

Impact Assessment Study

Samsung

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CHAPTER 1: Introduction

1.1 Background

Technology and innovation not only determine the production and product relationship but also play a major role in shaping economies and influence political economy by reshaping societies. Driven by technology advancement and innovation Industrial Revolution 4.0 had affected several sectors and put morbid and mundane skills out of jobs, but it also emerged as a beacon for human advancement.

It needed to establish itself in convergence with evolving production ecosystem as well as create a more holistic network of access to technology enabled infrastructure. This phenomenon was more pertinent in developing countries and created 'structural unemployment' or 'underemployment' to a great extent.

- **Scattered distribution of learning resources in rural and urban spaces:**

The disparity/gap in skill set was largely because of non-uniform distribution of technology enabled learning. Internet affordability or device-based learning was still confined to certain sections of the society which kept a large chunk of learners deprived of 'means'. There was a lack of relevant and accessible content mapped with industrial requirements. Accessibility and affordability were a major hindrance in channelizing knowledge. Example: Lack of digital infrastructure which could support modern learning, especially in rural areas

- **Lack of linkage between institutional learning and industrial demand:**

The structure of current education system was not equipped enough to grow in parallel with technology. Education was functioning in isolation whereas it should be a subset of the broader ecosystem. Transferring knowledge into modern skills was lacking, thereby increasing unemployment.

- **Digital divide and internet affordability:**

Internet has now transformed into a commodity which was not accessible to everyone. Bandwidth of internet availability varied across region and became a concern when it comes to integrating modern learning. Policies were designed in order to increase the spread of optical fiber networks, but funds were not being utilized adequately and lack of awareness among educators towards how to integrate modern skills in the teaching process led to widening of these gaps.

- **Need for Teacher's Professional Development (TPD) initiatives**

Educators and trainers needed to be equipped with modern teaching techniques. Upskilling them would help them become better agents of development and step forward from traditional teaching methods. The degree of adoption of new methods could vary based on situations but a need to restructure training norms was felt as a necessity to induce skill-based learning.

For example: Training modules designed to help educators understand specific future requirements and linking them with classroom processes. Effective pedagogy support for content delivery through virtual channels as well as methods to integrate cognitive learning along with core curriculum.

- **Quality of learning becoming obsolete and dormant**

With knowledge becoming more dynamic, traditional information becomes obsolete, thereby affecting the quality of learning. As per the World Bank report, the proportion of jobs threatened by I4.0 technologies in India is 69 per cent year-on-year (*The Hindu*, 2016).

This brings us to a fundamental question of how we address these gaps. It flows down to training individuals with computers and programming languages at an early stage and making them equipped enough to enter the job market.

Education 4.0 - Response to the needs of Industrial Revolution 4.0

The fourth industrial revolution conceptualizes the 21st century's rapid transformation in technology, industry, and societal patterns and processes as a result of growing interconnectedness and smart automation. The existing gap in skills leads to the contemporary evolution of Education 4.0 which is still building itself and is gradually taking shape. The objective is to transform education system into high quality labour force by going beyond the traditional curriculum design.

Education 4.0 introduces newer pedagogies based on institutional requirements.

The problem of skill gap remains persistent in India. Only one out of five youth is skilled in India. By 2030 India is expected to have 29 million unskilled youth in the country. In 2018, 56% of the companies in India reported having a skill shortage¹. According to a National Council of Applied Economic Research survey, India had about 468 million people in its workforce of whom 92% were in the informal sector. Only 2% of the workforce had a formal vocational training, and only 9% had non-formal vocational training. India's Gross Enrollment Ratio in higher education is still 27.1%. The high cost of higher education remains the prime challenge for low enrollment in higher education in India.

The skills gap in India can be either an insurmountable challenge or a great opportunity to create a skilled labor force not only in contemporary trades but also in futuristic trades such as data management, artificial intelligence, virtual reality, and machine learning.

In the backdrop of recent initiatives by the Government of India like the Pradhan Mantri Kaushal Vikas Yojana and the subsequent establishment of Pradhan Mantri Kaushal Kendra, the participation of youths in vocational training has improved. Although, the need to train the youths in futuristic trades remains unaddressed. To create an actual skill set in India and to tap into the future labor market, organizations in the domain of innovation, research, and development can leverage their expertise to create a center of excellence in technical education institutes and to train the youth in such trades.

Private sector organizations have also stepped up to support the humongous task of skilling and up-skilling people and play a pivotal role both as provider of skills training and prospective employers. The skills training provided by private sector is often rated very high in quality as it is closely linked with the demands of the industry. Samsung India Electronics Private Limited (hereinafter referred to as "Samsung") is one such organization who is at the forefront of

¹ [Times of India](#)



empowering India's youth with education through technology. Technology innovation is another area of focus in the current scenario. Samsung supports various skill development and innovative technological related programs through their CSR arm.

1.2 About Third Party Evaluation Impact Assessment Study

The Company undertakes need assessment studies during their project design phase, and impact assessment during the project lifecycle, to ensure timely and efficient execution of its social development strategies. Samsung invited KPMG India for conducting an Impact Assessment study for the 3 CSR programs that have been running successfully with a vision of undertaking relevant and effective social work to create a positive and meaningful impact on the lives of communities. Samsung's Impact Assessment study would help the organization in the following manner:

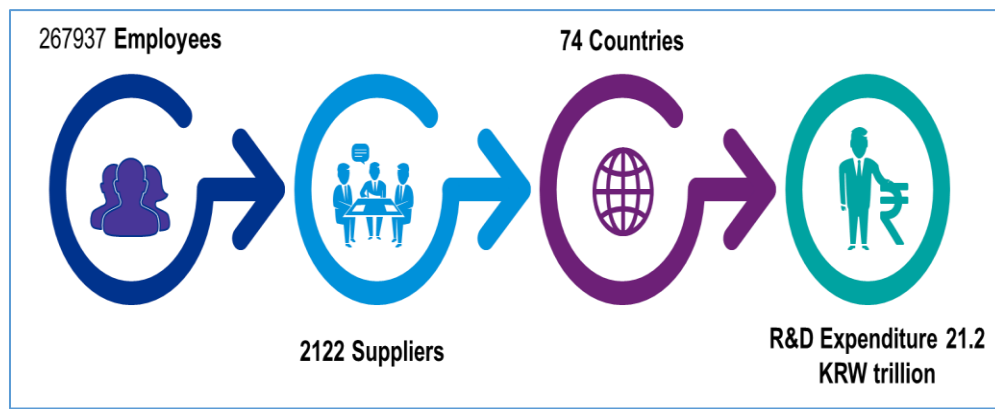
- Mapping the perception of stakeholders
- Benchmarking of the projects
- Identifying gaps and key challenges
- Road map for existing and planning new interventions

In this report, we will look into three CSR activities undertaken by Samsung. We will focus on the outcomes and impact of these programs and their impact on the larger society.

CHAPTER 2: About the Organization

2.1 About Samsung Group

Samsung Group is a multinational manufacturing group based in Samsung Town, Seoul, South Korea. It comprises of numerous affiliated businesses. Samsung is one of the world's largest business brands and has great excellent global brand value. Samsung electronics is one of the notable Samsung industrial affiliates. It is one of the world's largest information technology company, consumer electronics maker and chip maker as of 2017 revenues. Samsung Electronics is a global leader in consumer electronics, mobile manufacturing, telecommunications, and digital media technologies.



Samsung India Electronics Private Limited

Samsung came to India in 1995. Today, it has become India's leading consumer electronics and smartphone company. As a global corporate citizen, Samsung Electronics continues to create environmental and social value while achieving positive economic outcomes.

2.2 CSR at Samsung

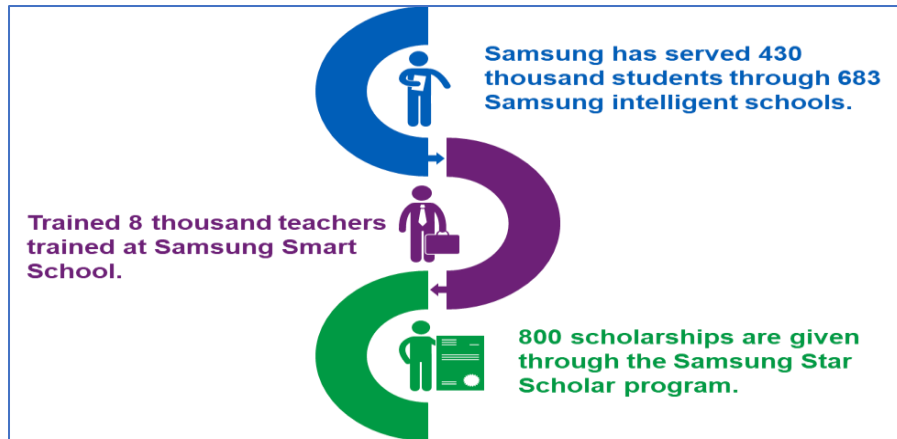
“Together for Tomorrow! Enabling People” is Samsung's global CSR vision. Samsung's CSR efforts in India are motivated by the mission of 'Powering Digital India.' The company's significant CSR efforts in India are focused primarily on two domains: Smart Education and Skilling Youth primarily because India is a vibrant and young country with great opportunities for the skilling industry. Samsung's CSR programs seek to give everyone in the community equal access to the knowledge, skills, and resources that they need to design and create a better future. Samsung has a global vision in sync with United Nation's SDGs.

Samsung offers a variety of CSR activities in different fields like-

- Education for marginalized people
- Technology in multimedia and security
- Providing Access to healthcare services
- Skill development amongst youth for quality employment
- Innovations to develop a smart-end technology-driven space



- Providing direct employment to qualified and deserving candidates
- Other CSR activities include promoting education, including special education and employment, and livelihood enhancement projects, particularly for children, youth, women, the elderly, and differently abled people
- Given below is a snapshot of the beneficiary impact number through few of Samsung's CSR initiatives



2.3 Projects Under Evaluation

Star Scholar Program

Samsung India supports the brightest students from Jawahar Navodaya Vidyalaya (JNV) schools. They study at any Indian Institutes of Technology (IITs) or National Institutes of Technology (NITs) across India.

Technical School Program

Samsung through the Industrial Training Institutes (ITIs), which are run in collaboration with India's Ministry of Micro, Small, and Medium Enterprises (MSME) and state Departments of Technical Education, provide youth with vocational training in the repair and installation of electronics such as smartphones, televisions, refrigerators, washing machines, and air conditioners.

Samsung Innovation Campus

Samsung has established ten Samsung Innovation Campuses (SIC), seven at IITs and one at Delhi Technological University (DTU). Students are trained in emerging technologies such as the Internet of Things (IoT), embedded systems, artificial intelligence, machine learning, and virtual reality in these fully equipped labs, preparing them for a technology-driven future

CHAPTER 3: Background and Context Setting

This chapter provides an overview of government interventions in the field of skill development technology innovation and higher education.

3.1 Government intervention for Skill Development and Technology Education

The Indian Institute of Technology (IIT) is a group of government-sponsored educational institutions in India that aims to develop high-quality scientists, engineers, and technicians. The IITs were established as institutes of national importance to help the country's industrial growth and manufacturing by creating an exceptional pool of engineering talent. In 1947, India had roughly 38 colleges offering first-degree engineering and technology degrees with a population of 350 million. The total number of new students admitted to these colleges was around 3,000. These colleges primarily served government agencies such as public works, irrigation, railroads, electricity, and telecommunications. A limited number of engineers could find work in the private sector engineering activities. In 1947, the intake capacity for postgraduate (PG) engineering education was only 30 students. To get a master's degree, most students had to travel overseas. India had gained independence in 1947 after almost 200 years of foreign dominance, and it was eager to reclaim its due place in the international community. It was critical to have a solid industrial and economic foundation for this. This was impossible to achieve without making cutting-edge technology courses available in the country. Compared to the massive job market ahead, the available workforce training institutes were relatively inferior, both in quantity and quality.



The establishment of IITs was conceptualized even before India's independence, leading to the creation of world-class facilities for the sharpest minds of India. The IITs are a group of autonomous, prestigious engineering and technology-oriented higher education institutes established and designated as Institutes of National Importance by the Indian Parliament. The

IITs were established to educate scientists and engineers to develop a highly skilled workforce to help India's economic and social development after independence in 1947. Today, there are 23 IITs spread across India in metropolitan cities like- Delhi, Mumbai, Ahmedabad, Hyderabad, etc.

Industrial Training Institutes (ITI) are a network of government-run post-secondary training institutions that one can enroll in to avail short-term courses on various technical vocations. After the 10th grade, ITI courses are available in a variety of fields and candidates can choose courses based on their areas of interest. ITI graduates often find work in the electrical, mechanical, and other manufacturing sectors, while many others go on to get placed with the Indian Railways.

The dawn of 21st century started with a technology and innovation boom. From the rise of IT to AI, the technology and innovation led the path for the unprecedented growth of the civilization. In the backdrop of these advancements, the education sector across the globe observed a paradigm shift. From the palcid mode of imparting knowledge, inclusion of modern innovation like AI, computer language IOT revamped the education sector across the world.

In India, inclusion of technology and innovation in education can be perceived as a pivotal aspect of transforming India into a developed nation. With unprecedented demand of modern skill in the global market, the government of India initiated several schemes and policies to include technology and innovation in education for skilling students for modern and futuristic trades. Through initiatives like Digital Infrastructure of Knowledge Sharing (DIKSHA) to the creation of National Educational Technology Forum (NETF), the National Educational Policy 2020 is aiming towards fostering innovation.

3.2 Relevant Policies and Schemes in India

Skill India

The primary goal of introducing this scheme is to provide sufficient skillsets to the country's youth, thereby, increasing their chances of employability across various sectors of the economy. The Skill India Mission is an umbrella program that encompasses a variety of skilling initiatives. The Skill India initiative aims to boost confidence, increase productivity, and provide direction through effective skill development. The youth will have better accessibility to blue-collar occupations due to these skilling/upskilling trainings provided. Developing key abilities during early schooling is critical to channelize the youth towards appropriate work domains. All industries should see equitable growth and all employees should be valued equally. Soft-skills trainings are particularly important to lead a dignified life. Skill development is especially critical for rural communities and those living in distant places. It is envisioned that corporates, educational institutions, non-governmental organizations, the government, academic institutions, and society would all contribute to active skilling of the youth. The Skill India mission is planned to serve as the foundation for critical government projects such as Digital India, Smart Cities, and Make in India. The objective revolves around skill development and creating a fertile ground for entrepreneurship. This is projected to play a vital role in the country's developing ecosystem for first-generation entrepreneurs.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

The Pradhan Mantri Kaushal Vikas Yojana aims to encourage the country's youth population to participate in industry-relevant training and skill development. The objective of this Skill Certification Scheme is to enable a large number of Indian youths to take up industry-relevant skill training that will help them in securing a better livelihood.

Indian Skill Development Services

The Indian Skill Development Services is a new government agency formed for the Ministry of Skill Development and Entrepreneurship's training directorate. It is a group 'A' service that contributes significantly to the government's skilling programs by improving the efficiency and effectiveness of numerous programs in the area.

National policy for skill development and Entrepreneurship

Its goal is to provide a unified framework for all skilling initiatives carried out in India. It aids in equipping individuals with uniform standards and connecting skilling to demand centers. The policy lays out the aims and expected outcomes and identifies the broader institutional structure to attain the desired results.

SANKALP

Skills Acquisition and Knowledge Awareness for Livelihood (SANKALP) is an outcome-oriented program of the Ministry of Skill Development & Entrepreneurship (MSDE) with a particular focus on decentralized planning and quality improvement. The main objectives of this program are- a) Creating convergence among all skill training activities, both State-led and Government of India funded, at the state level, b) Improving the quality of skill development programs through building a pool of quality trainers, developing a model curriculum and content, and standardizing assessment and certification, c) Establishing a robust monitoring and evaluation system for skill training programs, d) Providing access to skill training opportunities to the disadvantaged sections and creating industry-led and demand-driven skill training capacity.

Star Scheme

The main aim of the Standard Training Assessment & Reward (STAR) scheme is to encourage skill development among the youth. Under the plan, monetary rewards are provided to individuals who complete the approved training programs.

Pradhan Mantri Kaushal Kendra

Vocational training must be aspirational to develop India into the world's skill capital. By this, the Ministry of Skill Development and Entrepreneurship (MSDE) plans to create visible and aspirational Model Training Centers (MTCs) in each country's districts. The project's implementation agency is NSDC. These training institutes, Pradhan Mantri Kaushal Kendras (PMKK), will be state-of-the-art Model Training Centers.

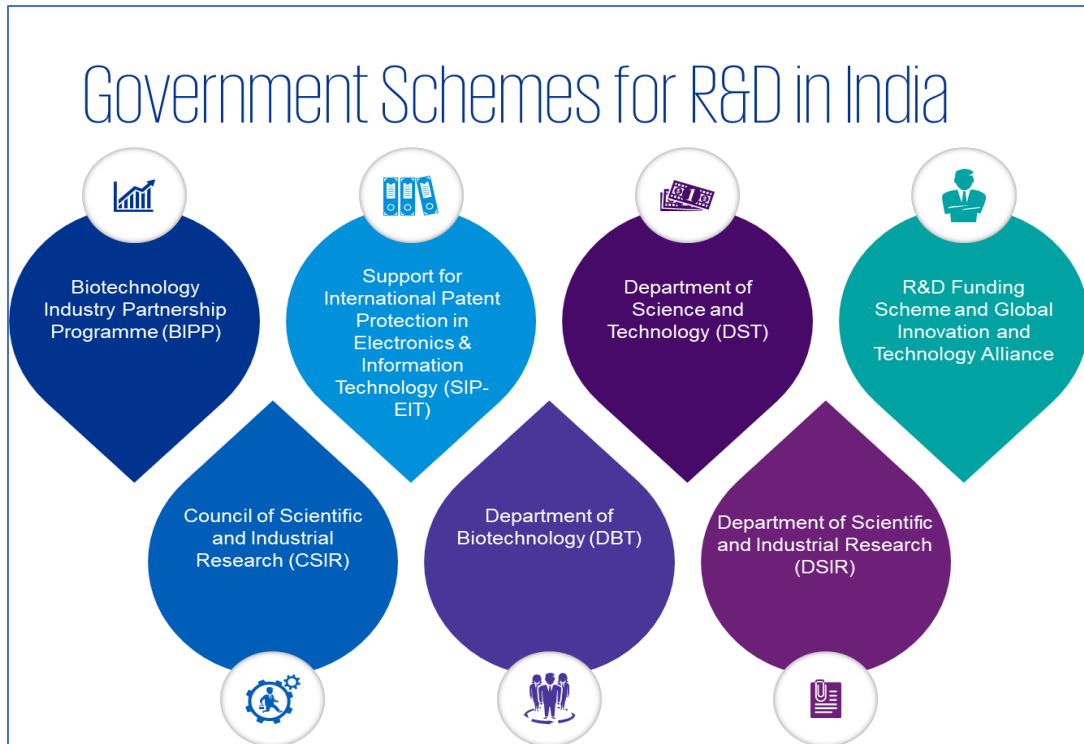
National Scholarships Program

The Indian government offers scholarships to students who cannot afford to pay for their education. The government has created a National Scholarship Portal for this reason. This is a scholarship scheme for college and university students and has been in place since 2008. The

scheme aims to help deserving students with a household income of less than Rs.6 lakh per year to cover a portion of their living expenses while pursuing higher education.



Schemes focused on skill development in India



Schemes focused on Research and Development in India

Samsung's mission is similarly aligned to foster research, innovation, technical skills and to support higher education across India. They are committed to empower underserved communities of India.

CHAPTER 4: Proposed Approach and Methodology

4.1 Objectives of the Study

The main objective of this evaluation study is to:

- Identify and quantify the impacts and changes created through the projects
- Understand bottlenecks, enabling factors and best practices within the program
- Communicating the impactful work done by them and their partners

The evaluation is assessed in accordance with OECD DAC. As per the scope of the study, the evaluation team has conducted field visits in various project locations. The next section will provide details of the methodology and its parameters.

4.2 Evaluation Framework

OECD DAC criteria will be used for impact evaluation. The framework has been described in the below sections

Impact assessment is a structured process for assessing the effects of an intervention on the intended beneficiaries. Impact evaluation, on the other hand, is a broader term that encompasses a range of issues such as appropriateness of the intervention design, the cost and efficiency of the intervention, its unintended effects and guidance on future course of the intervention in terms of design and implementation (OECD).

Impact assessment has often been described as a theory-based activity since it is designed based on a 'theory of change'. This relates to establishing a chain of causation from intervention to impact and has the advantage of being specific and focused on the identified impacts. The impact assessment may, however, tend to overlook some of the unexpected and undesired results of the intervention (ibid.)

Regarding the overall approach for undertaking an impact study, the widely acclaimed framework for evaluating the effectiveness of development projects is the one established by the OECD-DAC (Development Assistance Committee) Evaluation Network. In response to the need for having a mechanism by which bilateral development agencies could monitor the funding provided to multilateral organizations for various development projects, the DAC Evaluation Network devised a set of evaluative criteria for assessing the effectiveness of any development project (UNICEF, 2012). The OECD DAC first developed the criteria in 1991 for evaluating international development co-operation. They have since become a cornerstone of evaluation practice and are widely used, beyond the DAC. These criteria have often been applied for international donors such as UN agencies (OECD, 2020).

The OECD DAC Network has defined five evaluation criteria – relevance, effectiveness, efficiency, impact, and sustainability – and two principles for their use. These criteria are intended to guide evaluations. They were refined in 2019 to improve the quality and usefulness of

evaluation and strengthen the contribution of evaluation to sustainable development (OECD, 2020).

OECD DAC: Evaluation Criteria

This study has used OECD DAC framework as it helps in gaining qualitative understanding of the impact created, stakeholder perception, and sustenance of the change through the following parameters:

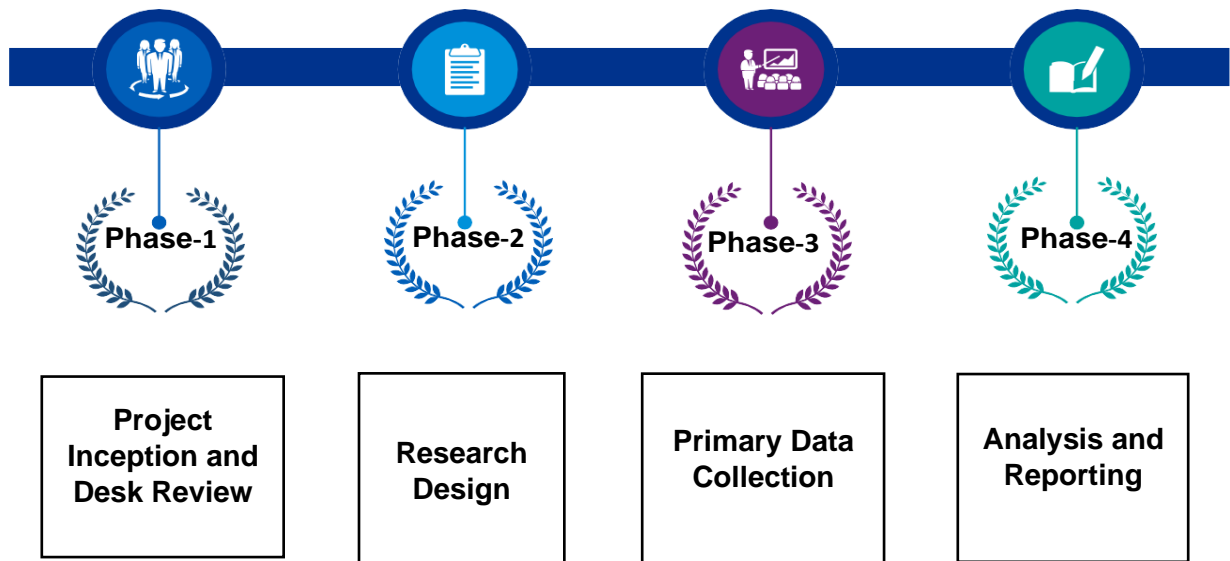
- **Relevance:** Assesses the extent to which project responds to the felt needs of all the communities.
 - To what extent are the objectives of the program still valid?
 - Are the activities and outputs of the program consistent with the overall goal?
 - Are the activities and outputs of the program consistent with the intended impacts and effects?
- **Effectiveness:** Assesses the extent to which objectives of developmental interventions are being achieved.
 - To what extent were the objectives achieved / are likely to be achieved?
 - What were the major factors influencing the achievement or non-achievement of the objectives?
- **Efficiency:** Assesses the extent to which project uses the least costly resources possible to achieve the results.
 - Were activities cost-efficient?
 - Were objectives achieved on time?
- **Impact:** Assesses the extent to which positive or negative changes are produced by the development intervention, directly or indirectly, intended, or unintended, or externally or internally.
 - What has happened as a result of the program?
 - What real difference has the activity made to the beneficiaries? How many people have been affected?
- **Sustainability:** Assesses the extent of continuation of benefits from a development intervention after major assistance has been completed.
 - To what extent did the benefits of a program continue after donor funding ceased?
 - What were the major factors which influenced the achievement or non- achievement of sustainability of the program?



Pillar of OECD DAC framework

4.3 Detailed Methodology

This study has adopted a four-phase structured methodology for evaluation as illustrated below.



1. Project inception and desk review

During the inception phase, team conducted desk reviews and gathered secondary data related to projects. Evaluation team also conducted interviews with Samsung and implementation partners in order to understand the project timelines and beneficiaries.

2. Research design

During this phase, evaluation team developed an impact map for each project. Primary data collection tools were also developed and finalized in consultation with Samsung.

3. Primary data collection

Primary data collection was done through field visits to the selected geographies. The team interviewed the IAs of each project, beneficiaries including relevant stakeholders.

4. Analysis and reporting

Data captured during the primary data collection phase has been analyzed for report writing. Qualitative responses to the questionnaires, conducted with beneficiaries and stakeholders in the respective areas have also been analyzed.

4.4 Sampling Plan and Data Tools

Based on the review of the documents for the three flagship projects, and the available information on beneficiaries and stakeholders obtained from Samsung and implementation partners, Random Sampling has been selected. Random Sampling method is a type of probability sampling method under which each unit of the population has an equal probability of being selected as a sample. This method is used to avoid bias in sample selection.

Quantitative and qualitative surveys were used while deploying a Random Sampling method to effectively reach out to the beneficiaries, where data was collected in an unbiased manner.

Tools like in-depths individual interviews were administered for this study. Secondary research has been conducted based on project documents and data provided by Samsung team which

helped in developing an understanding of the objective and coverage of the projects. The sample size has a proportionate representation of respondents from:

- Different strata of beneficiaries
- Other significant stakeholders

Calculation of sample size

The following formula has been used to estimate sample size. Sample size formula for infinite population

SS =

$$\frac{Z^2 * (p) * (1-p)}{c^2}$$

Where,

Z = Z value for 95% (1.96)

p = percentage picking a choice, expressed as decimal, it is taken as 0.5 c = confidence interval, expressed as decimal, it is taken as 0.15

For finite population, the formula is indicated below-

$$\text{New ss} = \frac{\text{ss}}{1 + \frac{(\text{ss}-1)}{\text{pop}}}$$

Where,

pop = population

Taking a calculation of 95% confidence level with a 7% interval of the total beneficiary size.

Sample size of each project

Table 1: Sample Details

S. No.	Project	Population	Sample	Achieved
1	Star Scholar	800	260	260
2	Technical School	≈ 8000	367	370
3	Samsung Innovation Campus	≈ 200	132	65
	Total	≈ 9000	759	695

Data Collection Tools

The below section consists of the methods used for engaging with the stakeholders. Additionally, stories of change capturing the impact have been documented as case studies. The utilization of these tools is given in individuals chapters dedicated to each project.

- **In-depth interviews:** An in-depth interview (IDI) is defined as a qualitative research technique to undertake explorative individual interviews. In such an interview, respondent perspective on a program, idea, or subject are explored.
- **Semi-Structured Interviews:** A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. However, the questions are not set in order or in phrasing.
- **Survey:** Tailor-made questionnaires were drafted for different stakeholders with open ended and close ended questions. This helped understand their present situation and collect data on the identified indicators on conditions of pre and post project intervention.
- **Online Surveys:** An online survey is a set of standardized questions that people respond to online as part of the research. For this study, google forms were utilized and the questions were both closed-ended and open-ended, and they help in gathering insights into the needs, expectations, preferences, or experiences of the target audience
- **Key Informant Interviews:** Interviews with the selected number of people who provides us with first-hand knowledge about the program objectives and scenario was done
- **Structured Discussions:** These are generally the open-ended qualitative approach to understand the program details

CHAPTER 5: Star Scholar

5.1 Background and Context

Samsung as part of its Corporate Social Responsibility (CSR) initiatives has instituted the Star Scholar program. It is conceptualized as a scholarship program to foster academic excellence for students who go on to take admissions at IITs and NITs.

Higher education is seen as a catalyst for social mobility and has the potential to provide underprivileged students with a plethora of options to chart out their life-trajectories – if issues of access are taken care of. Education can help close this gap in a country like India where disparities and variations in all relevant characteristics are quite apparent. The socially and economically disadvantaged segments of society are impacted by an increase in the private cost of higher education as they lack the resources to fund the same. One of the alternative methods to fund educational requirements for socio-economically weaker sections is through providing scholarships. Additionally, India is at a demographic advantage with almost half of its population in the working-age group. Thus, access to quality higher education and emphasis on learning outcomes is a must to realize the country's potential. For pre-matriculation, post-matriculation, and higher education, the central and state governments currently provide scholarships totaling more than Rs. 10,000 crores annually.² Apart from government, private sector CSR funding in the education sector is one such solution that can be directed towards scholarships or educational wallets.

Amidst this backdrop, Samsung has been providing financial support to the students of Jawahar Navodaya Vidyalaya (JNVs), pursuing a B. Tech or a dual degree at any of the IITs or NITs across India. The duration of the Samsung Star scholarship is for one academic year. However, the students can renew and extend the duration for subsequent years, i.e., for three or four years, based on their respective degree programmes and consistent meritorious performance. Samsung India aims to motivate students aspiring to pursue technical courses in elite institutions. Thus, the program helps provide bridge the gap between deserving, yet underserved students with greater opportunities for good quality higher education.

² [Why Scholarships Are Important For Education \(ndtv.com\)](https://www.ndtv.com/education/why-scholarships-are-important-for-education-1171111)

5.2 Working Model of the Project

Eligibility	Selection Criteria	Selection Procedure	Benefits
<ul style="list-style-type: none"> Students who have graduated from any JNV Students pursuing full-term BE/B. Tech/Dual Degree in an Indian Institute of Technology (IIT) or a National Institute of Technology (NIT) 	<ul style="list-style-type: none"> Applicants in the first year of scholarship selected based on their All-India Rank- a common rank list (CRL) in the JEE Main. Scholarship for applicants from 2nd to 4th/5th year: Two criteria: <ul style="list-style-type: none"> Applicants had received the Scholarship for all preceding applicable years The Applicants had a SGPA or CPGA grade rating of 5 or above for immediate previous two (02) semesters 	<ul style="list-style-type: none"> A third-party is involved by Samsung to undertake the document verification process for each Applicant. Subject to meeting the eligibility criteria, top 150 students are selected for the scholarship Scholarship amount support was paid out against actual verified submitted receipts for expenses. 	<ul style="list-style-type: none"> Selected Applicants are entitled to annual scholarship amount up to Indian Rupees Two Lakh (INR 2,00,000/-) Utilization of the scholarship amount: Tuition fee, Hostel fee, Mess fees, Exam & Registration fees and other non-refundable fees/expenses paid by the candidate as per the fee structure

5.3 Evaluation Criteria

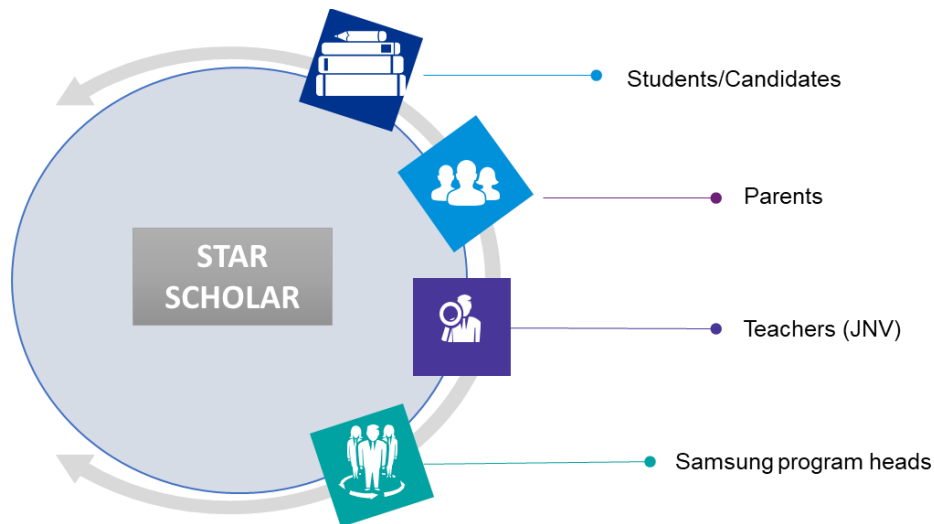
The study has utilized the OCED DAC methodology to evaluate the findings and impact generated by the Star Scholar Program and capture the perception of the various stakeholders involved. Given below are parameters covered to understand the positive and negative, primary, and secondary long-term effects resulting directly or indirectly from the project interventions.

5.3.1 Stakeholders for the assessment

Stakeholder mapping is an important aspect of the entire program phase which involves mapping individuals who have an interest in program outcomes. Different stakeholders had been identified for the Star Scholar Program implemented and initiated by Samsung for students gaining admissions in IITs and NITs. The student beneficiaries and their family members are the primary stakeholders considered for the assessment. While JNV school teachers/staff members and Samsung CSR team/ program heads are identified as the secondary stakeholders for this program. The table below shows the stakeholders, reasons for their inclusion and data collection tools administered for the assessment.

Table 2: Stakeholder Details of Star Scholar Project

Stakeholder	Reason for Inclusion	Data collection tool
Students	The student beneficiaries who got selected for the scholarship post the verification process were the primary beneficiaries under the program activities. The activities were student-centric to offer them with opportunities related to financial support for higher education.	Online Survey based on Structured Questionnaire and telephonic IDI
Parents	To be able to map an overall impact, parents of the students were also consulted.	Telephonic Semi-structured Interviews
Teachers	JNV teachers and staff members were reached out to, to map the overall impact the Samsung Scholarship being created for beneficiaries at the respective schools.	
Samsung	Samsung CSR team/Program Heads were consulted as they were involved in the management of the program in terms of its implementation and coordination. Their inclusion was essential as they provided detailed program insights which was crucial during the pre and post evaluation phase.	Discussion/ Key Informant Interview



5.3.2 Sample Details

Table 3: Sample covered for Star Scholar Project

Type of beneficiaries and stakeholders to be interviewed	Target	Achieved
Candidates	234	243

Parents	26	10
JNV Teacher/Staff Members		8
Total beneficiaries covered	260	261

5.3.3 Impact Map

An Impact map is a representation of the workflow of the project and identifies the various aspects of project implementation, as mentioned below.

- 1. Inputs:** Investment in terms of the funds and time by the implementing agency and other stakeholders.
- 2. Activities:** The actual work on ground
- 3. Outputs:** Direct cumulation of activities in numbers
- 4. Outcomes:** Outcomes are the (long term) changes created for the stakeholders related to the activities in the scope.
- 5. Impact:** Is measured in terms of a significant change in the lives of the project beneficiaries due to the initiation of the project.

It is a tool for describing or illustrating how and why a desired change is expected to happen, that is, connecting the activities of the program with the outcomes, impacts and their contribution to achievement of the final goal. An impact map for the Star Scholar Program was developed as part of the study

Table 4: Impact Map of Star Scholar Project

Input	Activities	Outputs	Outcomes	Impact
Funds allocated by Samsung towards the scholarship	Financial resources are provided through the means of scholarship for engineering courses of IITS and NITS across India	Qualified students receiving scholarships through Samsung	Scholarship amount is utilized by the beneficiaries in areas such as: -Tuition fee -Hostel fee -Mess fees & -Exam & Registration fees	Reduction in the out-of-pocket expenditure on education
Funds allocated by Samsung in verification of the applications and further selection of the beneficiaries				Upliftment of underprivileged students
				Improved access to higher educational institutions
				Enhancement in career and employment

	Selection of the final beneficiaries Monitoring		-Other non-refundable fees/expenses paid by the candidate as per the fee structure of the Institute	Enchantment in Income and socio-economic status because of higher education and employment
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5.4 Analysis and Findings

The section below showcases the findings and observations ascertained based on interviews conducted with beneficiaries and stakeholders of Samsung’s Star Scholar program. The findings are presented based on the five criteria of OECD DAC Framework.

Background details of the beneficiaries

A total of 243 beneficiaries were surveyed- of these 83% were male students and the rest 17% were females. Nearly 60% of the beneficiaries covered during the survey had an annual family income below 1 lac. The rest had annual family incomes upwards of 1 lac. Nearly 50% of the beneficiaries belong to the OBC category, followed by nearly 40% belonging to the General category, with negligible representation from students belonging to either SC or ST categories.

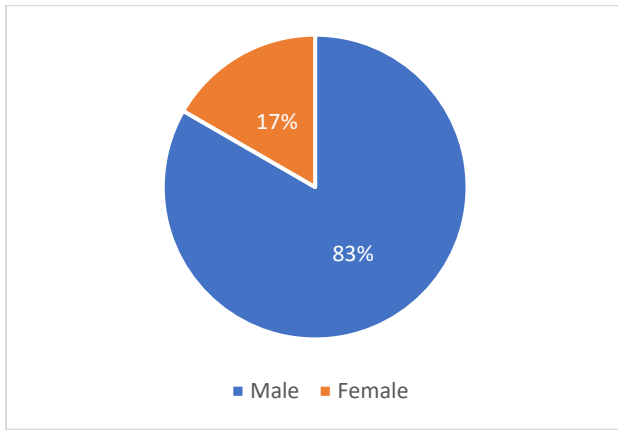


Figure 1: Gender ratio

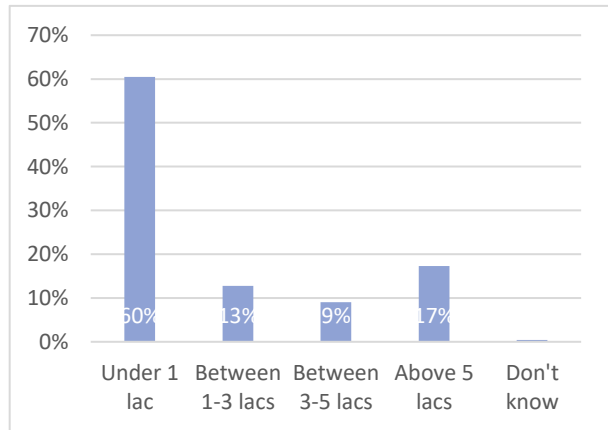


Figure 2: Family income

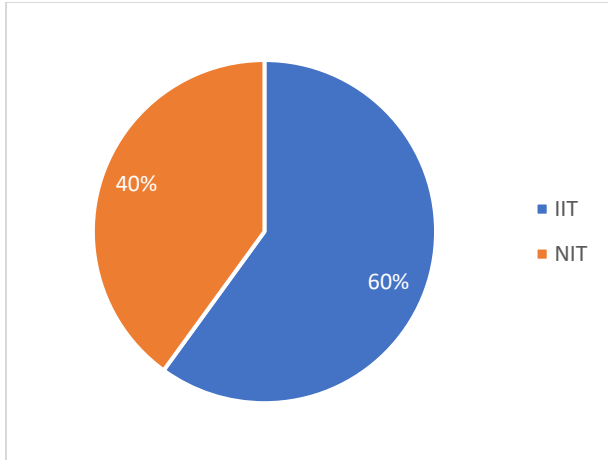


Figure 3: Institutional breakup

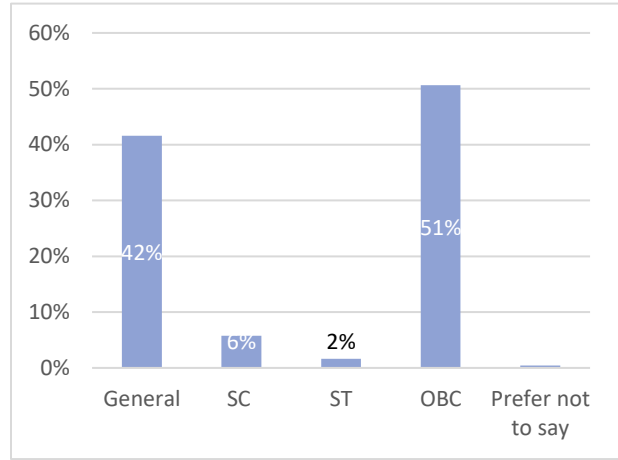


Figure 4: Social category

Nearly 60% of the beneficiaries had taken up admission at an IIT and 40% were enrolled at an NIT, anywhere in India. Majority of the beneficiaries (85%) were enrolled for a Bachelor’s in Engineering course, nearly 8% pursuing dual degrees, and another 6% pursuing B. Tech.

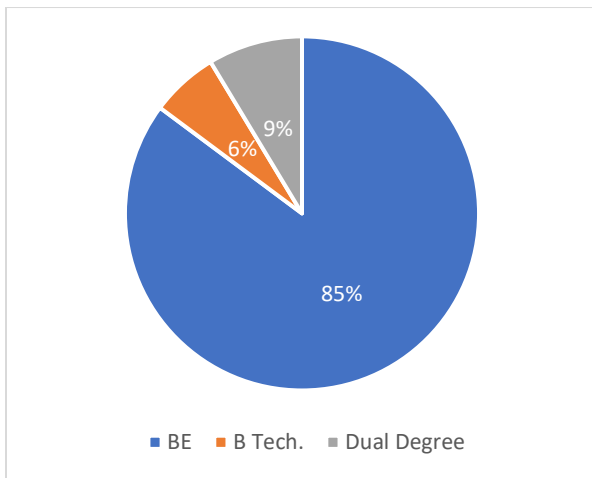


Figure 5: Branch Segregation

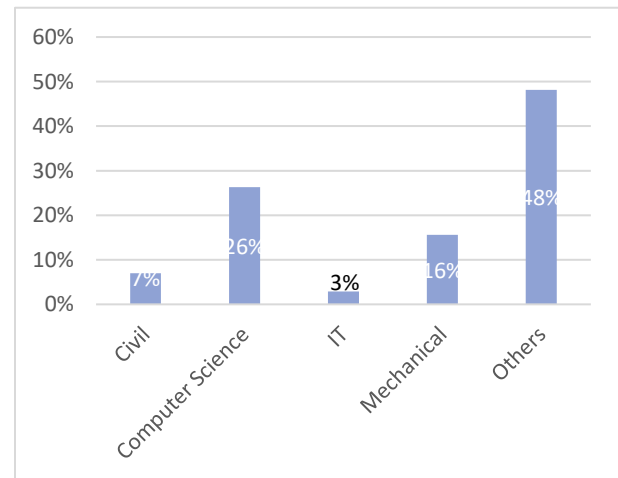


Figure 6: Course segregation

As for the branches majorly taken up, it was interesting to notice a majority (48%) of the beneficiaries had taken up branches other than Mechanical (16%), Computer Sciences (26%), Civil (7%), or Information Technology (3%). Several of these branches are namely - Aerospace Engineering; Chemical Engineering; Mining Engineering; Geophysical Technology; Artificial Intelligence; apart from Electronics and Electrical Engineering, or even Electronics and Communicating Engineering.

Evaluation Criterion 1: Relevance

- **Linkages to Policies & Priorities**

In a socio-economically diverse country like India, any intervention requires concerted efforts from all stakeholders involved. The education sector is a particularly ever booming one and a very crucial one at that for its ability to act as a catalyst for climbing the socio-economic ladder. This holds immensely true for several marginalized and underserved sections of society in our country - where accessibility to education itself is a challenge in its own right. While much of this may be attributed to infrastructural inadequacies, many families often must make a choice between expending their income on either providing for food on the table or spending it on their children's education.

The Indian government, both at the state and central levels, spends nearly Rs. 10,000 crores on scholarships for students enrolled in pre-matriculation, post-matriculation, and higher education, annually. While this may seem like a massive amount, several interconnected issues such as structural inefficiencies, implementation failures, consistent increase in educational expenses etc. may pose a hindrance, thereby affecting the effective utilization of such dedicated funds. For instance, IITs and NITs themselves are state-backed institutions. However, they charge a hefty sum in terms of fees and other related academic expenses which simply makes them 'premier' institutes where a person from a modest background cannot fathom going without taking a student loan. Few policies and schemes associated are National Education Policy 2022 where Samsung Star Scholar is promoting the objective of the NEP policy by promoting a equitable and just society.

National Education Policy, 2020

- NEP 2020 aims to increase the Gross Enrolment Ratio in higher education
- Efforts towards incentivizing the merit of students belonging to SC, ST, OBC, and other SEDGs

Rashtriya Uchchatar Shiksha Abhiyan, 2013

Aimed to improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

Samagra Shiksha Abhiya, 2018

Samagra Shiksha is an overarching programme for school education sector, aimed at improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. Thereby, strengthening the foundation for higher education




a) Jawahar Navodaya Vidyalaya

Samsung Star Scholar Program’s primary objective has been to support the brightest students from Jawahar Navodaya Vidyalaya (JNV) schools pursuing technical vocations. JNVs are set-up under the Navodaya Vidyalaya Samiti – an autonomous body under the Ministry of Education. As per Government policies, at least one JNV is to be set up in every district of the country. Special attention is also given to areas with concentrated populations of SC and ST communities, to make education more accessible.

b) IITs and NITs

The Indian Institute of Technology (IIT) and National Institute of Technology (NIT) feature amongst India’s most prestigious institutions for pursuing professional technical courses besides boasting of a wide network of institutes across the country. Samsung’s aim in this project has been to i) identify students coming from economically weaker backgrounds through JNVs and ii) to promote and support pursuance of technical vocations amongst them. For this purpose, students having graduated from JNVs and currently pursuing a full-term B.E/B. Tech/Dual Degree (B. Tech + M. Tech) course in an IIT or a NIT were identified to lend financial support to achieve their scholastic dreams.

• **SDG Alignment**

SDG	SDGs target	How is it aligned?
	<ul style="list-style-type: none"> – Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university – Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship – Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries 	<ul style="list-style-type: none"> – The project benefits the students through the scholarship program, aimed at providing financial support to the beneficiaries throughout their education course – The project aspires to boost the skill growth and employment, through motivating the students via scholarship assistance – The project targets to exponentially expand its wing and reach out to the one’s requiring scholarship support. The objective is to encourage the beneficiary’s pursuing education in the technical field.

- **Targeting the needs of the target beneficiaries:** CSRs can play a crucial role to make education not just accessible, but affordable, and relevant for the upcoming generations. Samsung's Star Scholar Program is one such initiative that aims to reach out underserved communities but is at the same time futuristic in its intent – by solely focusing on students inclined towards technical vocations. As Figure 2 depicts, a majority (60%) of the cohort selected from the JNV schools happen to belong to economically weaker sections of society, wherein many of the students come from a rural and/or agricultural background.

Through the Star Scholar Program, Samsung has managed to address inaccessibility to prestigious technical institutions for underserved students in addition to contributing a technically well-versed workforce.

Evaluation Criterion 2: Effectiveness

Project Objectives

The project aims to provide financial support to underprivileged and bright erstwhile students of JNVs to pursue technical vocations at IITs and NITs across India and to help them secure jobs in the formal sector, increase their social and economic security, and uplift their standards of living.

The project objectives are as follows:

- Identify underprivileged students from JNVs enrolled at IITs and NITs
- Provide them scholarship support to pursue technical courses

- **Implementation Strategy**

Every year, 150 new scholarships are awarded to students from underprivileged backgrounds. For one academic year, the scholarship covers up to INR 2 lakh for tuition fees, examinations, hostel, and mess expenses. If students maintain specific grades and standards, the scholarship can be renewed every academic year throughout the duration of the course. Samsung India has given scholarships to 800 deserving students at IITs and NITs as part of its Star Scholar Program.

- **Effectiveness of systems and processes adopted for planning and implementation**

This establishes how much of the defined objectives have been achieved and the activities contributing to it. This was done by understanding the targets, achievements, and utilization of the resources to successfully address the needs of the beneficiaries.

a) Financial savings for the candidate

There is no enrollment fee for the scholarship. The courses available at these prestigious institutions enable students to gain relevant skillsets in technological innovations and interventions for socially pressing issues in India while getting opportunities to gain access to placement drives for well-paying jobs. This also helps socio-economically differentiated candidates to be at par with the urban youth, thereby helping bridge the employment gap in India.

b) Beneficiaries Perception of the project

Of the 243 beneficiaries, 54% gave a rating of 5 on a scale of 1-5 indicating that they found the overall program- including the intent, impact, and process to be extremely good. This was followed by 29% who gave a rating of 4 indicating that they had a very good experience with the Star Scholar Program. The rest 17% were either moderately satisfied with the scholarship or did not find the scholarship to be as impactful as they expected.

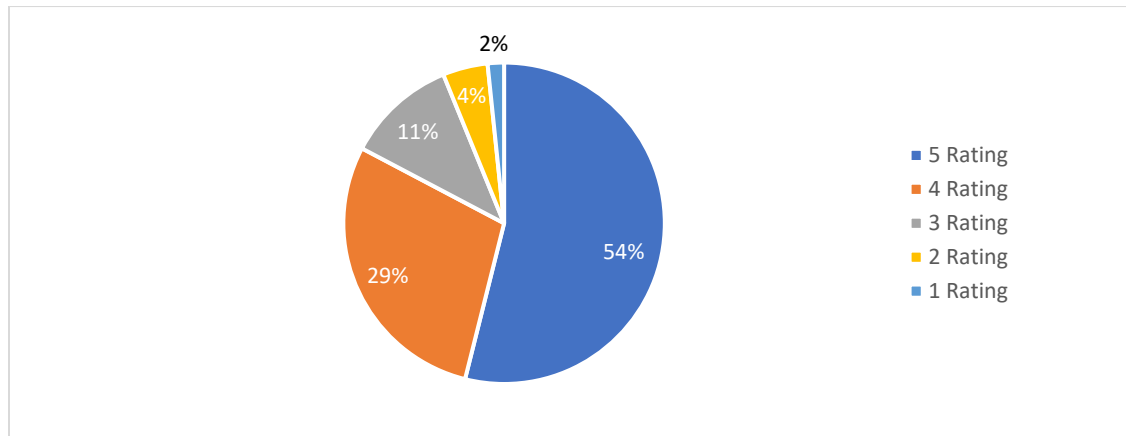


Figure 5: Rating on star scholar program (On a scale of 5)

- **Objectives vs actuals: No. of beneficiaries reached out to**

Table 5: Target of Star Scholar Project

Financial Year	No. of unique/new student beneficiaries	No. of renewal application based student beneficiaries
FY 2020-21	150	NA
FY 2019-20	150	139
FY 2018-19	200	210
FY 2017-18	150	366
FY 2016-17	150	394
Total	800	1109

Samsung Star Scholar Program’s aim has been to reach out to 150 new beneficiaries every academic year, through the years 2016 to 2021, i.e., over a course of five years. So far, the program has successfully been able to provide 800 unique students with scholarships to fund their educational needs at IITs and NITs. In the academic year 2018-19, Samsung had reached out to 50 more students in addition to the stipulated 150 students. These unique beneficiaries were also supported in their subsequent college semesters and a total of 1109 renewal applications have been funded through the scholarship program.

- **Effectiveness through Monitoring Systems**

Eligibility Criteria-

- i. The scholarship is made available for students who have graduated from any JNV (10th or 12th grade pass), run by the Navodaya Vidyalaya Samiti, an autonomous organization under the Ministry of Human Resource Development, Government of India.
- ii. Students pursuing full-term BE/B. Tech/Dual Degree (B. Tech +M. Tech) course (“Degree Course”) in an Indian Institute of Technology (IIT) or a National Institute of Technology (NIT).
- iii. Duration of the scholarship to be for one (01) academic year, extendable to subsequent three and four (03/04) years for B.E./B. Tech. Degree and Dual Degree courses respectively based on fulfilment of eligibility criteria and selection approval by Samsung.
- iv. Applicants in the first year of scholarship selected on the basis of their All-India Rank- a common rank list (CRL) in the Joint Entrance Examination (JEE Main).
- v. Subsequent to 1st year, scholarship to Applicants from 2nd to 4th year or 2nd to 5th year (as applicable) made available if: The Applicants had received the Scholarship for all preceding applicable years and b. The Applicants had a SGPA or CPGA grade rating of 5 or above for immediate previous two (02) semesters

Selection Process

- i. All supporting documents to be submitted by the students at a Samsung registered address provided.
- ii. A third-party is involved by Samsung to undertake the document verification process for each Applicant.
- iii. Subject to meeting the eligibility criteria, students are selected for the scholarship

Disbursement of Scholarship

- i. Selected Applicants entitled to annual scholarship amount up to Indian Rupees Two Lakh (INR 2,00,000/-) only for the Tuition fee, Hostel fee, Mess fees, Exam & Registration fees and other non-refundable fees/expenses paid by the candidate as per the fee structure of the Institute and as certified by Institute Dean/authorized PIC in the student application form.
- ii. Scholarship amount support paid out against actual verified submitted receipts for expenses.
- iii. Applicants responsible for their administrative expenses such as refundable deposits, personal spending money, medical cost, incidentals (photocopy, phone calls, etc.), supplemental study courses and materials and /or other expenses undertaken by them which were not part of fee structure of the Institute, during his /her degree duration at the Institute. The scholarship amount will not be paid out for these expenses.

Samsung’s Star Scholar Program is a fairly straight-forward project considering its primary focus on providing scholarship funding for deserving students. Aiming this project at JNV school graduates, the program has managed to reach out to a significant proportion (nearly 60%) of students from financially weaker sections of society. Considering that the JNV schools have a strong network across the country and have either been set up/aspire to set up schools in each of the districts, JNVs are more accessible to rural communities and as a result have a significant representation from them. Summarily, Samsung’s Star Scholar Program, then, has managed to

reach out to socio-economically weaker sections in addition to covering aspiring students from rural backgrounds. Samsung’s vehement focus on advancing technological knowledge and skills is apparent across its programs. Samsung Star Scholar is no exception. By identifying technically inclined students from JNVs, the Star Scholar Program has taken up a unique initiative of hand-picking underserved, yet highly driven and technologically oriented minds for this program. It tied up with a third-party to methodically identify 150 well-performing students in the first year through their results on an all-India merits list and continued to support students showing consistent academic performance over the years. This was being done after a careful and exhaustive verification process after which, scholarships were disbursed to the most deserving candidates.

However, as with just about any other projects, there were a few shortcomings that were noticed and highlighted by the Star Scholar Program’s beneficiaries:

It was felt that the application process, as well as the document verification process could have been timelier and in congruence with the fees’ due dates for the respective semesters. The length of the process, as well as the result delay in disbursement of scholarship amount may often put undue financial pressure on the student and the family, especially if they have not availed any other financial aids. The beneficiaries also felt that the procedure for application, selection, and communication thereafter could have been a bit more transparent and prompter.

Evaluation Criterion 3: Efficiency

- **Utilization of Budget**

As evident in the table below, Samsung’s Star Scholar Program was successfully able to expend its stipulated budget for the year 2016-17. A major trend that is noticed across the years, however, is the under-utilization of the stipulated budgets across the academic years- which may require further delving into.

Table 6: Budget Details of Star Scholar Project

Year	Budget (INR)	Actual (INR)
2016-17	30,000,000	30,000,000
2017-18	63,200,000	56,698,725
2018-19	12,000,000	500,498
2019-20	218,000,000	37,732,164
2020-21	107,713,096	42,893,808
2021-22	107,019,819	29,589,605

- **Project Execution as per timelines**

The Samsung Star Scholar as planned, has been able to reach out to 150 new beneficiaries every academic year. However, it is noticed that there is a considerable incongruence in the timelines between selection of candidates and the actual disbursement of scholarship amount to these successfully selected candidates.

- **Selection of unique beneficiaries**

Based on the analysis of the primary and secondary data available to us we have been able to make a few observations:

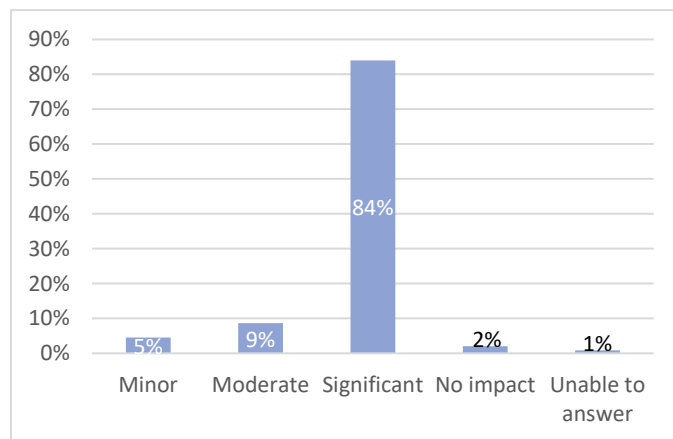
- i. All students are JNV graduates - having completed either 10th or 12th and have representation from socio-economically weaker sections, as well as from rural background. There is adequate representation from socio-economically wealthy backgrounds, as well. However, representation from socio-economically weaker sections is significantly higher in the sample.
- ii. An all India, Common Rank List for JEE is compiled by a third-party to identify 150 prospective beneficiaries for the first year (freshers) based on merit alone. For the subsequent years, all relevant documents are obtained from students and their academic performance is scrutinized over the years and consistently good academic performers are given the scholarship, provided they apply for the subsequent years.
- iii. No duplication/overlap of activities. Only new beneficiaries are selected per new batch.
- iv. One of the criteria that students should not be availing any other scholarships, the Star Scholar Program is catering to maximum unique number of beneficiaries and there is no duplication of the intervention for the selected beneficiaries.
 - a) Fund is fully utilized on already identified people
 - b) There is a level playing field for all applicants

Evaluation Criterion 4: Impact

- **Direct Impacts:**

a) Perceived Impact of the Program

As evident from the figure below, more than 80% of the beneficiaries believe that the Star Scholar Program has had a significant impact on their student lives. The beneficiaries mentioned using



the funds for college fees, hostel fees, mess charges, and to buy course materials etc. The beneficiaries also pointed out that the scholarship was particularly useful during COVID-19, as few had lost earning-members in their families, or else lost their jobs during the pandemic resulting in precarious financial situations. Many also went on to say that they could focus more on their studies since the financial burden was somewhat reduced or non-existent due to the scholarship.

Figure 6: Perceived impact of the star scholar

b) Reduced financial burden

An overwhelming number of the beneficiaries- 76% to be specific, have recorded that their families' financial burdens have reduced by over 30% due to the scholarship funding provided by the Star Scholar Program. Many beneficiaries also went on to mention that the Star Scholar

Program has off-set the need to take external loans by the family. This is especially crucial considering that many of the beneficiaries come from agriculturally dependent families.

The Star Scholar Program was also found to be helpful in cases where students could not avail any other scholarships or financial aids.

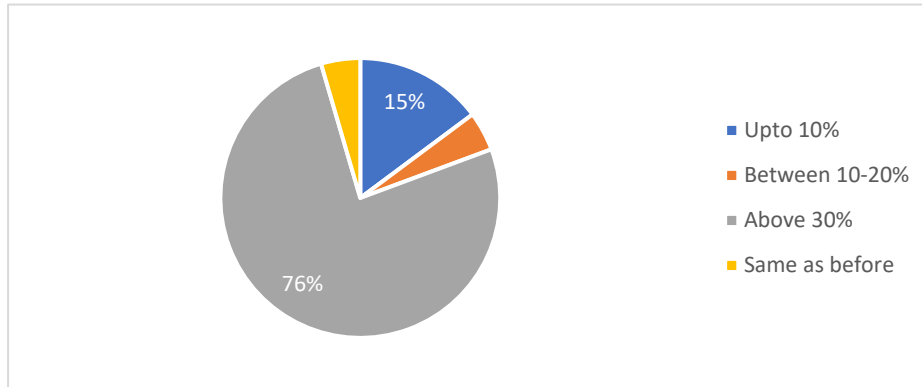


Figure 7: Perceived reduced financial burden

- **Inspiring change**

Some have even gone on to mention that they would like to take after Samsung's steps and be able to help others in need, in whatever capacity they can.

- **Testimonials of various stakeholders**

a) Beneficiaries

I would like to convey it to the concerned person, this is a very kind work which helped many students like us to continue the studies. And I would also be like to help in this once I will get employed. – Student, batch of 2017

Samsung is doing very wonderful services for the betterment of our society and nation. Samsung's Star Scholarship is one of such example of how much Samsung is doing for our education system. Thank you Samsung!!! - Student, batch of 2016

b) Stakeholders

My son studied in IIT Roorkee. It was my dream come true. Today he is earning well and living a good life. Thankful to Samsung scholarship for the help. Initially we did not know about the scholarship but his JN seniors in college informed him about the scholarship. – Father of a beneficiary

I have 30 years of teaching experience in JNVs. The scholarship helped a lot. JNV reserves 75% of the seat for rural students. Naturally, the schemes help the underprivileged children who have high aspirations and caliber to study. Student can buy books, take online courses and buy laptop. The Samsung lab setup is also one of its kind. The lab provides 36 hours of power backup and in Chamoli (where I taught before) power outage was an everyday issue. I have seen that one can conduct exams through Samsung's help even on Sundays as there is availability of electricity.

Samsung is helping the youth and doing a social and national service. The blackboards and other materials provided are also of great quality and useful for teachers. – JNV Teacher, Haridwar

- **Indirect Impacts:**

- a) Placements**

Many students from the 2016-20, 2017-21, and 2018-22 batches have been successfully placed at reputed organizations and in sectors spanning across IT, Manufacturing, Oil & Gas, to Consulting and others. From the sample pool of 61 graduates (batch 2020/21/22), 17 are currently placed with an average package of INR 15.70 LPA. The remaining plan for further studies, business, etc.

- b) Being able to provide support to family**

The scholarship has incentivized many students from socio-economically weaker families to continue their education without the added burden of taking loans to fund education at prestigious institutions such as IITs and NITs. Securing a position in reputed firms with a stable income would be extremely helpful for these students to further support their families financially and materially.

- c) Skills**

Having received a good, uninterrupted education and further being placed at good firms has and will in the future broaden their minds, their skills, and their employability. Especially working with people similarly skilled will give them immense opportunities to learn and refine their skills further.

- d) Access to quality work environments and enhanced quality of life**

Working in reputed organizations with decent pay may significantly improve their confidence levels, thereby, also elevating their sense of self and being able to create for themselves a life that is in alignment with their vision in the longer run.

Evaluation Criterion 5: Sustainability

The governance mechanism of the scholarship program is well sustained in terms of the robust system and procedure at place for the selection of the target beneficiaries under the purview of the program. The program can be measured under two Sustainable Paradigms:




Impact Sustainability






When it comes to individual beneficiaries of the program, the impact created by the scholarship program can be gauged as sustainable. Moreover, the program is enabling an individual for a sustained livelihood and employment besides unburdening the guardians of the targeted beneficiaries by providing sustainable assistance for the higher education. The program helps in enabling responsible individuals who would again be helping their families and society in a persistent and sustainable way.

Financial Sustainability

When it comes to the financial sustainability, however, the nature of the program is such that it should not be judged with a lens of sustainability. Though, to ensure financial sustainability, Samsung can leverage and channelize government policies and schemes with scholarship provision to make the program financial sustainability.

5.5 Rating based the Findings and Analysis

Rating Marker	Criteria
	Low: If criteria/responses/conditions indicate low presence towards the programme
	Medium: If criteria/responses/conditions indicate medium presence towards the programme
	High: If criteria/responses/conditions indicate strong presence towards the programme

OECD Indicators	Description	Rating
Relevance	-Benefit to target and relevance audience -Well-structured program plan	
Effectiveness	-Successful implementation as per set objectives -Targets were met with respect to unique beneficiaries each year	
Efficiency	-No duplication of program activities within the target audience/final beneficiaries -Scope of improvement with respect to documentation and disbursal of the scholarship amount to adhere to the set timelines	
Impact	-Significant direct and indirect benefits -100% beneficiaries reported significant impact due to the program outcome	
Sustainability	Significant sustainable impact created for the beneficiaries; however, the program model lacks financial sustainability	

5.6 Conclusion

To give an overall picture of the project, we have bucketed the good practices, challenges and recommendations so that we are able to look at it from a broad lens.

Good Practices

- **Increased accessibility to education for underserved communities:** The project support has been able to impact socio-economically disadvantaged groups. The project has been

able to deal with various financial and socio-economic barriers such as off-set the need to take external loans by the family.

- **Access to quality education and exposure:** The project has ensured that students receive an uninterrupted and unfettered educational experience. The project activities have ensured increased accessibility as the scholarship is utilized by the beneficiaries to make educational services more affordable.
- **Robust screening mechanism:** The project has formulated a robust system of screening and selection of final candidates to avoid any discrepancies. The involvement of the third party for document verification ensures that outputs are aligned with the input's specifications of the project.

Challenges

- **Lengthy procedure:** The timeline between the application process and the final disbursement of scholarship amount is reported to be lengthy and students have faced issues due to multiple follow ups that had to be done.
- **Incongruence between timelines for disbursement of scholarship amount:** There is delay in disbursement of the scholarship amount as against the set timeline which poses as a challenge for the beneficiaries.
- **Mandating offline submission of documents:** It is mandatory to submit application documents offline (through post). This process is time consuming in addition to the time it takes for the post to reach to the desired location.

Recommendations and way forward

- **Improved efficiency of screening and document verification:** The robust screening mechanism has scope of improvement with respect to increasing efficiency of the procedures. Since there are multiple phases and parties involved in the working model of the scholarship program; better coordination, due diligence and processing should be considered. Online submission of documents should also be considered in addition to the offline option to make the process more efficient.
- **Better and timely communication and transparency regarding procedures:** Streamlining and optimizing communication with the beneficiaries is required to make the project more effective. A centralized way to track service beneficiary data and their queries should be considered to mitigate the challenges faced by the candidates.
- **Improving timelines for scholarship disbursement:** Samsung needs to strengthen internal procedures in order to transfer scholarship funds to the beneficiaries on schedule.
- **Provide courses on personal/career development courses/workshops to outgoing batches:** In order to make the project more holistic in nature, courses can be offered to the beneficiaries from the outgoing batches. This will also result in creating larger impact in addition to the financial support.

Chapter 6: Technical School

6.1 Background and Context

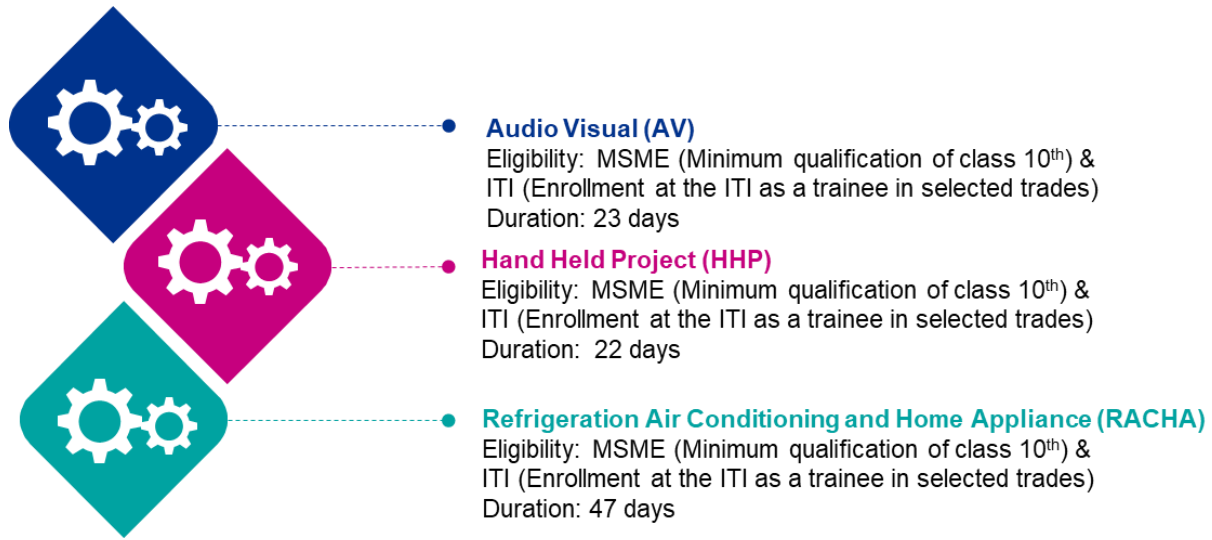
Samsung India has spearheaded various programs to empower the youth of India with education through technology. Samsung aims to assist the government in realizing its vision of 'Make in India' and 'Make for the World' by addressing the need for skilled workers with relevant industry experience through development of the technical labs / schools at various Industrial Training Institute's (ITIs) and Ministry of Micro, Small and Medium Enterprises (MSMEs). There are 35 Samsung Technical Schools across India, with 23 being run at ITIs and 12 at MSME centers.



Samsung lab established at ITI Kochi (left) and ITI Delhi (right)

The state of art facilities is spread across 19 states in India. Industrial Training Institutes (ITI) and Industrial Training Centers (ITC) are post-secondary schools in India constituted under Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship, Union Government to provide training in various trades. Samsung appoints its authorized trainers to conduct courses at these Technical Schools to provide specialized training. It also provides all the tools, modern test equipment and other consumable material required for training and skill development of the students. The students are provided with the opportunity to learn on the latest mobile phone, audio visual and home appliance products. The training covers areas such as repair, troubleshooting and installation. Post training, the students receive a month long, 'on-the-job training' at Samsung Service Centers. Other than the Samsung trainers the students are trained by experienced trainers on high-end technologies and machines.

The below figure shows different courses under the Samsung Technical School. The decision to choose from the offered courses is of the student under the guidance of experienced trainers.



6.2 Working Model of the Project

 CRITERIA	 TRAINING	 ASSESSMENT & CERTIFICATION	 GURU SHIKSHA PROGRAM	 OJT & PLACEMENT
<p>Criteria for enrollment</p> <ul style="list-style-type: none"> ITI: Any individual enrolled as a trainee in the institute, from specific trades MSME: Any individual with a minimum qualification of class 10th <p>Criteria for scholarship</p> <ul style="list-style-type: none"> ITI / MSME: Each batch topper is provided Merit Reward ITI / MSME: Each Female and Divyang receives Scholarship on course completion 	<p>Courses offered</p> <ul style="list-style-type: none"> Audio Visual (AV) <ul style="list-style-type: none"> - AV Installation Hand-Held Project (HHP) Refrigeration Air Conditioning and Home Appliance (RACHA) <ul style="list-style-type: none"> - RACHA Installation <p>Training Procedure</p> <ul style="list-style-type: none"> Systematic modular arrangement of classes, provided by trained professionals Regular monitoring and reporting through Samsung's team 	<p>Assessment</p> <ul style="list-style-type: none"> Structured test module are to be completed, prior to procession to the next module <p>Certification criteria</p> <ul style="list-style-type: none"> Minimum attendance mandate Minimum score mandate 	<p>Samsung Trainers</p> <ul style="list-style-type: none"> Experienced Samsung's trainer impart training to the trainees directly <p>Guru Siksha Program</p> <ul style="list-style-type: none"> ITI faculties are trained by Samsung's professionals at some places, where the teaching hand-over is given to these faculties Each of the trained faculty undergoes a minimum 10 day's in-depth training for the course of their domain 	<p>On-the-job Training</p> <ul style="list-style-type: none"> Module designed added to the course curriculum to help students get hands on job experience <p>Placement</p> <ul style="list-style-type: none"> Samsung's team along with the institute assistance, help trainees jump start their career

6.3 Evaluation Criteria

The study has utilized the OCED DAC methodology to evaluate the findings and impact generated by the Technical School Program and captured the perception of the various stakeholders. Given below are parameters that have been covered to understand the positive and negative, primary, and secondary long-term effects resulting directly or indirectly from the project interventions.

6.3.1 Stakeholder Assessment

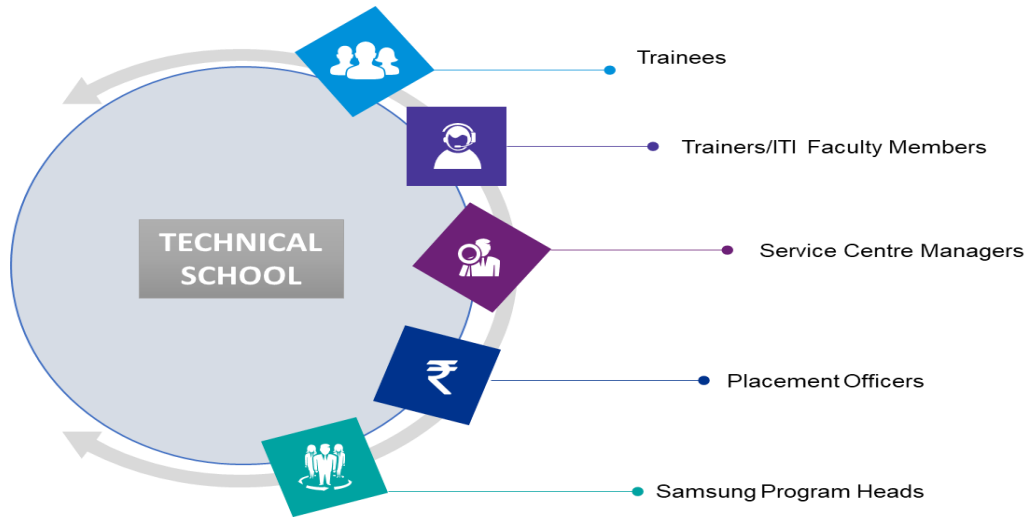
Stakeholder mapping is an important aspect of the entire program phase which involves mapping individuals who have an interest in program outcomes. Different stakeholders have been identified as given below:

Table 7: Stakeholder Details of Technical School Project

Stakeholders	Reason for Inclusion	Data collection tool
Trainees	The trainees at the ITIs and MSMEs are the primary beneficiaries under the program. The course offered them an opportunity to enhance their skills and helps them to get absorbed in the market	Survey based on Structured Questionnaire and IDI
Trainers/ITI Faculty Members	Samsung's trainers are the primary stakeholders responsible for imparting knowledge to the trainees at the institutes. Also, these trainers train selected institute's faculty, who in-turn teaches the trainees at several locations	Discussion/ Key Informant Interview
Placement Officer	Placement officers' acts as the central authority, responsible for leading the placement, alongside the Samsung's team. The training module for placement interviews are additionally added to the course	Data triangulation
Service Center Owners	The service centers' helps complete the program, by running 'On-Job training' at no-cost, through their centers and by absorption of the program graduates	Discussion & semi-structured interview
Samsung Program Heads	Samsung's program heads and the team members, responsible for the overall management and implementation of the program were brought into the discussion, for getting project insights and data triangulations	Discussion



Stakeholder interview's being conducted with ITI faculty (left) and manager at service centers (right)



6.3.2 Sample Details

Table 8: Sample covered for Technical School Project

Type of beneficiaries and stakeholders to be interviewed	Target	Achieved
Candidates	346	346
Trainers / Principal	21	18
Service Centre Managers		3
Placement Officers		2
Samsung CSR Program Head	1	1
Total beneficiaries covered	367	370

6.3.4 Impact Map

Table 9: Impact Map of Technical School

Input	Activities	Outputs	Outcomes	Impact
Courses being run: RACHA, AV, HHP	Labs established	Utilization of the tech-enabled labs by the trainees	Ease of access to latest/emerging technology	Establishment of ITIs as the 'Center of Excellence'
	Theoretical / practical teaching by trainers	Trainees receiving trainings as per the latest industry trend	Improved learning matching the market standards	Increased employability & Increased potential for securing seat for any job
	Distribution of TLM	Students receiving timely learning material	Enhanced learning and understanding	

	Practical training by trainers and teachers	Better equipment / machine handling ability In-house advanced training received	Increased confidence Exposure to advanced equipment and machinery	
	Scholarship being provided to the trainees	Trainees receiving cash benefits	Economic stability achievement	Enhanced socio-economic status of the trainee
On-job Training at 'Samsung Service Centers'	Real world interaction	Direct involvement with the customers	Greater confidence and improved client interaction	
	Industry exposure	Receiving information on emerging industry trends	Improved skill set for employment	
	Absorption by the 'Samsung Service Centers'	Trainees placed at 'Samsung'	Trainees getting stable employment	
Trainers for the Teachers, through 'Guru Shiksha' program	Teacher's training	Industry updates for teachers	Improvement in course content	Improved capacity of teachers



Discussion wrt to the Samsung's program being held with the principal, ITI Indore

6.4 Analysis and Findings

The section below showcases the findings and observations ascertained based on interviews conducted with beneficiaries and stakeholders of the Technical School program. The findings are presented based on the five criteria of OECD DAC Framework.

Background details of the beneficiaries

Age of the respondent

The average age of the respondent is 23.13 years. The age group has been further sub-categorized into 2 segments: '0 —18 years' and 'Above 18 years'. 32 (9.75%) respondents belonged to the age group of '0 – 18 years' and the remaining 314 (90.75%) belong to the age group of 'Above 18 years'.

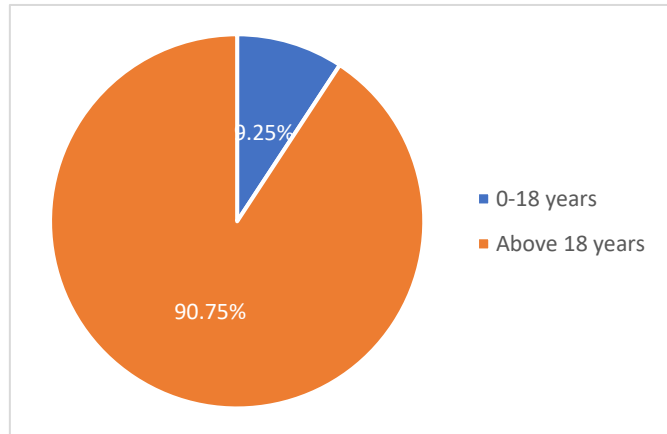


Figure 8: Age group

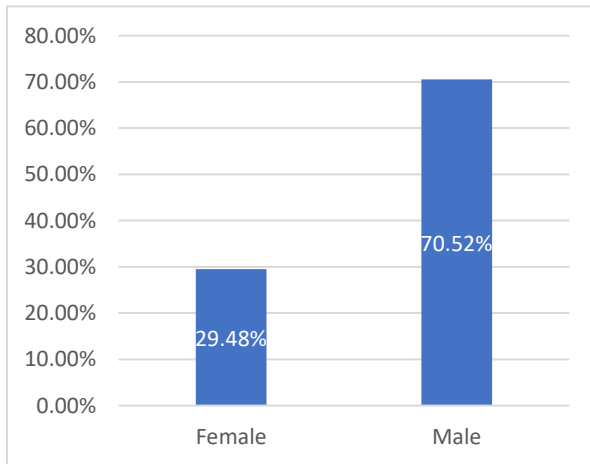


Figure 9: Gender ratio

Gender Ratio of the Respondents

From the overall sample pool of 346 respondents, 244 (70.52%) are male and 102 (29.48%) are female. The interviews of the respondents were subject to the availability of the individuals. The percentage share of male respondents is observed to be greater, as evident from the gender ratio.



Trainee interview conducted at ITI Vizag (left) and service center (Delhi)

Social category of the respondents

Among the respondents covered, 123 (36%) are from the OBC community, 112 (32%) from the SC community, 91 (26%) are from general community, 13 (4%) are from the ST community and the remaining 7 (2%) were unaware of their social status at the time of the interview.

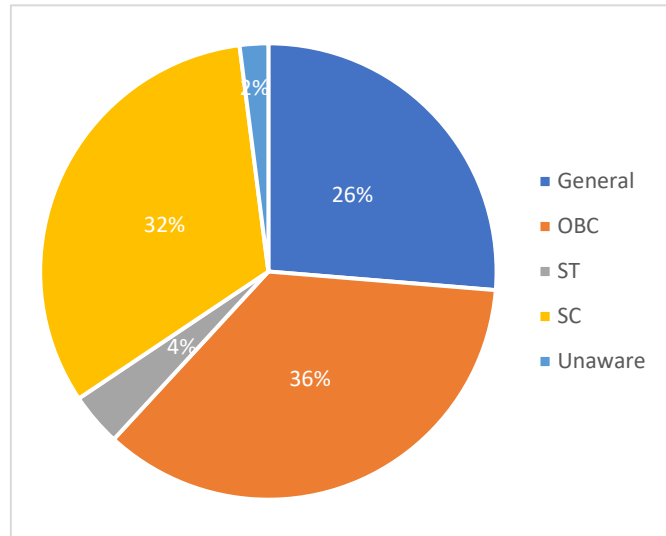


Figure 10: Social categorization

Economic Category of the respondents

From the sample, 157 (45.38%) respondents belong to the Above Poverty Line (APL) category, 136 (39.31%) belong to the BPL category and the remaining 53 (15.31%) were unable to identify their economic status.

Evaluation Criterion 1: Relevance

- **Geography selection**

The geographical coverage of the programme is expansive - covering the regions with high demand for a skilled workforce. The presence of central ITIs / MSMEs at these locations, gives an opportunity to work with masses and cater to a larger section of the society. The ITIs /MSMEs offer a wide range of niche courses thereby catering well to the industry's needs.

The trainees at each of these institute have greater access to quality education and training, owing to availability of the facilities within their neighborhood. Furthermore, getting access to an advanced level of training leads to better placement or work opportunity in the local region, thereby reducing the outflow of workforce (through migration) to the cities. Individuals who undergo locally relevant trainings become motivated to initiate their own business, which in-turn transforms them from being the 'employment seekers' to 'employment givers'. Female working groups are encouraged to take up these trainings by making available special benefits, specifically to enroll and retain aspiring female candidates into the program.

- **Need of the target beneficiaries**

A large share of the ITI / MSME population comes from underprivileged sections of society. The program gives an opportunity to these marginalized communities to enhance their skillset. The activities at the facility include a wide range of activities apart from theoretical and practical learnings, such as empathy training, communication training, industrial insights, etc. This helps benefit the other parameters of growth such as confidence, communication, and personal development, on the whole.

- **Policy Linkage**

The government has been pushing for the upgradation of the ITIs / MSMEs due to a large demand for skilled workers, mainly in the manufacturing sector. The remaining supply is absorbed by the unorganized manufacturing sector and the service sector.

The government has introduced various schemes to upgrade the existing facilities and boost India’s line of skilled workforce. Key schemes under which they are upgraded are: “Upgradation of 1396 ITIs through PPP” and “Skills Strengthening for Industrial Value Enhancement- STRIVE”.

Upgradation of 1396 Government ITIs through PPP

Under the scheme of Upgradation of 1396 Government ITIs through PPP, 1227 Government ITIs have been covered and an Industry Partner (IP) is associated with every ITI covered under the scheme

SKILLS STRENGTHENING FOR INDUSTRIAL VALUE ENHANCEMENT

STRIVE is a World Bank funded project, aims at creating awareness through industry clusters/ geographical chambers that would address the challenge of involvement of MSMEs. The Project would also aim at integrating and enhancing delivery quality of ITIs

Upgradation of 400 Government ITIs - EAP-World Bank assisted VTIP

The Vocational Training Improvement Project envisages upgradation of 400 Government ITIs in 34 State Governments/UTs. The scheme objective includes enhancement of knowledge & skills of ITI instructors, strengthening facilities in 14 central institutes, strengthening curriculum, etc.


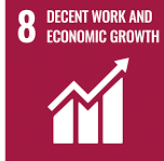


Samsung’s program aligns its objective with that of the governments vision and mission, thereby acting as a support structure to enhance policy efficiency. The program focuses on the development of the institute’s lab, followed by a stringent process of course implementation across each of its institutes. Adherence to a powerful guideline with well-defined boundaries enables the institutes to further enrich their respective curriculums in association with Samsung.

• SDG Linkage

Sustainable Development Goals (SDGs) or Global Goals are widely known for their global acceptance. They are accepted as a benchmark by institutions for ensuring progress in closely linked fields. The aim and objective of Samsung’s ‘Technical Education’ initiative is in alignment with the SDG 4: Quality Education. Samsung’s program further focuses majorly on two of the SDGs targets, namely,

SDG	SDGs target	How is it aligned?
	<ul style="list-style-type: none"> Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 	<ul style="list-style-type: none"> The project provides an opportunity to individuals to enroll themselves in elite level course being offered at the institutes at no or nominal cost, with scholarships being offered to female candidates and the top scorers of the batch.

	<p>– Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>– The project aims to upgrade the skillset of the trainees through Samsung’s course, which is a combination of theoretical learning, practical learning and ‘On-job training’</p>
	<p>– Target 8.5 By 2020, substantially reduce the proportion of youth not in employment, education, or training</p> <p>– Target 8.6 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>	<p>– The project aims to expand access to employment opportunities to the youth from local communities. The initiative works to ensure youth are workplace-ready and can achieve a decent and stable source of income.</p>

Evaluation Criterion 2: Effectiveness

• **Objectives vs Targets**

Samsung’s ‘Technical School’ initiative has been successful in the implementation of its program and further replication of its model in the other institutes. The program aimed to enhance the skills of students across the adopted ITIs / MSMEs, with a clear objective to provide better livelihood opportunities. According to the MoU, Samsung has effectively been able to impart training to students across various trades. These students were absorbed largely by Samsung’s own service centers.

• **Reduced financial burden**

The students at each of the ITIs / MSMEs are entitled to avail the course without any charge. This reduces the financial burden off students’ shoulders and that of their parents. The students are also provided access to quality learning materials including textbooks, PDFs, videos, etc. Uniforms are also provided to the students. The same is made available to students at MSMEs at a nominal fee depending on the course.

• **Effectiveness of systems and processes adopted for planning and implementation**

Samsung’s ‘Technical School’ initiative is directly being run through Samsung’s CSR team. The program is monitored through a highly skilled team of individuals with an expertise in technical vocations. The course is well-organized while keeping a balance between theoretical and practical delivery. Each of the course, namely RACHA, HHP and AV, have a robust module covered entirely basis the latest market technology. The courses span over a period of about 3 months. The classes are run in parallel with the institute’s curriculum, ensuring a synchronized and integrated learning. There is an attendance system in place and marks are assigned basis

students' attendance in class. If the minimum attendance requirements are not met, students do not receive a certificate of completion at the conclusion of the course.

The training classes at majority of the institutes are taken by an experienced faculty from recognized institutes, who themselves undergo a 'Guru Shiksha' training program. The faculties go through an intense training program as per their expertise (For RACHA, HHP or AV). The training module is specifically designed to help the faculty understand the existing gap in the teaching module. Additionally, it gives them relevant information and in-depth knowledge of the latest emerging technologies. Practical sessions for the same are given as well through the help of Samsung's leading research teams.

- **Pandemic mitigation strategy**

During the pandemic, the entire teaching-learning system was shifted to a virtual mode. All classes were imparted in a timely manner and the learning materials were shared in the form of softcopies. Doubt-clearing sessions were separately held to ensure no gaps were left unattended in students' learning process. Videos and other links were also provided for ensuring a holistic understanding of all the emerging technologies.

- **Effectiveness of placements**

As stated by the Technical School program coordinators, an attempt is made to place the enrolled trainees at the Samsung linked workplace. Based on the responses of the selected sample, it has been observed that only 24% of the trainees have been placed at Samsung linked workplace and the rest 76% are majorly dependent on the institute's placement process for employment or have changed their work streams.

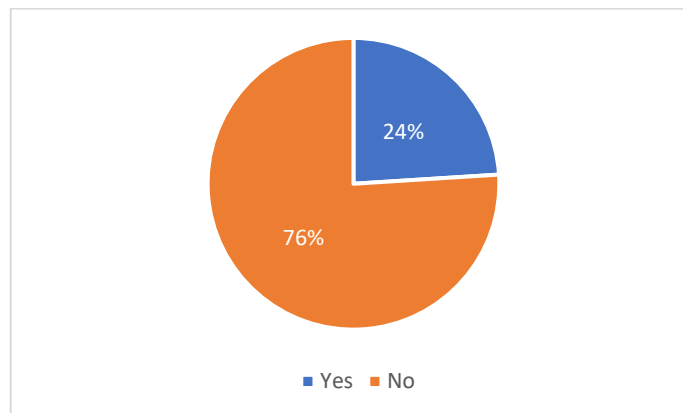


Figure 13: Samsung linked placement time of course completion

During the discussions and interactive sessions with the trainees at the various ITIs, a large group of the trainees are inclined towards government sector opportunities and jobs, especially at ITI Vizag. The students at the Vizag center mentioned to be focused on spending at least the next 2 years in the government job preparation. Another area of concern reported were the low salaries offered at the Samsung facilities as compared to other peers. This contributes to the overall result of the low placements.



Samsung programs assisting customers at Samsung’s Service Center (workplace, Varanasi)

However, while understanding the role and relevance of the technical school program in supporting the trainee beneficiaries with overall placements other than the ones provided or supported by Samsung. As per the analysis, the courses offered through the program is seen to be benefitting the enrolled youth in in the form of enhancing their abilities to better grasp employment opportunities other than ones provided by Samsung. For example, they reported enhanced awareness, market knowledge, confidence etc. which has supported them to perform better at placements offered at the ITIs and MSMEs.

Thereby, as shown below in the graph, from the total sample, (37.28%) trainees reported the course to be very relevant for their overall placements, while (29.77%) of the trainees reported the course to be slightly relevant. Out of the rest, around 11% reported it be somehow relevant and a share of around 19.5% found it to be ‘not relevant’. The remaining 2.31% were unsure of the courses’ relevance.

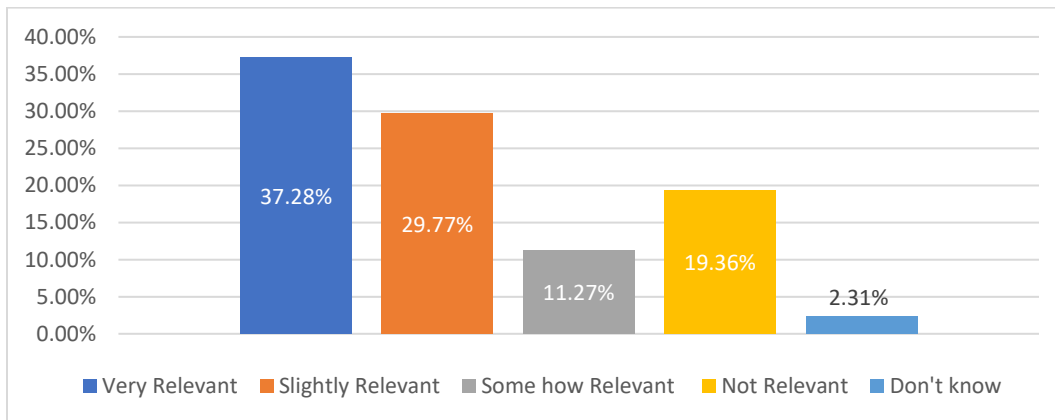


Figure 11: Program’s relevance with placement

- **Beneficiaries’ perception of the project activities**

The satisfaction level with respect to lab set-up, lab learning, teaching and learning material and on-job training (OJT) were also obtained from the trainees. A large share of the respondents reported the overall conditions to be highly satisfactory in each category. Only a small share across each of the categories reported to be dissatisfied with the conditions and expected better

inputs. The responses received regarding satisfaction for OJT was mixed. The reason behind the same was due to the lower level of input or varying nature of training, which completely varied across the 'Service Centers'.

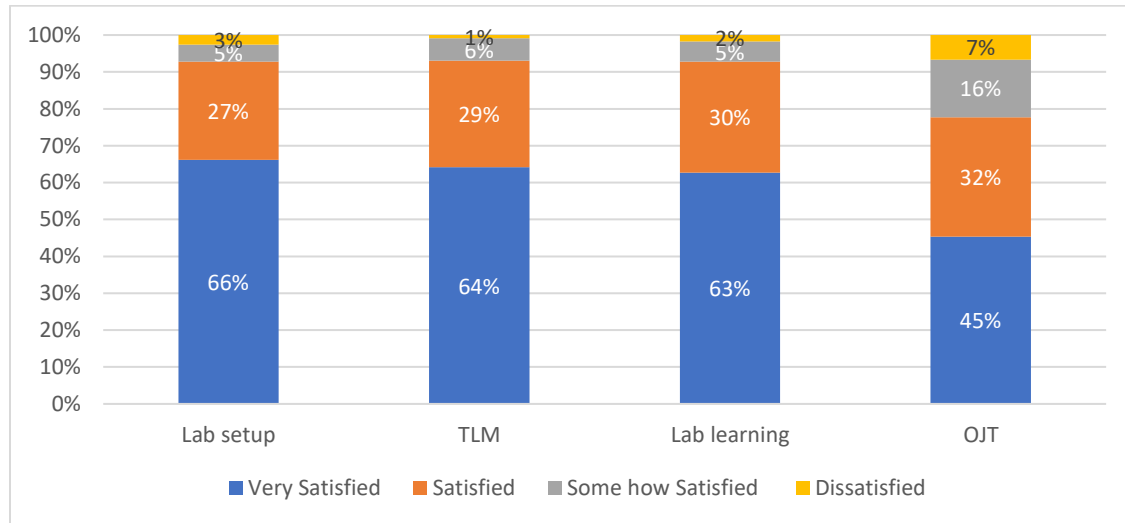


Figure 125: Satisfaction level with respect to various parameters

Evaluation Criterion 3: Efficiency

Samsung has been able to establish its presence in the respective institutions with the help of the program and has been instrumental in increasing the level of engagement and learning among the students.

- Project execution as per timelines:** Project has been implemented in a gradual manner since its inception. Selection of the respective ITIs and MSMEs is done through thorough research and survey. Thus, the program is found to be efficiently delivering the services to the ITIs and the students in the respective institutions in the selected locations in a timely manner. With phased planning of the program implementation, the program has been efficiently implemented in 35 ITI/MSMEs in the project timeline. However, there is scope for improvement in establishing long term project plans for Samsung as the project reports lacked details pertaining to activities for a period of more than 5 years.
- Operational efficiency:** This is to assess how well have the created facilities been utilized and their efficiency in serving the purpose of their installation. The program has been made efficient with the support of the ITI/MSME principal, administrative staff, and teachers. Based on the consultations with Samsung and ITI personnel associated with this program. There is shared responsibility between Samsung trainers/program managers and the Institutional management (consisting of teachers, principals, other staff members) to look after the working of the installed labs at each ITI/MSME.



Lab infrastructure at MSME Varanasi

Samsung also supports development of the current infrastructure such as the civic work related to the classrooms where these labs are being set up. This increases the operational efficiency of the overall program as there are lower chances of any potential damage that could have arisen due to the absence of proper civic work in these institutions. Maintenance of the labs, human resources, handling candidate data is mostly handled by selected personnel (course trainers) at each institution. They are responsible for keeping records of all labs related equipment and their usage.

- **Utilization of the facilities created:** Based on the primary data collection, it has been observed that student's attendance seemed to be satisfactory throughout each certification course. One of the reasons and motivational factor could be the scholarship wherein attendance was one of the main criteria. Thus, utilization of the facilities is performed as per the set timelines and extra classes are also encouraged to take up doubt-clearing session. Teachers of the ITIs are sometimes trained in the same labs through the Guru Shiksha program thus increasing the efficiency of the developed facilities.
- **Uniqueness of the project activities** There is presence of CSR interventions in the selected institutions related to various skill development courses. However, courses and labs provided by Samsung is unique in nature and there is no duplication of activities with respect to the selected beneficiaries, thereby, targeting maximum efficiency in implementing the project activities.

Evaluation Criterion 4: Impact

- **Skill enhancement**

The slogan ‘skill enhancement is the key to success’, is very true when it comes to the trainees at the ITIs / MSMEs. The trainees across each of these institutes strive to gain technical skills since they realize that they are crucial to learn and to apply at their future workplace.



HHP course beneficiary, placed at mobile service center as a trainee engineer

In response to the perceived ‘change in skillset’ felt through the Samsun program, 221 (63.87%) respondents mentioned that the course helped bring ‘Major positive change’ in their skillset. Other 111 (32.08%) mentioned the change to be ‘Slight positive change’. The remaining 8 mentioned the skillset to be ‘Same as before’ and another 6 (1.73%) reported that the course ‘Didn’t help’.

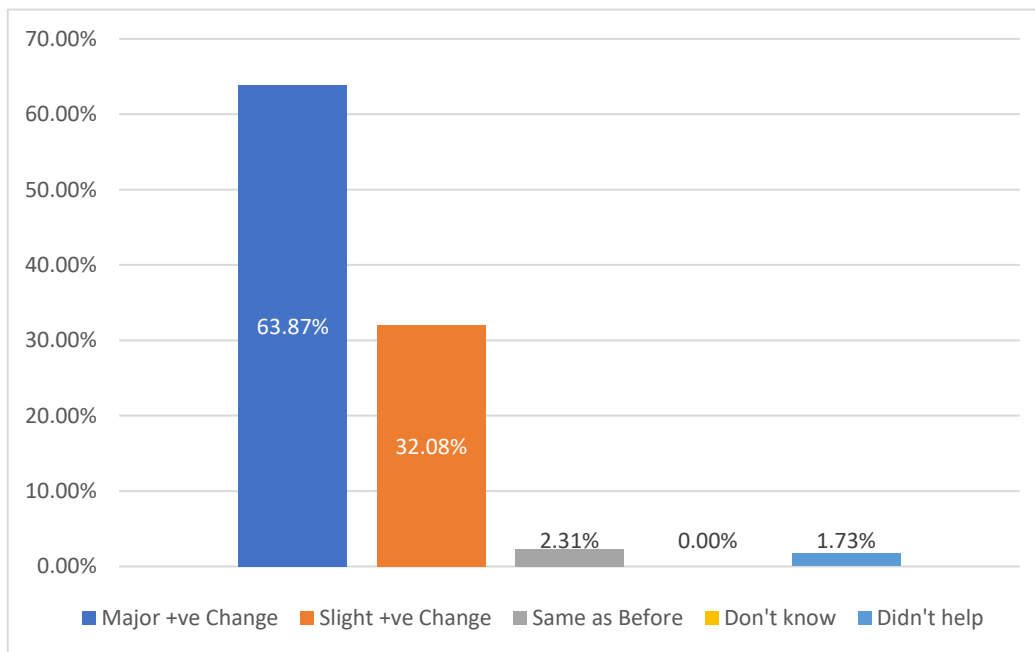


Figure 16: Change in skillset

- **Primary benefits**

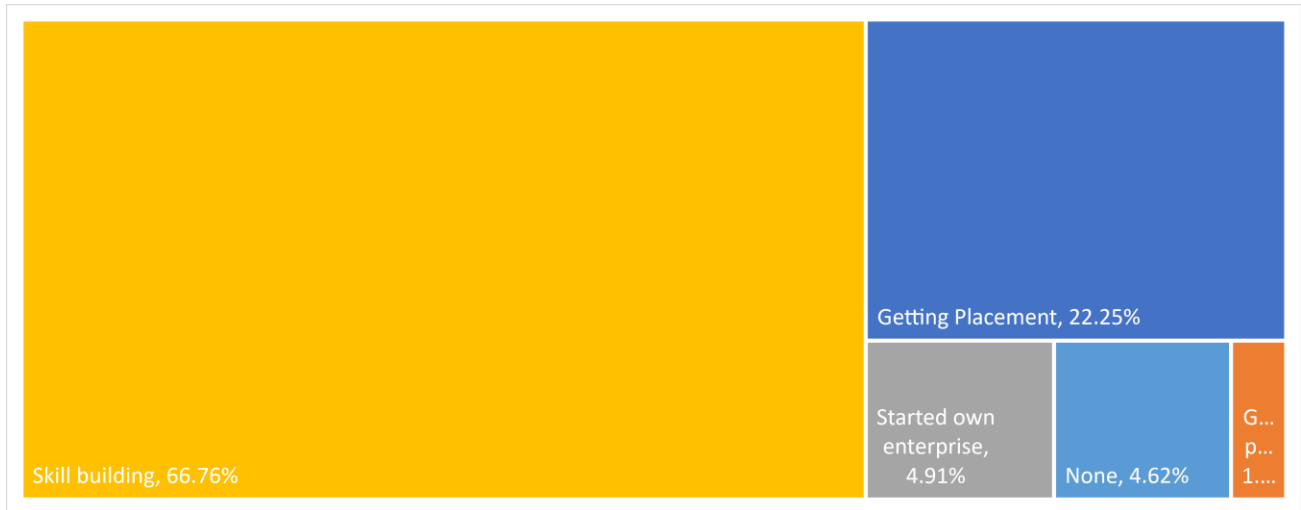


Figure 13: Programs primary benefit

During the interview with the key informants or the stakeholders it was observed that the major gain out of the ‘Technical School’ program is the acquisition and enhancement of skills. The same was found to be true for trainees when asked during the interviews. A major share of the respondents i.e., 231 (66.76%) reported ‘Skill Building’ to be a primary benefit received through the initiative. Other benefits reported were ‘Getting placement’ (22.25%), ‘Getting promotion’ (1.46%) and ‘Starting own enterprise’ (4.91%), while a few others responded as ‘None’ (4.62%). Figure 17 below depicts the share of the responses by the trainees on the primary benefits

- **Achievement of desired skillset**

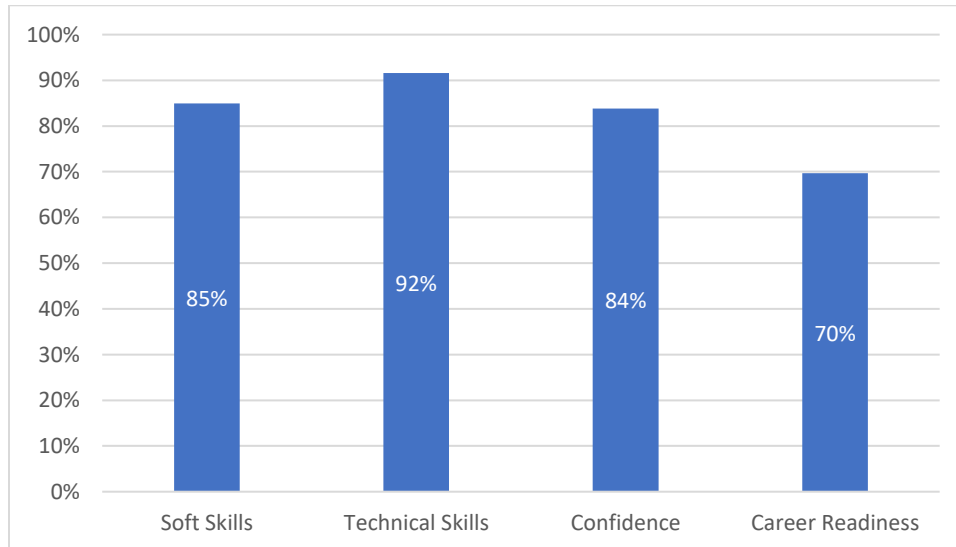


Figure 18: Achievement of skillset

A large share of the trainee respondents has expressed increase in level of various skill sets. More than 80% of the respondents expressed gaining soft skills and increase in confidence levels. More than 90% of

them reported increase in technical skills and around 70% of the respondents felt that the program interventions have helped in career readiness.

- **Scholarship Opportunity**

Scholarship is an important motivating factor in the initiative. Scholarships are provided to trainees based on their rankings in each of the class. Top rankers from each course batch are provided a sum of INR 20,000. This boosts the class performance and helps students to strive for better results.

From the interview group, 58 respondents had received scholarship, of which 48 (79.31%) reported a high level of satisfaction. On a scale of 5, the respondent on an average gave a rating of 4.62 for the level on which the scholarship has benefited them. The trainees reported that it helped their parents by taking some financial weight off their shoulders. While the rest 20.69% were either somewhat satisfied or not entirely satisfied with the program outcomes.

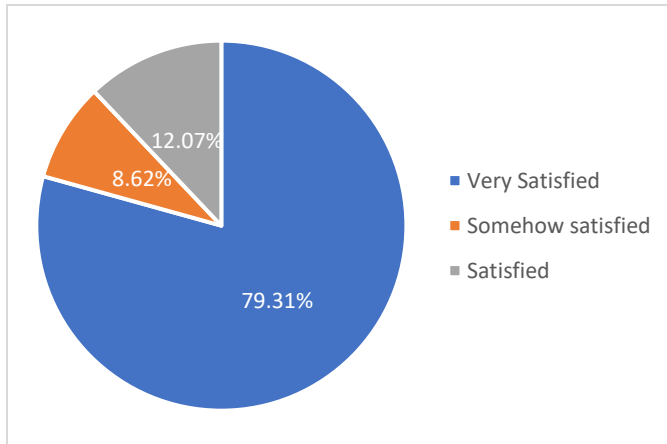


Figure 149: Scholarship satisfaction

Each of the female trainees are provided with a sum of INR 15,000 or INR 20,000, depending upon the course that they pursue. Each of the candidate is required to have fulfilled the minimum attendance criteria, followed by the completion of course by scoring over a specific limit. Only then the certification along with the scholarship is offered. This motivates the female trainees and helps bring more individuals onboard.

- **Employment Generation (as an indirect impact)**

ITIs / MSMEs play a vital role in skilling the youth and enabling them to get employed across various sectors. Samsung's 'Technical School' initiative across the selected institute has further supported the employment generation indirectly. With improvement in lab infrastructure and additional training, the students are motivated to join the emerging workforce and are confident with their skills.

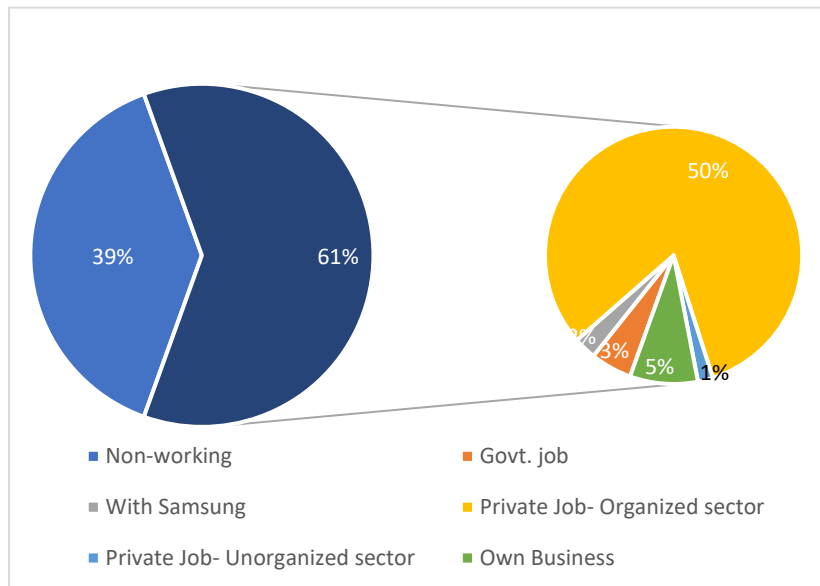


Figure 15: Work status

From the sample covered, 135 (39%) respondents are non-working and the remaining 211 (61%) are working irrespective of the initial placement. The working population has majority of its members working in 'Private- Organized Sector'. The breakdown for the remaining is shown in the graph above.

Samsung has ensured opening its doors for these trainees through employing them at some at its own chain of service centers. However as explained in the previous section, there is immense scope of improvement to increase the final placement number. Alongside it also assists in placement by providing their own manpower, who then help connect the institutes to the local employers (other than Samsung), mainly in the service domain.

Primarily, the trainees who get the opportunity of acquiring a job at any Samsung facility are employed by the service sectors. These include the 'Service Centers' present across the cities, providing services like mobile, air conditioner, refrigerator, etc. repair.

The trainees across each of the institutes are also motivated and supported by the ITIs / MSMEs and Samsung's staff to start their own enterprise. The one's that take the initiative to set-up a business, are helped continuously through the support of the stakeholders.



Discussion with the trainee's on various aspects of the programs at ITI Vizag

Evaluation Criterion 5: Sustainability

The 'Technical School' program has established itself as a center of attraction at each of its institute. The program's pyramidal structure functions with a transparent mechanism of review and progress. This has helped the program to amplify its impact across multiple dimensions.




The program has the capacity to self-sustain, due to its constant effort of knowledge and power sharing with its stakeholders. This characteristics of enabling the stakeholders to run the program through the mechanism of 'Guru-Shiksha Training' makes the program sustainable in nature. It also opens up the opportunity for the authority to replicate its model at other establishments.








'Guru Shiksha' certified trainer's conducting RACHA classes (ITI Delhi)

The program's dynamic nature of power amplification through its functionaries makes it a near perfect example of a self-sustaining model for 'livelihood generation through skill building'.

5.5 Rating based on the Findings and Analysis

Rating Marker	Criteria
	Low: If criteria/responses/conditions indicate low presence towards the programme
	Medium: If criteria/responses/conditions indicate medium presence towards the programme
	High: If criteria/responses/conditions indicate strong presence towards the programme

OECD Indicators	Description	Rating
Relevance	Strong linkage between the market demand and the support being extended to the beneficiaries via the program	
Effectiveness	Successful implementation with scope of improvement in placement scenario	
Efficiency	Smooth program functions but gaps in documentation attributes	
Impact	Large share of direct and indirect benefits, with scope of improvement	
Sustainability	Replicable model with easy operations that can be passed across geographies	

5.6 Conclusion

To give an overall picture of the project, we have bucketed the good practices, challenges and recommendations so that we are able to look at it from a broad lens.

Good practices

- **Infrastructural set up:** The overall infrastructural support at each of the institutes were found to be good. All safety measures were found to be well listed down relating to the usage of the equipment's and tools.
- **Curriculum alignment:** The course curriculum is well structured, with defined objectives for each of its course.
- **Monitoring system:** Strong presence of monitoring system was found to be in place, with defined hierarchy and power distribution.
- **Recognition:** Strong presence and recognition among the trainees, post the completion of course helps in receiving assistance for program enhancement.
- **Network:** Good usage of Samsung's service network presence across the cities for the students OJT and placement in a few locations.

Challenges

- **Raw material supply:** The supply of raw material for the lab is stated to be delayed, although this is being efficiently managed through the support of the institutes at each location
- **OJT monitoring:** Better monitoring at the time of 'On-job Training' is requested by the trainees, as it was reported that certain OJT centers limited the trainee's function
- **Equipment availability limit:** The limited count of equipment available at few locations reduces the learning duration for individual participant
- **Scholarship delay:** The delay in receiving the scholarship amount by the beneficiaries can be worked upon as it helps the beneficiary, especially the ones belonging from the marginalized society
- **Low placement result:** Majority of the placement records through TS program is found to be low

Recommendations

- **Industrial visit:** Arranging visits to industries shall add value to the program and help the trainees to gain insight regarding the work at a larger scale
- **Content enrichment:** Providing additional content for self-learning in form of soft and hard copy, shall encourage trainees for self-learning
- **Course extension:** An option of undergoing an advanced learning program, post a year or two of job experience, shall help the graduates to keep themselves updated with the industry
- **Addition of modules** related to: career, software, robotics and artificial intelligence, solar equipment
- **Motivation:** Motivating the trainers either through imparting learning trips or through other means
 - **Inclusion:** Customization of programs for especially abled candidates

CHAPTER 7: Samsung Innovation Campus

7.1 Background and Context

In the contemporary scenario, technology led development is more relevant with each passing day. With digital advancement in different spectrums of health, education, agriculture and many other fields, technology-based innovation is crucial for progress in all domains. The skills required for industry today are no more confined to mere degrees but application-based thinking and the ability to curate apt solutions. There is a need for dynamic research across these areas and Samsung has taken a wonderful step in this direction by setting up innovation labs. Samsung has collaborated with leading technology institutions in India to set up these innovation labs. These labs have helped in fostering the culture of technology led research in diverse domains based on industry demands. Samsung has ten technical labs spread across the country as part of its Samsung Innovation Campus initiative, which was earlier called Samsung Digital Academy.

As part of the lab, engineers at Samsung R&D Institute, will work on collaborative research projects with students and faculty on smartphone domains based on cutting edge technology areas such as Artificial Intelligence, Machine Learning and Computer Vision. Working jointly with Samsung engineers enables students to get a deeper understanding and parallely build on industry experience. Fellowship opportunities are provided to graduates and post graduates as part of the project objectives.

Samsung Innovation Campus is the Company's global citizenship program that aims to bridge proficiency gaps in the country by skilling students on cutting-edge technology. Samsung has so far set ten Samsung Innovation Labs in IIT-Delhi, IIT-Kanpur, IIT-Hyderabad, IIT-Kharagpur, IIT-Roorkee and IIT-Guwahati, DTU, IIT-Jodhpur, NSUT Delhi and IIT- Madras as part of its Samsung Innovation Campus program.



Interaction with the stakeholders at DTU 's Samsung lab

7.2 Working Model of the Project

Research	Fellowship	Workshops	Scholarship
<p>The students are provided with training on cutting-edge technology.</p> <p>An industry leader is assigned as a mentor from Samsung, who helps students in day-to-day research works and monitors the overall progress of research in 4-6 months.</p> <p>Students receive certificates for successful post-completion of the research.</p> 	<p>Fellowship opportunities are provided to both graduates and postgraduates for one year.</p> <p>Students get access to Labs, e-journals, e-library, and all the help to publish their papers.</p> <p>Fellowship is a stepping stone in students' careers as they are exposed to world-class facilities and learning.</p> 	<p>Workshops are a quick way of learning about the latest technologies like machine learning, AI, etc.</p> <p>A workshop is a long interactive meeting or educational session designed to create a specialized result.</p> <p>They are designed in a manner which compliment the learning from the students' courses.</p> 	<p>Students who qualify for fellowships and training are provided with a handsome stipend.</p> <p>The students must conduct their research and conduct field visits.</p> <p>These funds help students to participate in national and international completions.</p> 

7.3 Evaluation Criteria

To measure the effectiveness of these innovation labs based on the OECD DAC framework, our team visited the SIC at Delhi Technology University (DTU) & IIT Guwahati. During visit, we interacted with the HOD of Computer Science department and other faculty members who helped us understand how the lab has contributed to bringing a strategic shift towards learning and exposure. Apart from this, we also interviewed students who have published papers with the support of SIC, attended workshops/trainings and have also benefitted from the fellowship.

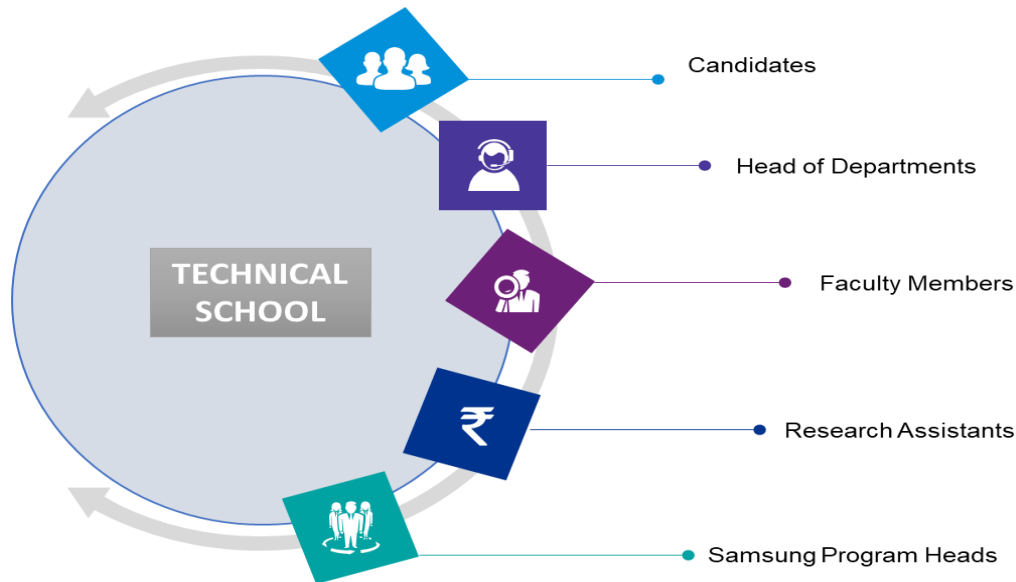
7.3.1 Stakeholder Assessment

Stakeholder mapping is an important aspect of the entire program phase which involved mapping individuals who have an interest in program outcomes. Different stakeholders have been identified as given below:

Table 10: Stakeholder Details of Samsung Innovation Campus Project

Stakeholder	Reason for Inclusion	Data collection tool
Students	The selected student beneficiaries include those who have used the lab for their research projects, participated in workshops and attended trainings and the ones who were part of the fellowship. They were the primary beneficiaries under the program activities. The activities were students-centric to offer them with opportunities related to financial support for higher education as well as provide exposure to technology led innovation	Survey based on Structured Questionnaire and In-Depth Interview

HOD	The Head of Department gave us an institutional perspective and how SIC has helped in providing an impetus to the existing set up of digital infrastructure	Discussion/ Key Informant Interview
Faculty members	The faculty members were consulted as they were involved while the lab set up was being done and play a crucial role in its execution as well as supporting students in publishing research papers	Semi-structured interview
Research assistants	The discussion with research assistants would help us gauge the utility of equipment while writing research papers and how beneficial they have been. Their involvement in the research and training would help us identify how effective SIC has been and what else can be done to make it sustainable	Semi-structured interview
Samsung CSR Team/program heads	Samsung CSR team/ program heads were consulted as they were involved in the management of the program in terms of its implementation and coordination. Their inclusion was essential as they provided detailed program insights which was quintessential during the pre and post evaluation phase	Discussion/ Key Informant Interview



7.3.2 Sample Details

Table 11: Sample covered for Samsung Innovation Campus Project

Type of beneficiaries and stakeholders to be interviewed	Target	Achieved
Candidates	107	52
HOD		2

Faculty Members	25	6
Research Assistants/Lab Assistants		4
Dean		1
Samsung CSR Program Head	1	1
Total beneficiaries covered	133	66

7.3.3 Impact Map

Table 12: Impact Map of Samsung Innovation Campus

Input	Activities	Outputs	Outcomes	Impact
Establishment of Samsung Innovation Campus	Revamping of the existing Labs for improving research	Utilization of the innovation campuses by targeted beneficiaries	Better accessibility to required infrastructure on research	Creation of a 'State of the Art' facility Improved knowledge of the target beneficiaries Enhanced capacity of the institution and visibility
	Introduction of futuristic trades such as Virtual Reality, Machine learning, Artificial Intelligence.	Beneficiaries receiving trainings on market-oriented skill training on futuristic trades	Improved skill set on futuristic trades	Improved employability

Socio-economic profiling of candidates interviewed

This section elaborates the socio-economic profiling of the candidates interviewed.

Age of the respondent

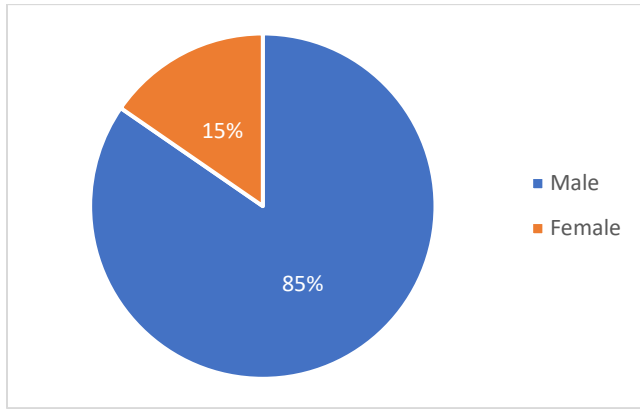


Figure 161: Gender ratio

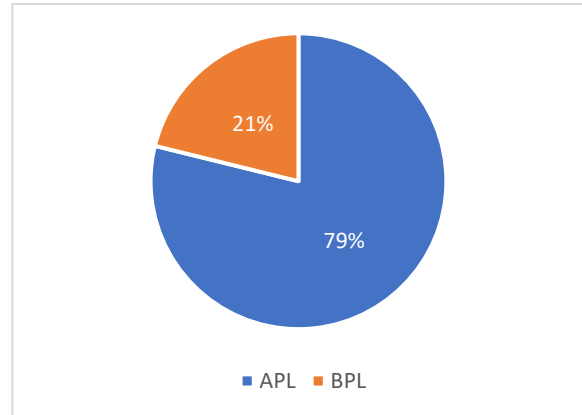


Figure 172: Economic categorization

The sample population comprised of 44 male respondents and 8 female respondents. The covered group has 41 individuals from APL background and 11 from BPL.

7. 4 Analysis and Findings

The section below showcases the findings and observations ascertained based on interviews conducted with beneficiaries and stakeholders of Samsung Innovation Lab program. The findings are presented based on the five criteria of OECD DAC Framework.

Evaluation Criterion 1: Relevance

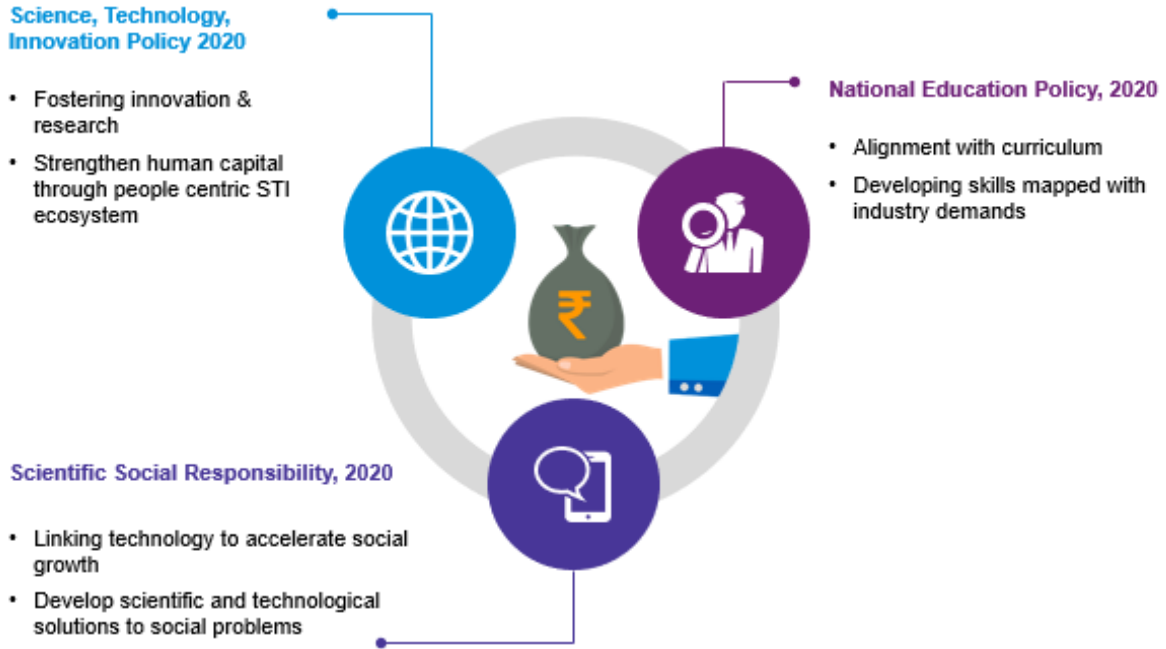
Looking at the SIC program from the lens of relevance, we identified policies that focus on technology led innovation in the country. Before we deep dive into the impact of the program, it is critical to build an understanding on how relevant the SIC is in the current scenario.



Samsung Innovation Lab at IIT Guwahati

• **Policy Linkage**

The three major policies around which we mapped SIC’s relevance are:



SDG	SDGs target	How is it aligned?
	– Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	– The project focuses on improving the quality of education through establishment of high-grade labs, for the purpose of research and innovation. This enhances the quality of learning and boosts the efficiency.

a) Science, Technology, Innovation Policy (STIP), 2020

The new Science, Technology, Innovation Policy (STIP) aims to bring about profound changes through short-term, medium-term, and long-term mission mode projects by building a nurtured ecosystem that promotes research and innovation on the part of both individuals and organizations. The policy will identify and address strengths and weaknesses of the Indian STI ecosystem to catalyze socio-economic development of the country and also make the Indian STI ecosystem globally competitive.

An institutional architecture to integrate Traditional Knowledge Systems (TKS) and grassroots innovation into the overall education, research and innovation system will be established. Collaborations between grassroots innovators and scientists will be facilitated through joint research projects, fellowships, and scholarships. Grassroots innovators will also be supported for

registration, claiming the Intellectual Property Right (IPR), filing of patent, or any type of legal claim with the help of Higher Education Institutes (HEIs). Advanced tools based on Artificial Intelligence (AI) and Machine Learning will be used for curation, preservation, and maintenance of heritage knowledge.

The Science, Technology, and Innovation Policy will be guided by the following broad vision.

- (i) To achieve technological self-reliance and position India among the top three scientific superpowers in the decade to come.
- (ii) To attract, nurture, strengthen and retain critical human capital through a 'people centric' science, technology, and innovation (STI) ecosystem.
- (iii) To double the number of Full-Time Equivalent (FTE) researchers, Gross Domestic Expenditure on R&D (GERD) and private sector contribution to the GERD every 5 years.
- (iv) To build individual and institutional excellence in STI with the aspiration to achieve the highest level of global recognitions and awards in the coming decade.

The Samsung Innovation Campus has potential to capture the aspirations of a new, future-ready India, by ensuring active participation, shared responsibility and equitable ownership of stakeholders, transforming the national STI landscape maintaining the delicate balance between fortifying India's indigenous capacity and nurturing meaningful global interconnectedness.

b) National Education Policy, 2020

The policy recommends representation of the ministries of S&T in the working groups constituted for the revision of the National Curriculum Framework (NCF) of National Education Policy (NEP) 2020. This would ensure designing appropriate curricula for promoting science education early on in schooling. Similarly, curricula of the teacher education programmes must be synced appropriately to the new learning paradigm.

c) Scientific Social Responsibility, 2020

The main objective of SSR policy is to harness the voluntary potential that is latent in the country's scientific community to strengthen science and society linkages to make S&T ecosystem vibrant. This primarily involves bridging science-society, science-science, and society-science gaps, thereby bringing trust, partnership, and responsibility of science at an accelerated pace towards achieving social goals.

Evaluation Criterion 2: Effectiveness

The project objective is to promote research and innovation in premier technology institutions of the country as well as provide fellowship support to B. Tech & M. Tech students.

- **Effectiveness of systems & processes in place:**

Research & Innovation

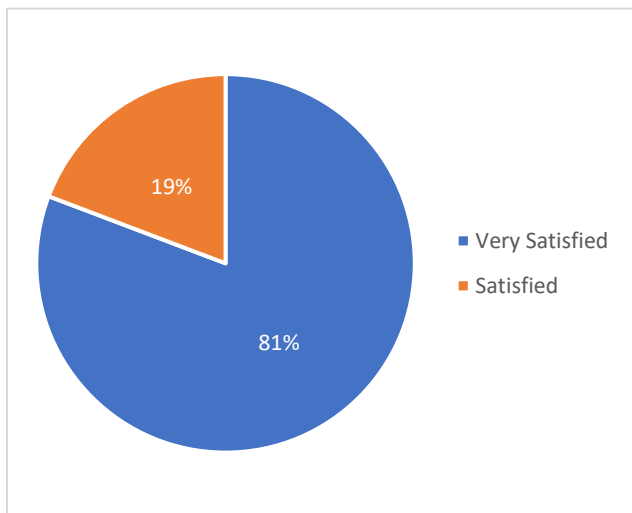
- Samsung has provided IT & health products to DTU under their CSR to promote research around physical as well as mental health
- The health devices provided include wireless EEG headset, EEG cap neuroelectric, wristband, galvanic skin response sensor, heart rate & pulse logger sensor, treadmill etc.
- The IT support provided include desktops, printer, HDMI cable as well as projectors
- The overall infrastructural set up of the lab has been done by Samsung

Training & Workshops

SIC has been conducting trainings and workshops for students. However due to the pandemic, most of the trainings have been conducted virtually. The objective of these trainings is to create an ecosystem of knowledge sharing and interactive learning.

- Effectiveness of Fellowship Support**

Samsung also provides fellowship support to students. The process for fellowship begins with students proposing a research topic. Basis the proposal, Samsung shortlists and provides fellowship to candidates. The students have to present these research topics after a year.



The fellowship stipend for B. Tech students is 6,000 INR whereas for M. Tech students it is 25,000 INR. The fellowship encourages students to take up research and buy subscriptions for e-library and e-journals. During the fellowship the students are also assigned a mentor to assist them with the research.

The effectiveness of these systems and processes have been mapped basis the satisfaction level of candidates.

Figure 18: Fellowship satisfaction

Overall, the structure of systems and processes have been established for different interventions. There is a scope to make them more effective by strengthening operations.

- Objectives Vs Actuals**

The objective of the SIC was to provide trainings as well as foster research to understand industry demands. The infrastructure set up at SIC although laid out well has not been able to match up to the broader objective of the program in a regularized manner.

The frequency of utilization has not been mapped in a way that one can gauge its utility in a broader spectrum. The project management team in convergence with the faculty members need to outline what are the key impact indicators and how the infrastructure support is going to benefit the learning ecosystem in terms of specific outcome driven indicators. This will address two key areas:

1. Outline key features of the program and what all it aims to address
2. Usage of the lab in a more regularized manner

Evaluation Criterion 3: Efficiency

The efficiency of these systems and processes has been mapped as per its operations and timelines. The infrastructural set up is well established and there is an adequate device support as well.

On an operational level, the SIC needs to scale up further to ensure that candidates are benefitted optimally. Alignment with curriculum is in process at DTU which will make it more effective and shall include a larger segment of students. However, in case of IIT- Guwahati, the SIC is at a very nascent stage where only infrastructural set up has been done. Operationally the campus has not been in much use as per the discussion with faculty members. There is a need for a concrete operational plan to make it more efficient and output driven.

Evaluation Criterion 4: Impact

- **Enhanced infrastructural capacity of the institutions**

The idea of institution building in the current scenario looks at developing a multifaceted environment. SIC has been set up in the leading technology institutions of the country. Going beyond the traditional model of teaching and learning, SIC has provided an enhanced infrastructural facility which upgrades the institutional model of learning. There is a need to constantly upgrade and update our institutions to promote dynamic learning and address the industry demands. Samsung's support in this direction with the aim of bringing technology like AI, ML, IoT etc. as part of experiential learning has been appreciated by the faculty members as well as the students. However, there is a lot of potential to structure as well as optimize its usage by aligning it in a better manner

- **Fostering quality research**

In terms of impact, SIC has created an ecosystem of learning and enabling technology led innovation. Based on our interaction with students and faculty members, 10 research papers have been published in IEEE, Springer, Elsevier, ACM etc. & 12+ projects have been completed. Based on our discussion at DTU, several research papers have been written and published with the support of SIC. Some of these research projects/applications are:

- EEG based feedback with Treadmill for improving attention for mental & memory task (IEEE SPICES, 2022)
- Mobile based early detection of dementia using NLP: Exploring the effects of different embedding algorithms and neural architectures on early detection of Alzheimer's Disease [Springer International Conference, 2021]
- ML based Stress prediction using physiological biomarkers and EEG: Comparative Study of Physiological Signals from Empatica E4 Wristband for Stress Classification [International Conference (ICACDS) April 2021]
- A Deep Learning Model for the detection and analysis of COVID-19 patients (P Kedia, R Katarya, Applied Soft Computing)

- **Knowledge Sharing Platforms**

The following trainings & workshops have been conducted at DTU:

- 2 workshops at SRI-N Campus | 20 students & 5 faculties (August'19 & November'19)
- Camera Technology Training | 30 students & 10 projects (April'20 to July'20)
- AI & ML Workshop | 50 students, certificates (December'20)
- Participated in Health & Security Webinar | 900+ participants (January'21)
- Federated Learning Workshop | 30 students (November'21)

Apart from this, DTU has been in process of developing modules and shall be implemented from next session. The renewed MoU mentions about taking the project to next stage by diversifying locations and increasing outreach thereby providing access to more students. The industry orientation support aligned with the new modules can create larger impact. The project is at its Phase 1 and planning/operational framework for Phase 2 is in process. The idea should be to design it in a manner that there is a tangible impact which can be mapped across specific indicators pertaining to research, innovation & training.




Evaluation Criterion 5: Sustainability






The Samsung Innovation Campus (SIC) is a sustainable CSR initiative which can cater to different dimensions of technology led innovation. A few sustainable initiatives have been outlined but they need to be aligned to the project as part of its operational workflow. For example, to foster more research publications around physical & mental health, convergence with hospitals and medical colleges will help build a broader interlinkage.

It is also important to bring a digital lens to innovation across different fields. The modules being developed as part of curriculum should be designed in a manner that cuts across the application

of AI, ML, IOT in all sectors and operations. The outreach & accessibility should be done in a manner that larger number of candidates can be benefitted by it.

7.5 Rating based on Findings and Analysis

Rating Marker	Criteria
	Low: If criteria/responses/conditions indicate low presence towards the programme
	Medium: If criteria/responses/conditions indicate medium presence towards the programme
	High: If criteria/responses/conditions indicate strong presence towards the programme

OECD Indicators	Description	Rating
Relevance	Strong linkage between the market demand and the national level policies such as STIP, NEP, SSR etc. which promote science & technology in the country	
Effectiveness	The effectiveness of the project has been mapped from the lens of existing systems and processes. There is scope to structure it better since operations are at a very nascent stage in some SIC and should align with broader project outcomes.	
Efficiency	The efficiency of this project needs to be scaled up. Key program features need to be outlined with improved documentation of the project since its inception. A manual/guide should be developed as part of a Standard Operating Procedure (SOP).	
Impact	The SIC has contributed to upscaling the infrastructural set up but from an operational lens, it needs to be more regularized to increase its usage and outreach.	
Sustainability	Replicable model with easy operations that can be passed across geographies and across varied institutions. It can create skill diversification and has potential to establish itself as a replicable model	

7.6 Conclusion

To give an overall picture of the project, we have bucketed the good practices, challenges, and recommendations so that we are able to look at it from a broad lens.

Good Practices

- **Infrastructural set up:** The overall infrastructural support at SIC has been laid out well and adequate device support has been provided. The flooring, lighting, biometric etc. has been operationally managed and were in functional state.
- **Policy Convergence:** The SIC project is aligned with the national level policies in terms of building linkage with the broader idea of nurturing S&T ecosystem in the country
- **Fostering quality research:** The research papers being published address contemporary areas and hence are emerging as a good practice of the Samsung Innovation Campus

Challenges

- **Lack of operational workflow:** As per the project design, there seems to be a lack of workflow and concrete structure to the intervention. The key aspects of SIC need to be mapped out in a manner that the backward and forward interlinkages can be visualized at a larger level.
- **Lack of sync of equipment with IITs' course requirement:** During our interaction with some faculty members at one of the SICs, it came into our observation that the equipment available are not very relevant to the course that they are running.
- **Utilization of the SIC to be mapped more effectively:** In terms of mapping there is a need for tracking how often is the SIC utilized. There is a need for a mechanism to regularly monitor access, time spent & usage of the lab.

Recommendations and Way Forward

- **Trend analysis of transition from digital academy to innovation campus:** The journey of SIC should be documented since its inception and how the project has evolved over a period. The evolution parameters along with a trend analysis should be documented.
- **Structured operational flow:** As mentioned in the potential challenges, the SICs need to have a concrete operational workflow and a manual outlining the overall project design should be developed. This will outline the objective, operations, execution, M&E framework and impact indicators of the project. A utility matrix showcasing a guide to how the lab can be optimally utilized should be provided to each of the SICs
- **Standard Operating Procedures:** SOP to be drafted to link infrastructure with utility to map frequency of usage.
- **Alignment with core curriculum:** Since these labs are set up in premier technology institutions of the country, aligning it with their core curriculum is important in a manner that it can reach a larger number of students. For example, development of modules/learning sessions as part of experiential learning shall increase accessibility as well as lead to better utilization of the lab.

Case Studies

Kumari Priyanka – The Student-turned Teacher

"I am taking care of my younger brother's education" – says Priyanka proudly and boldly. Hailing from Ghazipur in Uttar Pradesh, Priyanka enrolled herself for a Handheld Product (HHP) course at an MSME in Varanasi in 2015. Post the HHP course, in 2016 she went on to receive her Diploma in Electronics Engineering from the Associate Member of Institution of Engineering (AMIE) through correspondence. After receiving her Diploma, she started working with a service center for nearly 5-6 months for a meagre salary of Rs. 5,000 per month. Soon enough, she left her job and started preparing for Government exams.



On the 1st of June 2016, Priyanka got placed into the MSME Indo Danish Tool Room – an institution which specializes in providing courses on the design, development & manufacturing of quality tools and components besides providing project consultancy services and contributing to skill development. Priyanka also took the Gurushiksha training – a mandatory course for being able to teach at the MSMEs for 10 days. She now provides training on HHP at the center. It has been nearly 5.5 years now, since Priyanka has been associated with IDTR, she currently earns an annual package of Rs. 7,20,000.

Priyanka believes that Samsung's Technical School initiative has a major role to play in turning her life around, particularly in being able to secure a placement after the course. She feels that she is equipped with the skill-sets that she was aspiring to learn. In addition to that, going from earning Rs. 5,000 a month to Rs. 60,000, Priyanka feels secure and able to provide for her family's needs, partly also because of her family's history with unstable income. She also expresses a desire to continue to be associated with the institute that she is working with right now and is immensely grateful to Samsung's Technical School initiative.

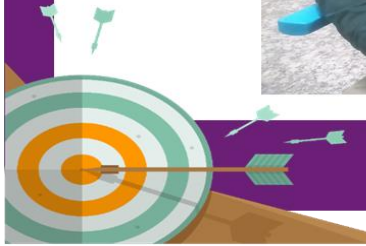


Case Study

Dheeraj- dedication and determination

“While ITI courses can be availed free of cost, MSME courses need to be paid for, generally. Dheeraj, coming from a BPL family anyway could not have afforded to pay for courses at the MSMEs. However, since he belongs to the SC community, he was able to get a seat at a Varanasi MSME due to the relaxation provided to SC and ST communities at the institute.

One element that stands out in Dheeraj’s case is his concerted dedication towards learning the course – even if it meant travelling 25 km to reach the MSME training center on his bicycle, everyday! He currently earns Rs 40,000 per month in addition to dabbling with freelancing opportunities with his annual income hovering around Rs. 7 lakhs.



Case Study

Nirmal Rajput- IIT Mumbai

Nirmal studied Information Technology from IIT Mumbai. Prior to the course, or even the Samsung Star Scholar program for that matter – Nirmal was simply a farmer’s son and who belonged to a BPL family, with an annual family income well under Rs. 1 lakh. Today, he earns an annual package of Rs. 33 lakhs. Nirmal strongly believes that the Samsung Star Scholar program’s scholarship has been a crucial force on this journey.

Nirmal is an innovative thinker who strives to try new things. Having had a first-hand experience of the scholarship funding himself, he knows the kind of impact that the Star Scholar Program can have on many aspiring students from underserved communities.

Bhawana Gupta- IIT

Hailing from Saharanpur, Bhawana is a clothes-hawker’s daughter. Her family’s annual income hovers under 1 lakh. She topped the All India Secondary School Certificate Examination (AISSE) and went on to receive Samsung Star Scholar Program’s scholarship.

Despite the financial situation, her family’s dedicated support and encouragement towards her pursuing higher studies has landed her a seat at IIT Varanasi, where is currently studying Electrical Engineering. This, of course, she believes would not have been possible without scholarship funding from the program. Looking at her making positive strides, Bhawana’s sister also aspires to follow on her elder sister’s footsteps.





Arnav, DTU

Arnav, a Delhi Technical University (DTU) graduate is currently working in the insurance services sector and earns nearly Rs. 22 lakhs per annum. While working at Samsung's Innovation Center (SIC) in Noida, Arnav developed a mobile application for cybersecurity that clocked nearly 50k downloads!

During his tenure at the SIC, Samsung provided him with an S9 phone, a collaboration opportunity with Google, in addition to monthly stipend through the fellowship – which he believes gave him access to e-journals, as well as various e-courses that were specifically interesting to him. He strongly believes that working at the Samsung lab gave him a cutting-edge exposure as well as a kind of industry-readiness that he was not expecting.