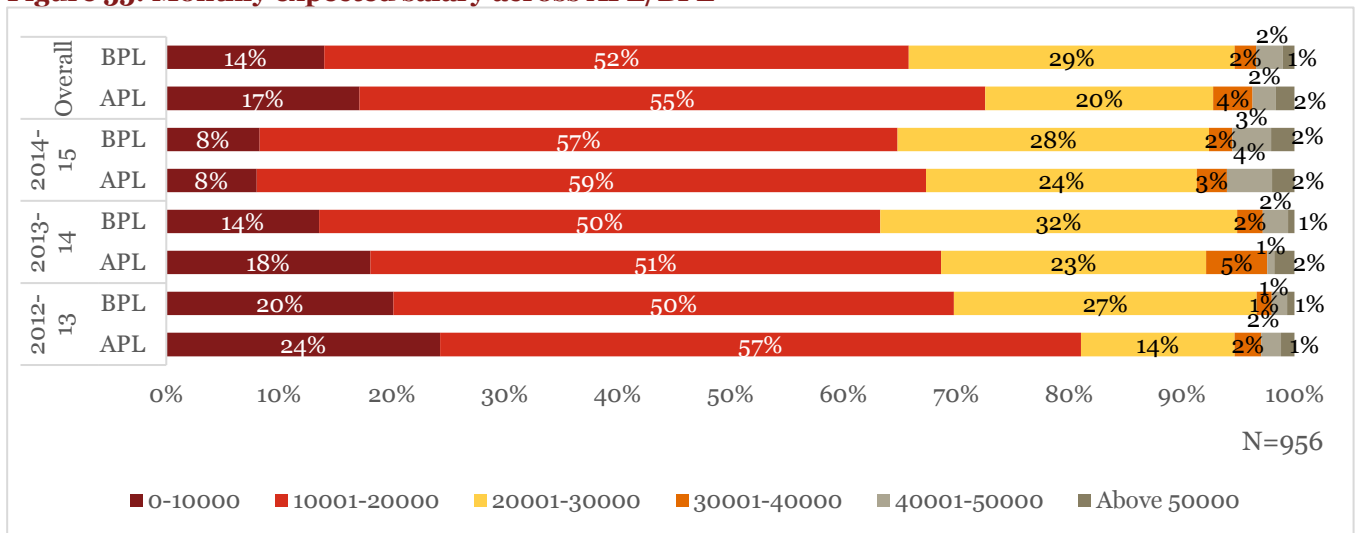
a higher expectation of monthly salary. For monthly salaries in the range INR 10,000 -20,000 and INR 20,001-30,000, the trend is similar across all three batches. Also, a higher proportion of female students expect income in the range of INR 0-10,000.

**Figure 54: Expected monthly salary across gender**



On cross-tabulating the monthly expected salary of student graduating from ASAP courses across their economic background, we can observe that for higher income range of INR 20,001-30,000, there is significant difference in the expectations of APL and BPL students. Overall, 29% of students belonging to BPL category expect a monthly salary of INR 20,001-30,000 which is lower than the proportion of APL category students by 9% points. With regard to other income ranges, there is not much difference in the expectation of APL and BPL students.

**Figure 55: Monthly expected salary across APL/BPL**

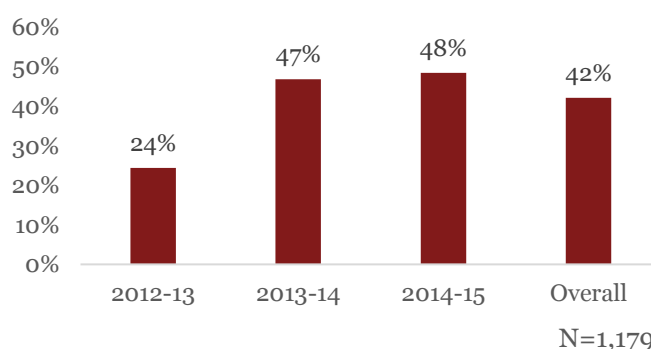


### 4.1.3. Neither working nor enrolled in higher academic studies

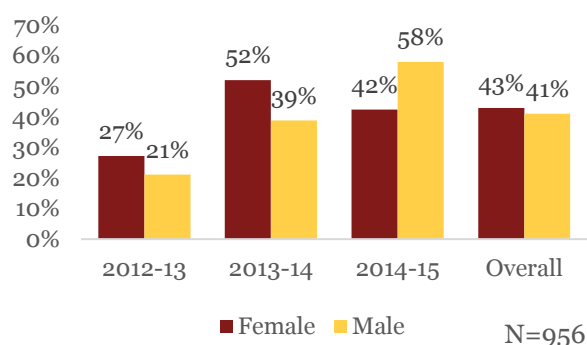
As described in Figure 56, a total of 42.1% of ASAP graduates were neither employed nor enrolled in higher studies at the time of survey. The graduates' status has been classified by the year of enrolment as shown in Figure 56. The proportion of ASAP graduates who are neither working nor enrolled in higher education is least (24%) in the first batch of ASAP students and it is maximum in case of the third batch with nearly half (~48%) of students in this category.

On analysing the gender wise distribution of ASAP graduates who are neither working nor employed in higher studies we observe that across all three years there is not much variation. However in the third batch (2014-15) the proportion of male ASAP graduates who are neither working nor enrolled in higher education is higher than their female counterparts by 16% points. Also, in the 2<sup>nd</sup> batch (2013-14) the proportion of female ASAP graduates who are neither working nor enrolled in any academic course is higher than the male counterparts by 13% points.

**Figure 56: Neither working nor employed across each ASAP batch**



**Figure 57: Neither working nor enrolled in higher education across gender**

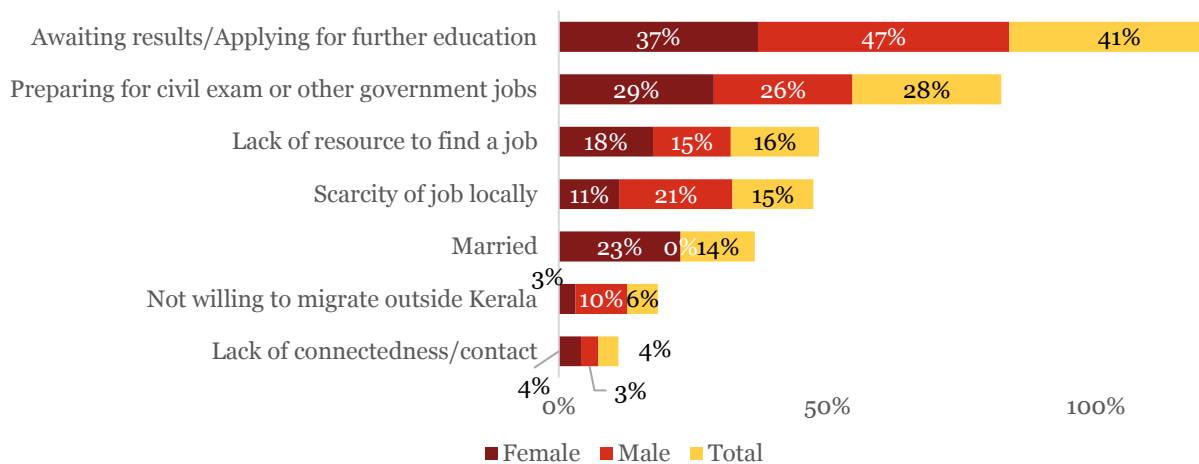


#### 3.1.1.1. Reason (s) for neither working nor enrolled any academic course

Given that a high proportion of ASAP graduates are currently neither employed nor pursuing any academic course it is important to understand the reasons behind their current status. For this purpose we have analysed the reasons across each batch separately.

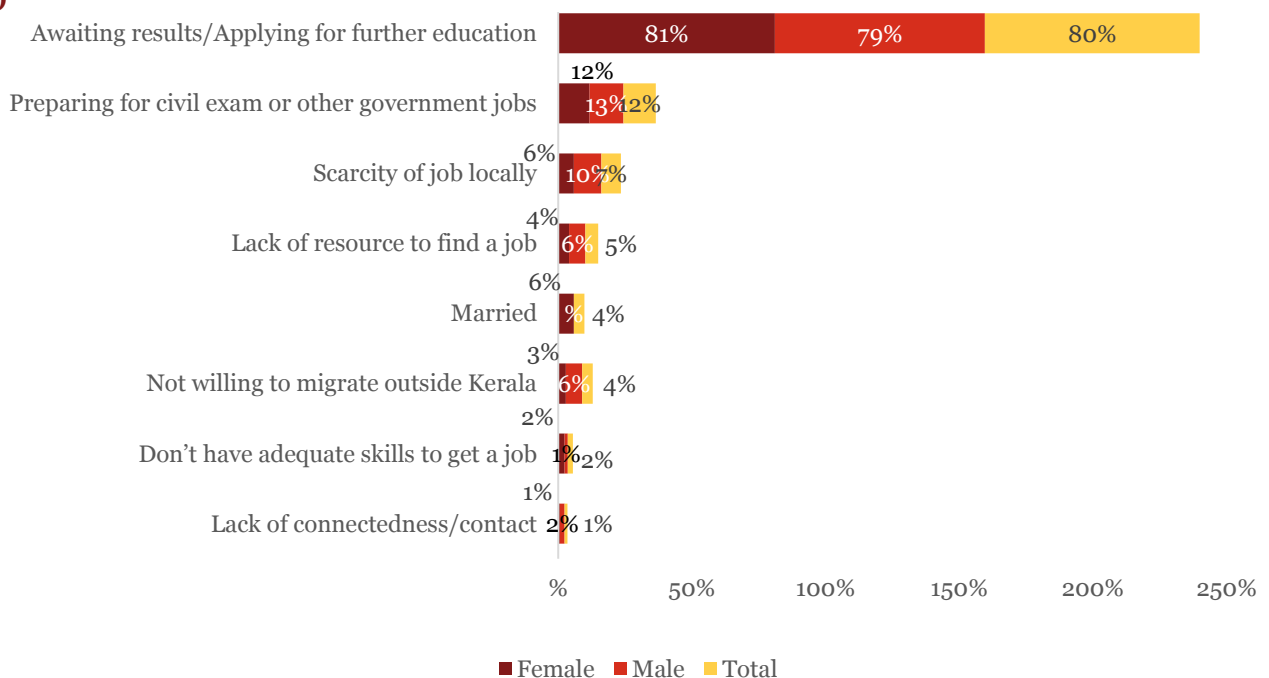
**Batch 1 (2012-13):** Figure 58 shows the various reasons for which the ASAP graduates from batch 1 are neither employed nor enrolled in any academic course. A major proportion (41%) of students from this batch are either awaiting results or have applied for further education and yet to complete the enrolment process. A significant proportion (28%) of ASAP graduates from this batch are preparing for Civil service exams or other public service recruitment exams. An important finding is that more than one-fifths of the female ASAP graduates in this batch are neither employed nor enrolled in higher education because they got married, suggesting that marriage is a restricting factor for employment or further education.

**Figure 58: Reasons for neither employed nor enrolled in academic course in 1st batch (2012-13)**



**Batch 2 (2013-14):** Figure 59 shows the various reasons for which the ASAP graduates from batch 2 are neither employed nor enrolled in any academic course. Majority (80%) of the students from this batch are either awaiting results or have applied for further education and yet to complete the enrolment process. More than one tenth (12%) of ASAP graduates from this batch are preparing for Civil service exams or other public service recruitment exams. Around 10% of the male ASAP graduates in this batch reported that they are neither employed nor enrolled in higher education because of scarcity of job locally.

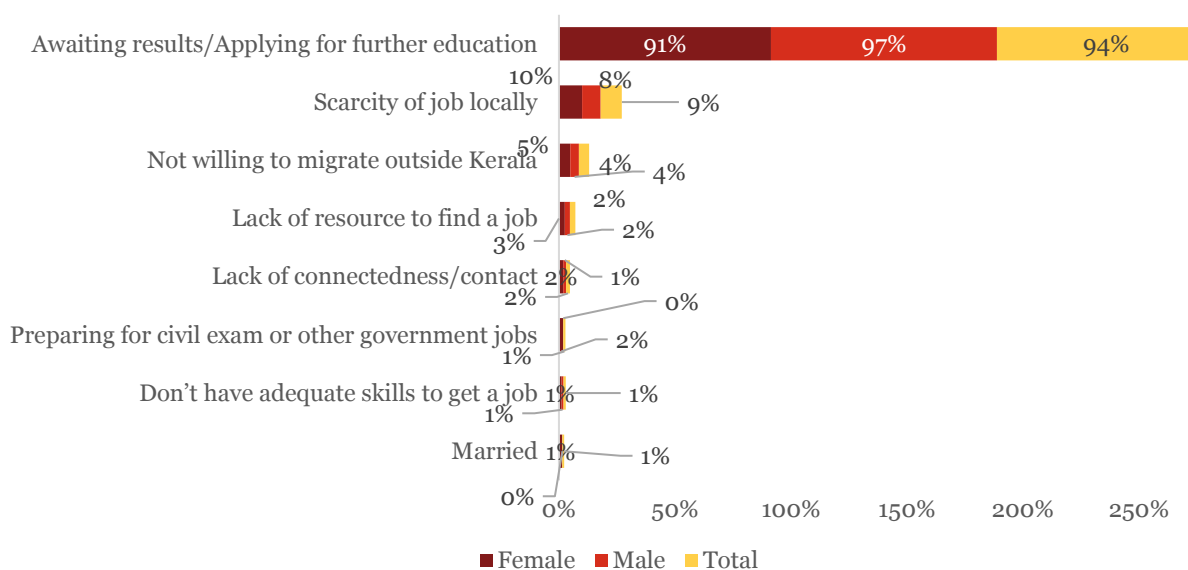
**Figure 59: Reasons for neither employed nor enrolled in academic course in 2nd batch (2013-14)**



**Batch 3 (2014-15):** Figure 60 shows the various reasons for which the ASAP graduates from batch 3 are neither employed nor enrolled in any academic course. Majority (94%) of the students from this batch are either awaiting results or have applied for further education and yet to complete the enrolment process. Nearly one tenth (9%) of ASAP graduates from this batch reported that they were unable to be employed because of scarcity of jobs locally.



**Figure 60: Reasons for neither employed nor enrolled in academic course in 3rd batch (2014-15)**



Thus, combining the observations regarding reasons for being neither employed nor enrolled in higher education from each batch, we understand that the most important reason for such high proportion of students to fall in this category is because they are currently either awaiting results or are in the process for applying for further education.

### 3.1.1.2. Immediate career plan

Given that a major proportion of ASAP graduates, are currently neither working nor enrolled in higher education, it is important to understand their immediate career plan. For this reason, we have analysed the immediate career plans of respondents in this category across all ASAP batches separately.

The table below clearly brings out that the two most important activities that these ASAP graduates plan to do as part of their immediate career plan is either to gain employment or pursue higher education. Among the ASAP graduates who are neither employed nor enrolled in academic studies from batch 1 (2012-13), more than half of them (~59%) intend to gain employment immediately and nearly one fourth of them plan to go for further education (~24%). There is not much variation with respect to gender.

In the 2<sup>nd</sup> batch, the proportion of students who plan for further education is marginally higher than those who intend to gain employment. The male ASAP graduates from this batch are focussed on gaining employment (52%) and among the female ASAP graduates from this batch, a higher proportion (48.5%) plans to enrol in further education.

In the 3<sup>rd</sup> batch, among the ASAP graduates who are neither employed nor enrolled in academic studies more than 70% of the ASAP graduates intend to pursue higher education clearly suggesting the preference for education over employment.

**Table 9: Immediate career plan across ASAP batches**

Batch	Immediate Career Plan	Female	Male	Total
2012-13	Gain employment	61.1%	55.6%	58.8%

	<b>Go for further education</b>	23.3%	25.4%	<b>24.2%</b>
	Prepare for public service examinations	13.3%	14.3%	13.7%
	Further academic studies with part time job	3.3%	4.8%	3.9%
<b>2013-14</b>	<b>Go for further education</b>	48.5%	34.4%	<b>44%</b>
	<b>Gain employment</b>	38.4%	51.5%	<b>43%</b>
	Prepare for public service examinations	7.6%	9.8%	8%
	Further academic studies with part time job	4.9%	2.5%	4%
	Get enrolled in another vocational training programme	0.6%	1.2%	1%
	Set up own business	0.6%	0.6%	1%
<b>2014-15</b>	<b>Go for further education</b>	72.8%	72.9%	<b>72.8%</b>
	<b>Gain employment</b>	20.9%	22.5%	<b>21.6%</b>
	Further academic studies with part time job	5.6%	2.1%	4.0%
	Get enrolled in another vocational training programme	0.7%	1.7%	1.2%
	Set up own business	0.4%	0.4%	0.4%
	Prepare for public service examinations	0.0%	0.4%	0.2%

# 5. ASAP Training-a retrospective perspective

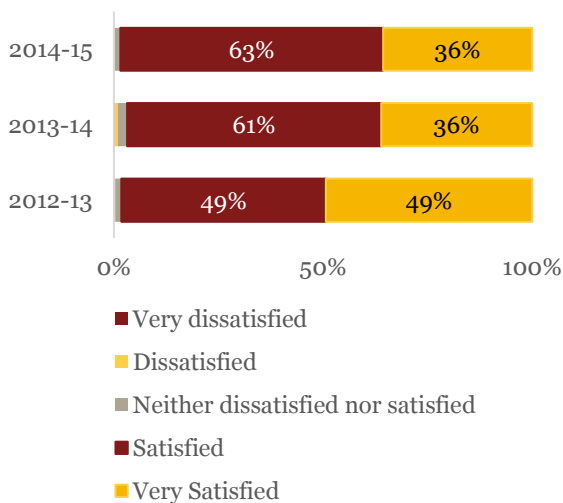
Given that all respondents have completed their training under ASAP, a set of questions were asked about their overall satisfaction levels regarding different aspects of the training such as ‘relevance’ and ‘utility’ of the theory and practical sessions, competence of the trainers, relevance of training material, type of infrastructure provided, sufficiency of the training duration etc. The perception of the respondents about the above mentioned aspects, as well as their suggestions for further improvement (enhancement) have been analysed categorically. The findings from this section will help ASAP to make changes to the overall programme design and delivery such that, it best suits the requirements of the students.

## 5.1. Satisfaction Level

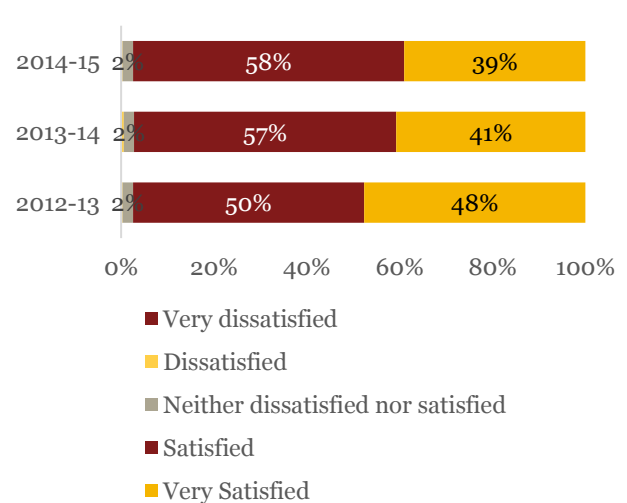
The respondents have exhibited a high level of satisfaction for both foundation and skill courses. The proportion of students who are either satisfied or highly satisfied with skill course stands at 97.8% and the same value for the foundation course stands at 97.4%. Only a handful of students (9 in Skill Course and 8 in Foundation Course) felt dissatisfied about their experience of the ASAP training.

On analysing the satisfaction levels of the students across different batches, it can be observed that the overall satisfaction level (those who are ‘satisfied’ and those who are ‘very satisfied’) across three batches has remained somewhat constant. The proportion of students who were ‘satisfied’ shows an increasing trend and the level of ‘dissatisfaction’ has remained negligible further substantiating that across batches majority students (around 98%) are either satisfied or very satisfied with the skill courses offered by ASAP. The satisfaction level for foundation course shows a similar trend, as evidenced in the chart below.

**Figure 62: Overall satisfaction level about Skill Course across ASAP Batches**



**Figure 61: Overall satisfaction about Foundation Course across ASAP**



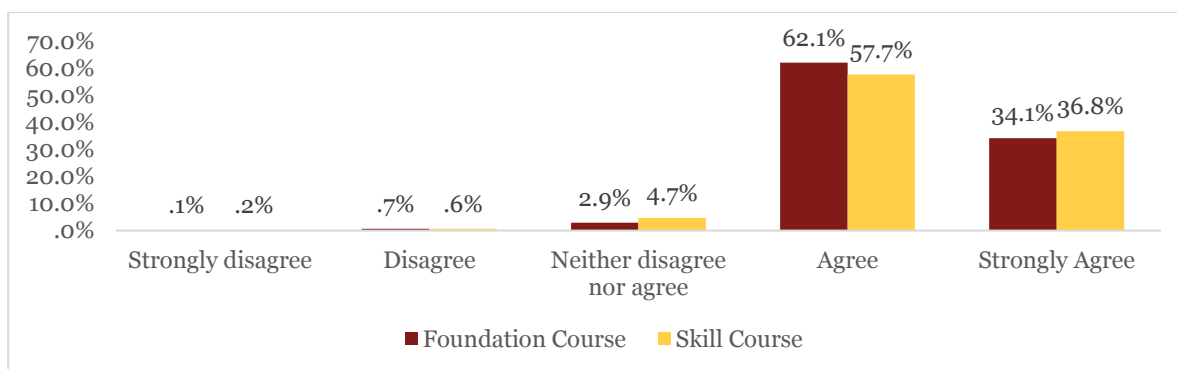
The overall satisfaction regarding both foundation and skill course does not vary with gender. More than half of the female respondents (55.1%) and more than half of the male respondents (56.5%) expressed satisfaction regarding their experience of foundation course. Additionally, around 42% of the female respondents and 40% of the male of male respondents found the foundation course to be ‘very satisfactory’. As far as skill course is concerned there was no variation from the gender perspective with 98% of female students and 97.4% of the male students reporting satisfaction on the skill course delivery.

### 5.1.1. Relevance and utility of ASAP Course

In this study, one of the important areas of enquiry was the perception of respondents regarding the ‘utility’ of the ASAP course undertaken by them in their subsequent career choices. Respondents were asked about their extent of agreement regarding the statement ‘Training course in ASAP provided the kind of skills and knowledge required for actual job/higher education’.

As given in the figure below, most of the students were of the opinion that both foundation course and skill course provided them with the skills and knowledge that was required for their respective career choices. It is important to note that around 5% of the student felt indifferent about the utility of the skills and knowledge they acquired through the Skill Course indicating that skills acquired through the Foundation course are considered to be more useful. This is mainly because of the nature of Foundation course which consists of Communicative English and Basic IT. Both these subjects are important components irrespective of the field or sector one pursues.

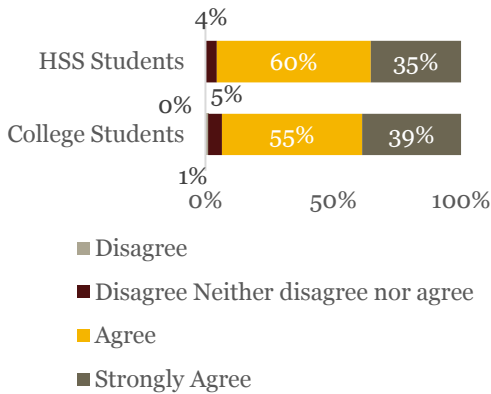
**Figure 63: Extent of agreement regarding-‘Training provided skills and knowledge required for actual job/higher education’)**



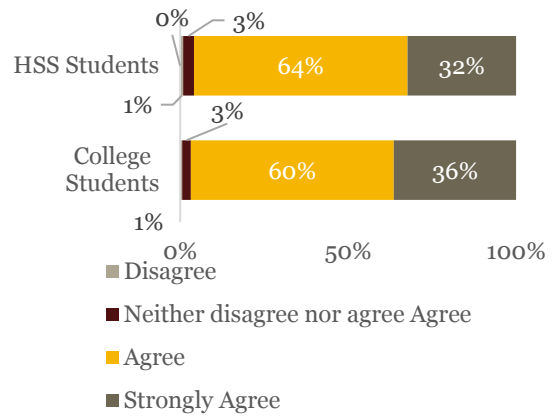
On analysing the responses from the sampled college and higher secondary groups, we observe that while most of the school (95%) and college (94%) students felt that that the skills acquired through the Skill Course was useful, there is a considerable proportion of school (4%) and college students (5%) who neither agreed nor disagreed when asked if the knowledge and skills acquired through the skill course seemed to be useful or not.

With regard to Foundation Course, a higher proportion of college students (36.4%) strongly felt that the skills acquired through foundation course were very useful as compared to the school students (32.3%).

**Figure 64: Extent of agreement regarding- ‘Skill course provided skills and knowledge required for actual job/higher education’ among HSS and College Students**



**Figure 65: Extent of agreement regarding- ‘Foundation course provided skills and knowledge required for actual job/higher education’ among HSS and College Students**



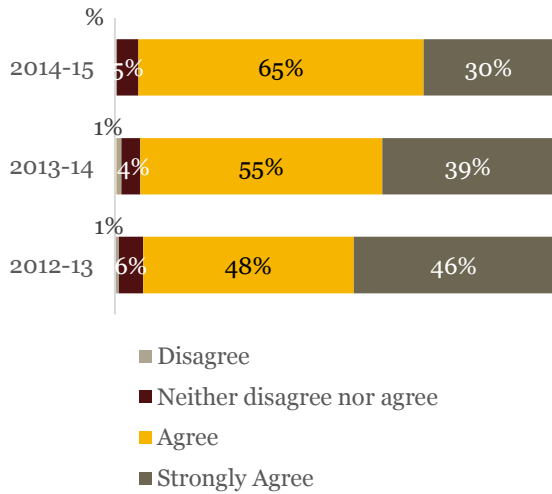
### 5.1.2. Relevance and Utility of ASAP Course Material

Training materials are important resources for effective training delivery. ASAP has immense focus on the quality assurance aspect of training material.

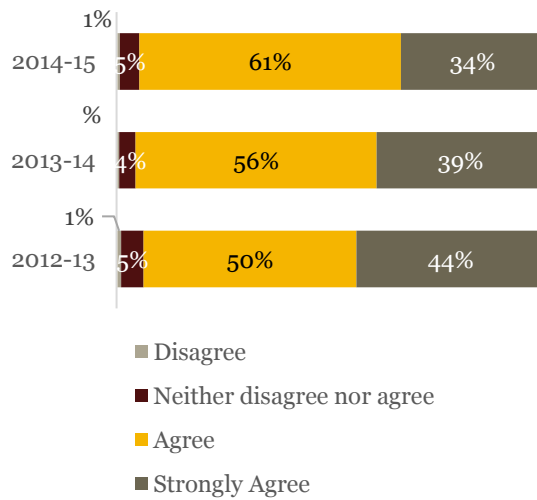
Respondents were asked about their extent of agreement regarding the statement ***‘The supplied training materials (manuals, handouts, illustrations etc.) were relevant and useful’***.

Overall, there is a positive opinion about the training material supplied for both Foundation and Skill course. While 37% of the respondents strongly agreed with the statement above, approximately 56% of the respondents agreed suggesting that around 94% of the students were appreciative of the training material for both courses.

**Figure 66: Extent of agreement regarding relevance and usefulness of training materials supplied for Skill Course across ASAP batches**



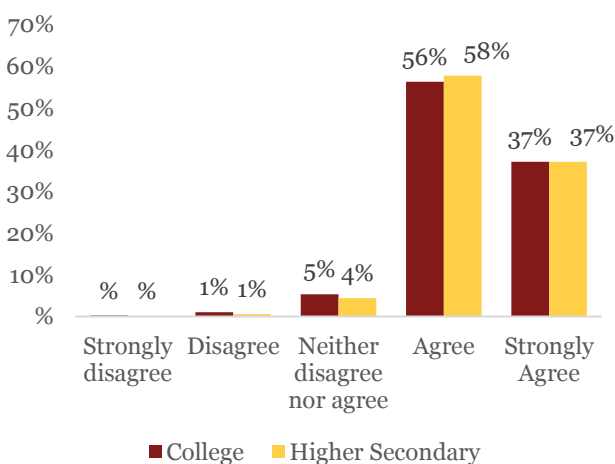
**Figure 67: Extent of agreement regarding relevance and usefulness of training materials supplied for Foundation Course across ASAP batches**



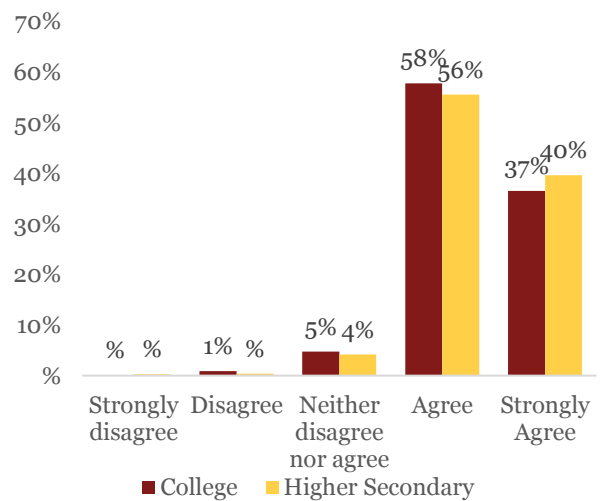
On analysing the opinion of students about training material across the past three batches, it can be observed that in case of Skill course, the proportion of students who acknowledged that they were satisfied with the training material has increased by 35.4% between 2012-13 and 2014-15, while the proportion of students who acknowledged that they were very satisfied has fallen by an almost equivalent percentage of 35% between the same period.

In case of Foundation Course too, the trend is similar with the proportion of students who acknowledged that the training material was satisfactory rose from 50% 2012-13 to 61% in 2014-15, and the proportion of students who acknowledged very satisfied has fallen from 44% in 2012-13 to 34% in 2014-15.

**Figure 69: Extent of agreement about relevance of training material of Skill Course among College and School students**



**Figure 68: Extent of agreement about relevance of training material of Foundation Course among College and School students**



We can observe from the figure above that there is only marginal difference in the opinion of students across school and college about the content of training material

in both Foundation and Skill Module. It can be observed that there is a significant proportion of students (5% among college students and 4% among school students) who have an indifferent point of view.

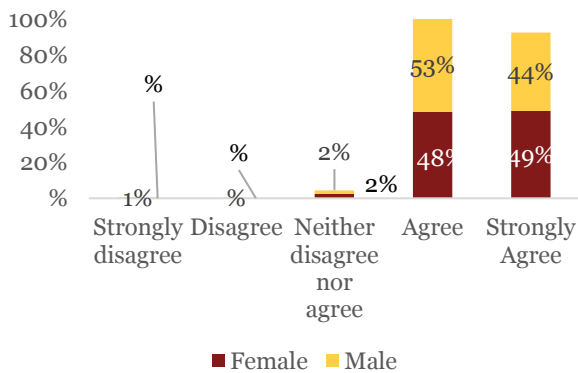
### 5.1.3. Competence of trainer (s)

Trainer competence and commitment is undoubtedly an integral component of training delivery. Trainer competence reflects a host of characteristics such as ability of the trainer to maintain interest of the students, use of interactive methods during training delivery, ability to clarify doubts and queries, regularity and punctuality, etc.

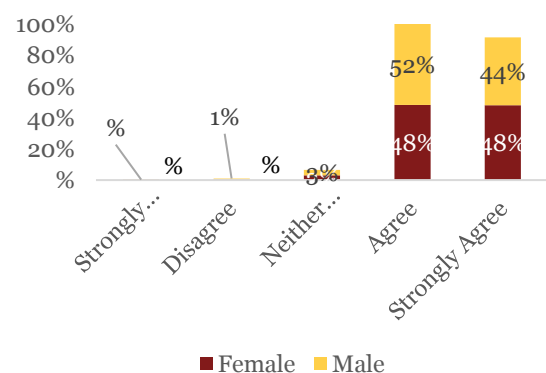
Respondents were asked about their extent of agreement regarding the statement **‘My trainers were competent and committed’**.

Respondents were highly satisfied with the competence and commitment of the trainers with 97.3% of the respondents either agreeing or strongly agreeing with the statement regarding Foundation course trainers and it is 96% for Skill course trainers.

**Figure 70: Perception of male and female students about the competence of Foundation Course trainers**

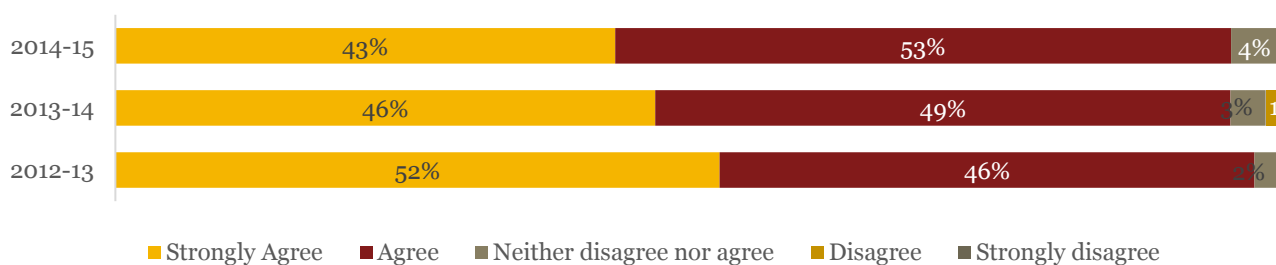


**Figure 71: Perception of male and female students about the competence of Skill Course trainers**

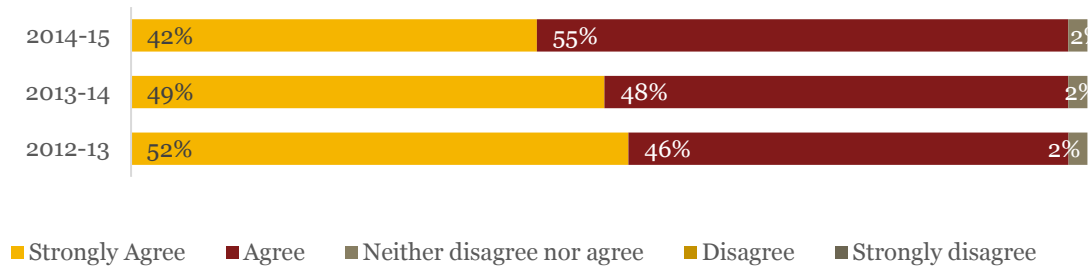


As given in the figures above, there is a marginal difference in the opinion of male and female respondents with regard to their extent of agreement. Female respondents are highly satisfied with the Foundation course trainers as 49% of them strongly agree with the statement as against their male counterparts, of whom a slightly lower proportion of 44% respondents strongly agree with the statement. Regarding skill courses as well, the trend is similar and a marginally higher (48%) proportion of female respondents strongly agree that the trainers were competent and committed as against their male counterparts (44%).

**Figure 72: Extent of agreement that trainers of Skill Course were competent across ASAP batches**



**Figure 73: Extent of agreement that trainers of Foundation Course were competent across ASAP batches**



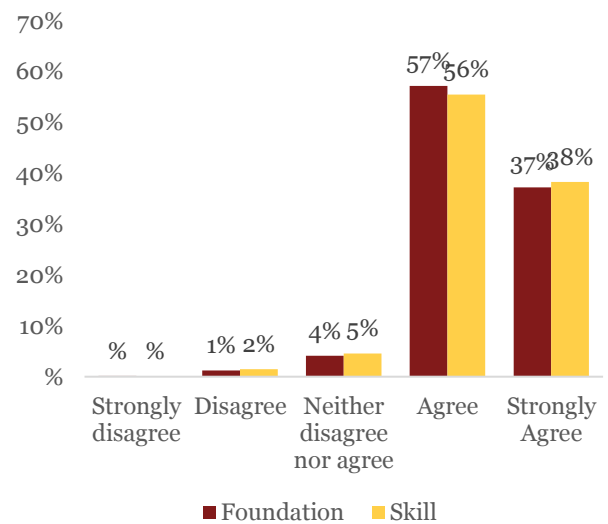
In the past three years of ASAP implementation, the proportion of respondents who strongly agreed that the trainers were competent and committed has witnessed a fall of 10% points in case of Foundation course and a fall of 9% points in case of Skill course. However, the proportion of respondents who have agreed with the statement has increased by 11% points in case of Foundation course and 9% points in case of Skill course. The overall effect has been insignificant change in the proportion of respondents who either agreed or strongly agreed with the statement about competence of trainers.

### 5.1.4. Sufficiency and Quality of Practical Sessions

ASAP courses are designed in a manner that there is immense focus on the practical aspects. Respondents were asked about their extent of agreement regarding the statement **‘My training included enough practical classes’** which refers to the number of Practical sessions and it was sufficient or not.

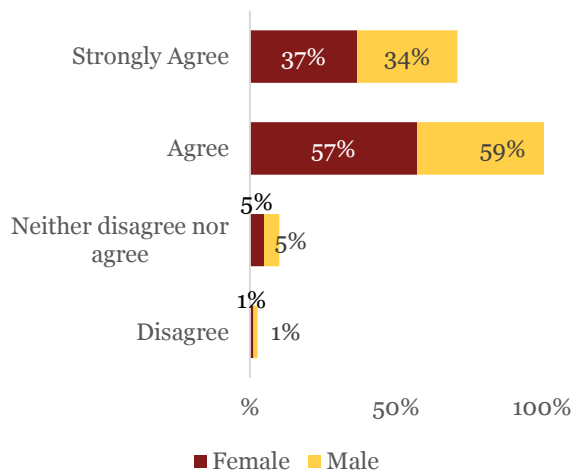
Over all, around 94% of the respondents agreed or strongly agreed that the number of practical sessions across foundation and skill courses were sufficient. A small proportion of the respondents expressed disagreement and felt that the practical sessions were not enough and more needed to be organized for trainees to maximize their exposure. The proportion of respondents that expressed disagreement was as low as 1% in case of foundation course and 2% in case of Skill Course.

**Figure 74: Extent of agreement that the number of practical sessions were enough for both Foundation and Skill Course**

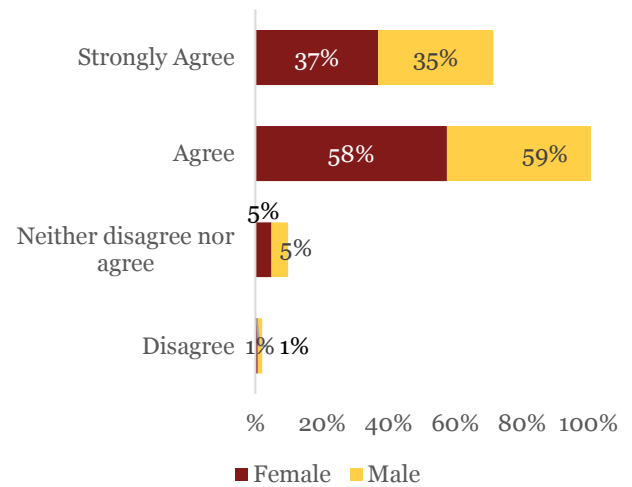




**Figure 76: Extent of agreement among male and female students that practical sessions of Skill course were relevant and useful**



**Figure 75: Extent of agreement among male and female students that practical sessions of Foundation course were relevant and useful**



In order to gauge the perception of students about the quality of Practical sessions, they were asked about their extent of agreement regarding the statement ‘**My practical training were relevant and useful to actual job/higher education**’.

As shown in the above figures, clearly there is a positive opinion about the relevance and utility of practical sessions among both male and female respondents and there is very little or no variation in their responses.

Regarding foundation course, marginally higher proportion of female students (37%) have expressed strong agreement as compared to their male counterparts (35%). In case of skill course, too, the difference is marginal especially with regard to those males (37%) and females (35%) who expressed strong agreement.

Preparation for working life/higher education	Practical /Theory	Very Good	Good	Fair	Poor	Very Poor
<b>Foundation Course</b>	Practical	33%	62%	5%	1%	0%
	Theory	37%	59%	4%	0%	0%
<b>Skill Course</b>	Practical	38%	57%	5%	1%	0%
	Theory	36%	60%	4%	0%	0%

When asked about the practical and theory sessions and how it prepared the respondents for a working life or higher education, it is observed that in the case of foundation course, a higher proportion of respondents felt that the theory sessions (37%) were very good as compared to the practical sessions (33%). In case of Skill course, the preference is reversed the proportion of respondents who felt that the practical sessions were very good is slightly higher (by 2% percentage points) when compared to the proportion of students who felt that the theory sessions were very good.

### 5.1.5. Quality of infrastructure

Quality of infrastructure refers to the type of classrooms or training halls at the Skill Development Centres (SDCs) and the basic facilities such as electricity, water, location, hygiene and sanitation facilities etc. The absence of good quality infrastructure is expected to negatively influence the learning outcomes and the overall training

experience. Respondents were asked to rank the infrastructure facilities at the SDCs on a scale of 1 to 5, between ‘very poor’ and ‘very good’.

As given in the table below, a significant proportion (10%) of respondents felt that the hygiene and sanitation facilities at the SDCs were only fair and this proportion constituted more of female respondents than the male respondents. Nearly one third (34%) of the respondents felt that the overall training infrastructural facilities were very good and more than half of the respondents (58%) felt that the overall training facilities were good.

**Table 10: Ranking of infrastructure Facilities at the SDCs**

Experience at Skill Development Centre (SDC)	Gender	Very Good	Good	Fair	Poor	Very Poor
Classrooms/training halls (size, lighting& noise condition, location, temperature)	Female	35%	58%	6%	1%	0%
	Male	34%	61%	5%	0%	0%
	<b>Total</b>	35%	59%	6%	1%	0%
Hygiene and sanitation facility	Female	32%	54%	11%	2%	0%
	Male	31%	58%	8%	2%	0%
	<b>Total</b>	32%	56%	10%	2%	0%
Overall infrastructure of training facility	Female	35%	56%	8%	1%	0%
	Male	33%	60%	6%	1%	0%
	<b>Total</b>	34%	58%	7%	1%	0%

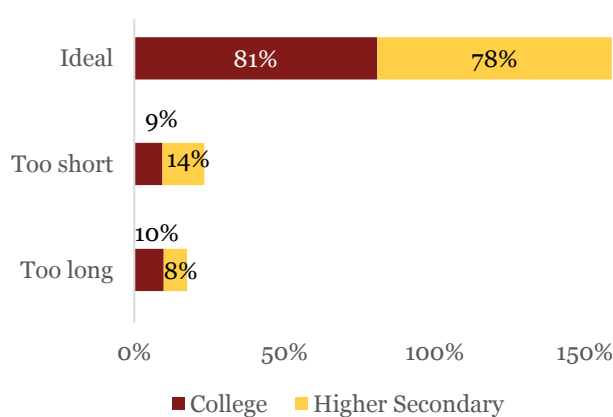
### 5.1.6. Duration of ASAP Course

The over-all duration of an ASAP course is 180 hours of Foundation course and approximately 150-200 hours of Skill course classes. After 3 years of implementation, it was important to understand how the students perceived the duration of ASAP courses.

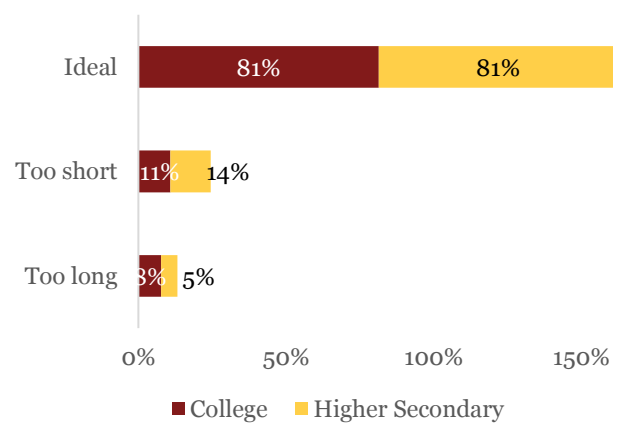
The figures below exhibit the opinion of school and college students about the duration of ASAP courses. While most students (79%) felt that the foundation course duration was ideal. While a significant proportion (14%) of school students felt that it was too short, around 10% of college students felt that the duration of the foundation course was too long.

Regarding Skill course too, the trend was similar where most of the students felt that the course duration was ideal. There is not much variation in the opinion of school and college students regarding the course duration.

**Figure 78: Opinion about duration of the ASAP Skill Course among school and college students**



**Figure 77: Opinion about duration of the ASAP Foundation Course among school**



While 11% of college students felt that the course was too short, around 14% of the school students felt the same.

### 5.1.7. Learning in comparison to Non-ASAP students

Students’ perception of how their communication skills and IT skills have changed when compared to their peers who did not undergo the training, is important to understand the effectiveness of ASAP course. Respondents were asked to ‘rank English language skills and IT skills in comparison with the non-ASAP friends or colleagues on a scale of 1 to 5, where 1=Much worse and 5= Much better’.

The table below provides a gender disaggregated opinion of the respondents about their respective skills. Around 40% of the respondents felt that their English skills has improved drastically and it was much better than the non-ASAP group of students. There was not much difference in the opinion of male and female students. While 57% of the male students felt that their English communication skills was somewhat better than the non-ASAP students, 54% of the female students felt the same.

**Table 11 : English Communication and Information Technology Skills in comparison to non-ASAP students**

Learning Aspect	Gender	Much better	Somewhat better	About the same	Somewhat worse	Much worse
English communication skills	Female	41%	54%	4%	1%	0%
	Male	37%	57%	6%	0%	0%
	<b>Total</b>	40%	55%	5%	0%	0%
Information Technology skills	Female	40%	54%	5%	0%	0%
	Male	36%	59%	6%	0%	0%
	<b>Total</b>	38%	56%	5%	0%	0%

Regarding IT Skills too, there is no stark contrast in the opinion of male and female students. Overall 95% of the students felt that their IT skills were much better or somewhat better than those who did not undergo the Skill course.

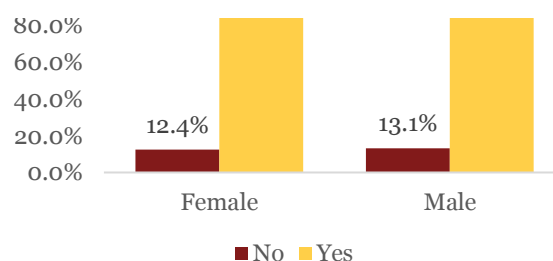
## 5.2. Future association with ASAP

Based on their experience of ASAP training, respondents were asked a set of questions regarding their willingness to join advanced level of courses as well as their willingness to join ASAP alumni network if any.

Overall around 87% of the respondents are willing to join a next level of ASAP course. There is no distinction in the opinion of male and female respondents regarding the same. Their willingness to join an advanced level of ASAP course indicates the high level of satisfaction among the respondents

Regarding willingness to join ASAP Alumni network, around 93% of the respondents have responded positively.

**Figure 79: Willingness to join advanced level of ASAP course with gender disaggregation**





## 6. Recommendations

- Scarcity of job locally and preparation for public service recruitment exams emerged as primary reasons for unemployment status of ASAP graduates. Among first batch (2012-13) graduates, more than one-fourth (28%) of the respondents mentioned that they were unemployed at the time of survey because they were preparing for the public services recruitment exams. A significant proportion (15%) of the respondent from 2012-13 batch reported scarcity of job as main reason for their unemployment status. Further, nearly one-fourth female graduates from 2012-14 batch indicated marriage as main reason for their unemployment. Similar, trend can be observed for the respondents from the 2013-14 batch. The findings indicate the following action points;
  - **Career counselling for the students:** The career counselling should orient ASAP graduates on job prospects and opportunities available in the private sector so that are able to explore opportunities beyond the traditional jobs such as government jobs. The counselling sessions could lay emphasis on female ASAP graduates to join workforce post marriage and focus on the importance of financial independence.
  - **Further strengthening of Business Advisory Committee (BAC):** To further enhance graduates employment prospects, the linkage with industry should be strengthened. Meetings of BAC across sectors should be held at regular interval. BAC should emphasize on establishing linkage with various employer and employer organizations across sectors.
- The survey finds that among employed graduates only 30% were working in the same sector in which they received the training. There could be multiple possible factors behind graduates not working in the sector in which they received the training. This could be partly explained by the lack of demand of jobs in the sector and partly by skill mismatch between training and industry requirement as about 38% among employed graduates maintained that skill course training was not relevant to their job. This could also be indicative of ASAP graduates' willingness to work in different sector. This instills a need for **regular update and alignment of course curriculum such that it meets the industry requirements.**
- Overall, about half of the employed graduated didn't wish to continue with the current job. The willingness to switch to other job is the highest among BPL group and female students, and main reason for switching to other job is to earn higher salary. This is further corroborated with the fact that about 17% employed ASAP graduates from BPL category were either dissatisfied or very dissatisfied with their current job. It is important to note that more than half of the ASAP graduates enrolled in the programme belong to the BPL category. To improve the salary level, these graduates will have to enhance their skills further. This creates opportunities for new interventions specially aiming to cater the need of such ASAP graduates. **One of the possible interventions could be to introduce advanced level of training programmes that would enable ASAP graduates to meet their financial aspiration.**
- Though overall employment level is low among ASAP graduates, the share of self-employment in overall employment is extremely low. Self-employment should be promoted and encouraged and training should be given on entrepreneurship skills. This entails that ASAP introduces **dedicated courses on Entrepreneurship Development.**
- This tracer study aimed at benchmarking employment and educational status of the ASAP graduates. Subsequent tracer studies shall aim at understanding the impact of ASAP programme. Along with the ASAP graduates survey, it is recommended that an **Employer Survey should be conducted with the employers** where ASAP graduates are currently employed or have been employed in the past. The employer survey will provide more relevant assessment of skills and knowledge level of ASAP graduates and how it can be improved.

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