



Evaluation of Impact of PMKVY-RPL Projects

Draft Final Report, September 2021

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List of Abbreviations

AA	Assessment Agency
LMIS	Labour Management Information System
NSDC	National Skill Development Corporation
NSQF	National Skill Qualification Framework
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PIA	Project Implementation Agency
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
RPL	Recognition of Prior Learning
SIP	Skill India Portal
SSC	Sector Skill Council
STT	Short Term Training
TP	Training Partner
MEPSC	Management, Entrepreneurship and Professional Skill Council

Executive Summary

1. The Recognition of Prior Learning of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme is the flagship program of the Ministry of Skill Development & Entrepreneurship (MSDE) implemented by National Skill Development Corporation. It was launched under PMKVY 2016 – 20 with an objective to conduct RPL of 40 lakh people in the workforce.
2. Recognition of Prior Learning is a certification framework to facilitate certification of workforce to acquire a formal certification of their skills acquired informally through an assessment and certification process. The objectives of RPL are primarily three-fold: (i) to align the competencies workforce to the standardized NSQF, (ii) to enhance the career/employability opportunities of an individual as well as provide alternative routes to higher education and (iii) to provide opportunities for reducing inequalities.
3. In this context, the evaluation was undertaken to assess the impact of RPL programme of Management, Entrepreneurship and Professional Skill Council (MEPSC) on the beneficiaries. The impact evaluation for the RPL Type 2 project in MEPSC focuses on three job roles – Field Survey Enumerator, Office Assistant and Unarmed Security Guard.
4. The evaluation results cover the Theory of Change in MEPSC, evaluation framework covering qualitative and quantitative metrics. The evaluation framework has been developed in line with OECD-DAC framework covering relevance, efficiency, effectiveness, sustainability, impact and equity.
5. For this impact evaluation, a mixed methods approach has been adopted. The quantitative data collection from RPL beneficiaries covering sample of 5995 was done using survey method and the qualitative data collection was done by conducting semi-structured interviews with various stakeholders associated with the RPL program.
6. At overall level, the RPL certification is appreciated by the beneficiaries of unarmed security guard job role. In the case of field survey enumerators and office assistants, the process needs to be strengthened end-to-end to have a sectoral impact.
7. The recommendations cover process, beneficiary, and sector level requirements.

Chapter 1: Introduction

Management & Entrepreneurship and Professional Skill Council (MEPSC) is a horizontal skill council incorporated on 15th December 2015 as Section 25, Not-For-Profit Company under the Companies Act 2013. The council has been working under the aegis of Ministry of Skill Development and Entrepreneurship (MSDE) and NSDC. All India Management Association is the sole promoter of MEPSC.

MEPSC playing a crucial role in training the workers performing job roles in Management and Entrepreneurship in five key segments namely, Training and Assessment, Office management, Professional skills, non-teaching job roles in education sector and Entrepreneurship. MEPSC is targeting to train 4.75 lakh trainees through 50 Qualification Packs including training of more than 550 trainers over the period of next 10 years.

As part of the RPL programme, the Management, Entrepreneurship and Professional Skills Council (MEPSC) is recognising the skills of the following job roles:

- 1) Field Survey Enumerator
- 2) Unarmed Security Guard
- 3) Office Assistant

Field Survey Enumerators:

Field Survey Enumerators play a crucial role in the data collection for largescale socio-economic survey like National Sample Survey, Census, Socio-Economic Caste Census etc. Hence the role involves high responsibility and has a great national importance. In addition to the national surveys there is also an increasing demand by organisations to conduct surveys among their customers and clients. Majority of the enumerators are minimally educated or seldom trained for conducting a field survey. However, the role demands both strong technical and soft skills. Their role primarily involves data collection, verification of data and documents from the respondents such as households/enterprises/establishments. They are responsible for conducting the surveys with the help of hand-held devices/laptops and blueprint consisting of survey concepts, definitions, procedures, instructions etc. as per guidelines received from multiple clients. It is crucial for them to be able to ensure quality of the survey within the given timeline. They work on a regular, contractual or commission basis. The market size of Field Survey Enumerators is around Rs.3500 to 4000 crore employing around 10 million people (gig employees)¹. Of which, around 95% are minimally skilled and untrained workforce.

¹ Athena Analysis

Office Assistant

India has over 6.3 crore MSMEs and 1.2 million registered companies requiring act support of efficient well trained office assistants who can provide support in administrative functions. The demand for office assistants is on rise due to emergence of start-ups and private organisations. Office Assistant is a versatile job role which can perform in any department and function. The role demands proficiency in operation of computers, office equipment, full range of general office services and functions of their department and work assignment. This job role requires the individual to have basic computer skills, listening skills, good interpersonal and communication skills with attention to detail, analytical skills, time management and problem-solving skills. Though the job role is performed in an organised setup, the recruitment and the employment type are informal in nature. Therefore, there is no defined educational background requirement for the role, making it open for people with varied skill levels. This makes it essential to standardise the skill levels of the workers through training.

Unarmed Security Guard

As per a study conducted by The Guardian, the global market in the year 2017 was Rs.5760 billion and is expected to be Rs.20,000 billion by 2022. According to FICCI report, the Indian personal security market was estimated at INR 57,000 crore (~USD 8.8 billion) in 2016 and is likely to touch INR 99,000 crore by 2020 and INR 1.5 lakh crores by 2022. The private security industry is amongst the largest employers in India, employing almost 8.9 million people employed in more than 22,000 Private Security Agencies (PSAs), mostly managed and run by Ex-Servicemen. Within the private security services industry, the manned guarding constitutes more than 90% of the industry. The major sourcing locations for Unarmed Security Guards are Northern, Central and Eastern parts of India, with states like Bihar, Uttar Pradesh, Madhya Pradesh, Rajasthan and Assam contributing the maximum. However, the major challenges faced by the industry is sourcing of skilled human resources and retention of the guards. Given the low wages and informal employment structure, the industry is faced with high attrition to other employment opportunities. Advanced training and recognition of the existing skill levels is essential to improve their ability to demand a higher wage and increase the retention of the sector.

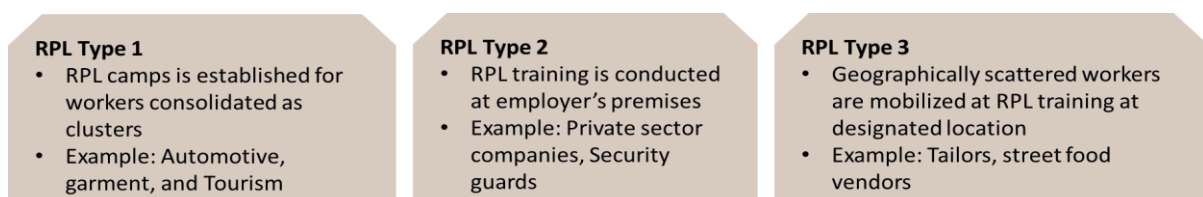
Manned guarding by an Unarmed Security Guard involves providing security services in the client premises against unauthorized access or occupation and guarding property against destruction and damage. The job demands good communication skills and strong commitment towards work. An Unarmed Security Guard needs to bear a good moral character, pleasing deportment, healthy habits and good grooming in addition to being physically fit, mentally

robust, intelligent, committed and proficient. The role requires effective communication. The Guards presence needs to generate confidence in perilous situations. MEPSC in their skill gap study notes that, guards lack technical skills like handling of security gadgetry and soft skills like confidence and effective communication. According to MEPSC, the unarmed security guards expect to perform multiple activities such as:

- Perform security tasks in accordance with basic security practices
- Conform to regulatory and legal requirements governing security tasks
- Provide guarding service to people, property and premises
- Control access to the assigned premises
- Carry out screening and search activities to maintain security
- Control parking in designated areas
- Provide security escort
- Maintain health and safety
- Security in commercial deployments
- Perform security tasks in industrial deployments
- Project positive image of self and the organisation

Of the three types of RPL program, the one undertaken by MEPSC falls under Type 2 wherein employees of organisations are identified, and the workforce is provided orientation, assessment and certification at the employers' premises.

Figure 1: Structure of RPL Program



The RPL program for the above job roles was implemented across India.

In this context, the evaluation of RPL programme focussing on the MEPSC has been undertaken to assess the impact of programme on the beneficiaries. The RPL Project objectives outlined by MEPSC include Skills Recognition, Hands-on Training, Government & Industry recognized Skill Certificate. The tangible benefits proposed by MEPSC post the RPL certification are:

- Buy-in of the industry.
- Skill Certification on the domain – getting on the National Skills Inventory (Sectoral).

- Sense of pride and belongingness.
- Checking the attrition and increasing the retention.
- Increase in Wages.
- Acceptability of the Skill and prior knowledge.

Chapter 2: Objective of the Study and Approach & Methodology

Objective of the Study

The objectives of RPL are primarily three-fold: (i) to align the competencies of the un-regulated workforce of the country to the standardized National Skills Qualification Framework (NSQF), (ii) to enhance the career/employability opportunities of an individual as well as provide alternative routes to higher education and (iii) to provide opportunities for reducing inequalities based on privileging certain forms of knowledge over others.

RPL is expected to ultimately impact on the livelihood of the participants and reduce unemployment rate of India. A total of 35 projects have been approved across all the states of India and 4 UT's. These projects have enrolled about 1,33,00,669 participants and have been implemented with the support of 33 project implementation agencies (PIA's). These projects were approved for the period between October 2019 and March 2020.

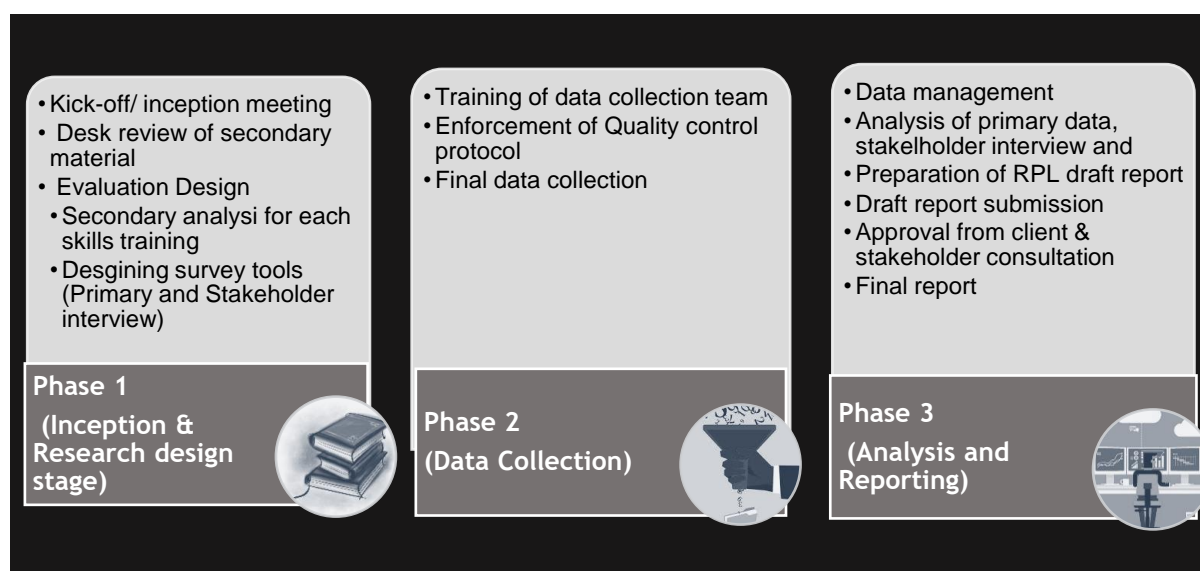
The objective of the study is to evaluate the impact of the RPL projects through the following research questions.

1. To identify and document objectives of each RPL project.
2. To develop an impact evaluation framework with a list of quantifiable as well as non-quantifiable impact indicators vis-à-vis the planned objectives for assessing the performance of RPL project initiatives in dealing with challenges related to skill development.
3. To identify existing processes, measurable outputs, data to be captured, design/ implementation gaps at each step involved in the project from mobilization till certification (mobilization, counselling, pre-screening, training, assessment, and certification).
4. Mapping and assessment of socio-economic and cultural impacts on direct beneficiary, industry, society, any other relevant stakeholder.
5. Understanding the overall performance of implemented training programs and indicate whether the programs are being implemented as per the norms provided in the guidelines or not.
6. To ascertain the impact of the project on creation of tangible/ intangible skill infrastructure in remote rural locations, hilly areas, Union Territories, LWE areas, to understand the access of skills and training undertaken in the project.

7. To understand the impact of the project through adopting a lens of diversity and inclusion which means assessing the impact on gender, differently abled, marginal communities.
8. To draw insights and provide inputs for corrective measures required to be taken to improve the implementation of RPL projects of similar kinds.
9. To conduct impact evaluation of selected RPL projects under PMKVY 2016-20 and share impact framework along with quantifiable and non-quantifiable results ascertained from the exercise.

Approach and Methodology

The approach involves three phase 1. Inception; 2. Data Collection; 3. Analysis & Findings.



During the inception phase, the interaction with NSDC, MEPSC and project owners assigned for this study was helpful in understanding the expectations and way forward to design and execute the impact assessment of RPL projects. A desk review of literature related to RPL program, and its benefits was done.

The project transitioned from Phase 1 to Phase 2 with the development of sampling strategy for Management, Entrepreneurship and Professional RPL project that covered nearly all Indian states. In parallel, the beneficiary questionnaire and KII guide for other stakeholders was designed. Upon the approval from NSDC for the questionnaire, sampling strategy and evaluation framework, the training was imparted to team members for data collection.

In the third phase, data analysis was performed to draw out response patterns related to each stage of RPL project, beneficiary's overall satisfaction and impact of the training and certification on their job role.

Chapter 3: Impact Evaluation Results

For this impact evaluation, a mixed methods approach has been adopted. The quantitative data collection from RPL beneficiaries was done using survey method (Virtual and In-Person) and the qualitative data collection was done by conducting semi-structured interviews with various stakeholders associated with the RPL program. All interview guidelines and semi-structured questionnaire were structured around OECD-DAC evaluation criteria. Secondary data and project documents were collected from the Project Implementation Agency (PIA) to supplement the Key Informant Interviews (KIIs).

The evaluation results cover the Theory of Change in Management, Entrepreneurship and Professional, Evaluation Framework, Impact Evaluation Dimensions covering qualitative and quantitative metrics.

3.1 Theory of Change for MEPSC

The PMKVY-RPL program intends to bring a change in skilling ecosystem in the unorganised sector. Various processes and entities within this program would work together to ensure the certification of skill helps beneficiaries secure better wages for their labour, experience better social recognition and gain confidence and eventually the sector would promote formalisation of the unregulated workforce. Theory of Change captures the entire aspects of an ecosystem that is necessary to create a change. It comprises inputs, activities/processes, output, outcomes and impact. For this impact evaluation study for the MEPSC, the theory of change has been used to draw the outcomes and impact.

Input represents the resources, policies and stakeholders involved in the RPL project.

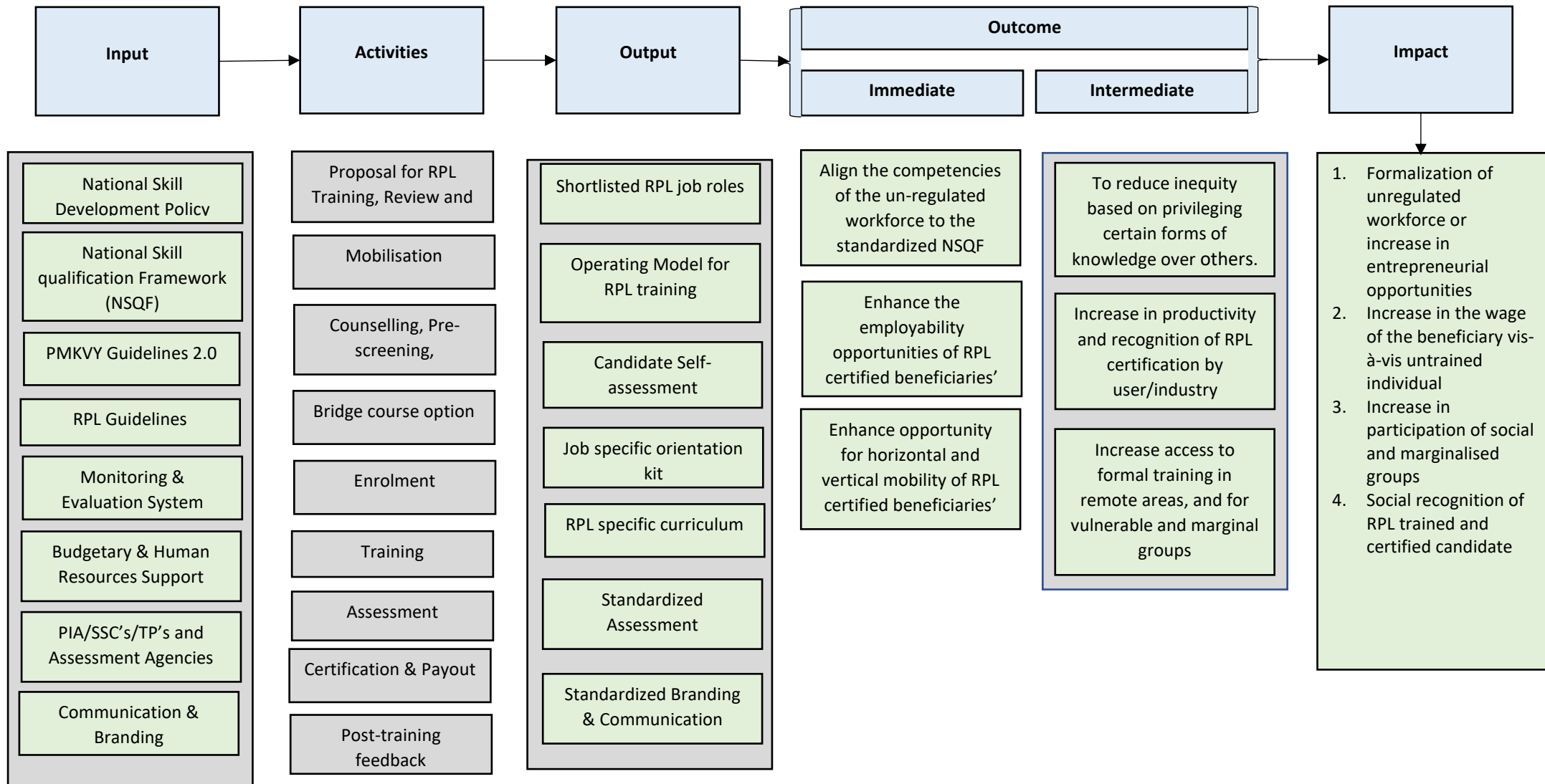
Activities are those actions to be taken by different stakeholders in the design and implementation of the RPL Project. In the case of Management, Entrepreneurship and Professional RPL project, MEPSC plays the role of both SSC and PIA. As SSC, it develops the qualification pack for each job role and acts as monitoring and evaluation institution for the TPs and AAs. As PIA, it is responsible for preparing the RPL orientation content and ensuring other stakeholders participate actively.

Outputs are the measurable indicators for the activities performed by every stakeholder. For MEPSC, the approved RPL content, pre-screening questionnaire, performance evaluation matrix for TPs and AAs and assessment questions are the outputs at different stages.

Outcomes can be immediate and intermediate. Immediate outcomes for this study include understanding the importance of health and safety and gaining knowledge about essential aspects of the job roles. Intermediate outcomes would be improved performance at workplace and competency.

Impact of the RPL project would be in terms of increase in wages, better social recognition, increased pool of certified workforce and formalisation of un-regulated workforce.

Figure 2: Theory of Change in MEPSC RPL Program



3.2 Impact Evaluation Framework based on OECD-DAC

methodology

Impact evaluation involves objective assessment of the design, implementation and results of the RPL project implemented by the MEPSC. The evaluation framework has been developed in reference to the OECD-DAC framework that assesses impact along the lines of relevance, efficiency, effectiveness, sustainability, impact and equity.

Relevance: The extent to which RPL objectives are consistent with national skill development policies, industry requirements, and beneficiary needs.

Efficiency: A measure of how resources and inputs have been used to achieve the RPL objectives and results.

Effectiveness: The extent to which each of the RPL objectives were achieved or expected to be achieved.

Sustainability: The continuation of the RPL program and its benefits post implementation.

Impact: The positive, intended & unintended effects realised from the RPL Program.

Equity: The extent to which different social categories have impacted from the RPL Program.

3.3 Sampling Frame for RPL Beneficiaries

RPL Program for Management, Entrepreneurship and Professional sector was implemented across India. The sample covers the prescribed 15% of the oriented beneficiaries as suggested by NSDC which has been considered for the study as below.

Zone	Total beneficiaries	Sample size
Central	9509	1426
East	1845	277
North	6608	991
North-East	23981	3597
South	3574	536
West	1452	218
Overall	46969	7045

Survey Coverage

Target			Actual		
In-Person	Virtual	Total	In-Person	Virtual	Total
1409	5636	7045	750	5245	5995

Due to limitation data quality affected the survey coverage. Focus Group Discussion method was adopted while interacting with beneficiaries in-person survey.

3.4 Qualitative data collection

Various stakeholders in this RPL project – Project Implementation Agency, Sector Skill Council, Training Providers, and Assessment Agencies were interviewed in a semi-structured manner using the method of Key Informant Interviews.

PIA/SSC	Management, Entrepreneurship and Professional Sector Skill Council
Training Partners	TNR Sai Security, Tamil Nadu Bhavan, Saikor Security Agency, Olive Heritage, Andhra & Telangana Security Association, Better Place, Mosaic, Skill Root and CSC
Assessment Agencies	Mettl, IAssess, IRIS
Employers	TNR Sai Security, Tamil Nadu Bhavan, Saikor Security Agency, Olive Heritage, Andhra & Telangana Security Association

3.5 Limitations in data quality

Of the 48,633 beneficiaries, 25,516 belonged to the job role of Field Survey Enumerators, 9,163 were Office Assistants and 13,954 were Unarmed Security Guards. A disproportionate number of 22,332 beneficiaries were mobilised from Assam and Tripura alone. However, most of the contact numbers were not reachable, or were not actual beneficiaries of the RPL Program. Among the 9,163 Office Assistants, less than 1% was contactable. TPs and SSC could not trace the beneficiary in many cases. Hence, these reduced the effective numbers that were available for this impact assessment study.

When enrolling the beneficiaries, the mobilising agency/TP is required to capture their current residing address and not their permanent address. Due to COVID-19 pandemic, many of the beneficiaries have migrated to their home locations or moved elsewhere which made in-person meeting challenging.

There is no standard method employed with regard to collecting beneficiary details during the time of enrolment and assessment. Also, there is no method to determine if the contact numbers uploaded on the Skill India Portal (SIP) portal actually belong to the beneficiaries. This resulted in greater dependence on the mobilisation agency and Training Partner to identify beneficiaries.

Total beneficiaries contacted	Total Responded
31404	5995

Chapter 4: Analysis & Findings

4.1 Impact evaluation dimensions

The following chapter provides a description and interpretation of evaluation results and is structured along the following OECD-DAC evaluation criteria: Relevance, Effectiveness, Efficiency, Impact, Equity and Sustainability. The objectives of the study detailed in Chapter 2 have been answered through the said evaluation criteria.

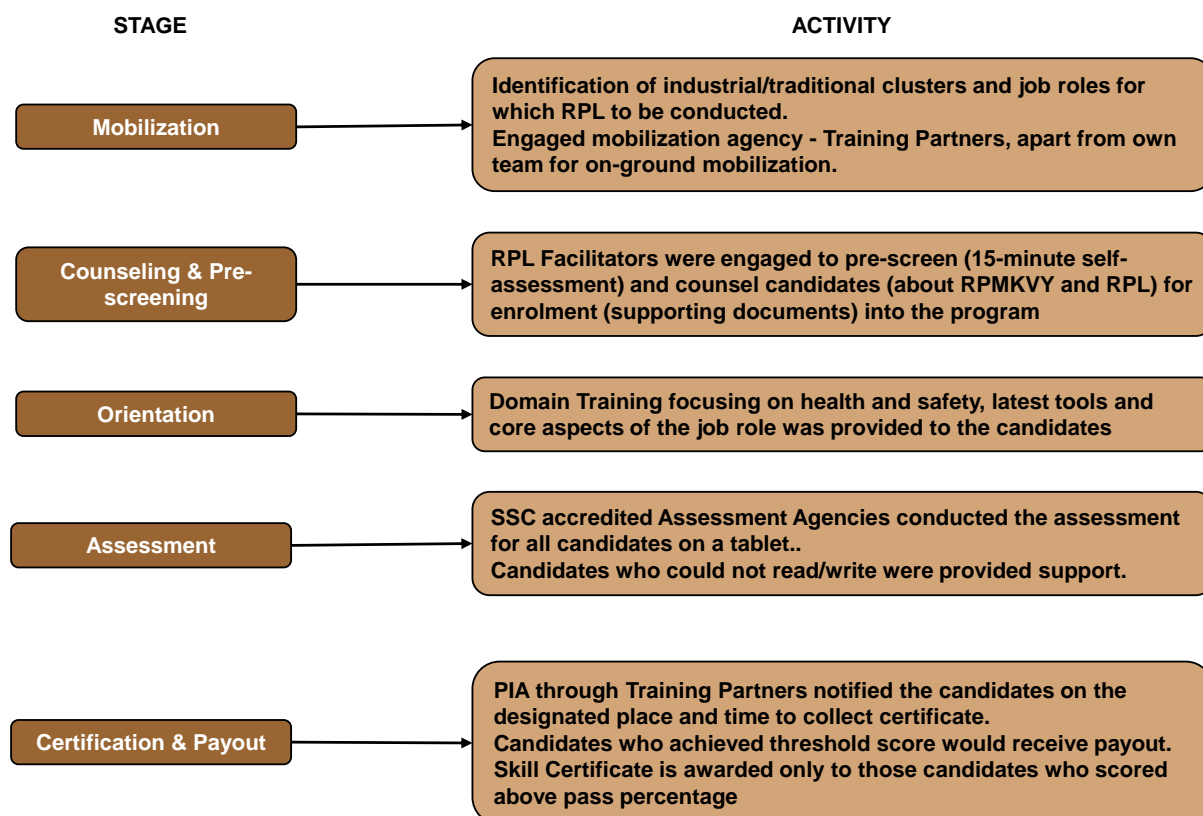
Table 1: Dimensions of Impact (OECD-DAC framework)

Focus	Evaluation Question
Process	<ul style="list-style-type: none"> • How were stakeholder groups engaged throughout design and implementation? • How well are the resources utilised to achieve RPL project objectives? • Assess the timeline and quality of the reporting during the programme implementation? • How effective was the mobilisation strategies adopted? • How effective was the quality of trainer, training, bridge course and assessment? • How efficient was the process of certification and payout? • How has it responded to changes over the course of its implementation? (COVID-19)
Beneficiaries	<ul style="list-style-type: none"> • To what extent the RPL project achieved the targeted benefits? • To what extent the RPL project covers different geographies? • Has the RPL caused a significant change in the lives of the intended beneficiaries? • How did the RPL cause higher-level effects (such as changes in norms or systems)? • To what extent the RPL are being accessed by different sub-groups? • Did all the intended target groups – women, differently abled, marginal communities benefit equally from the intervention?

Focus	Evaluation Question
Sector	<ul style="list-style-type: none"> • The extent to which the intended outcomes of the scheme were strategically aligned with beneficiaries and stakeholders - NSDC, SSC, Employers and trainees needs. • How the RPL addresses the priorities of employers? • How programme design addresses the potential trade-offs regarding whose needs and priorities are met through the RPL intervention? • Whether the context changed between the inception and the end of the PMKVY 2.0?

4.2 Findings related to Impact of RPL Process

The process of RPL program consists of five stages – mobilization, counselling & pre-screening, orientation, assessment and certification & payout. The Project Implementation Agency (PIA) is responsible for each stage and engagement of other stakeholders like Training Partners and Mobilisation Agencies.



Focus	To assess the efficiency, effectiveness and sustainability of the RPL Process
Evaluation Questions	<ul style="list-style-type: none"> • How were stakeholder groups engaged throughout design and implementation? • How well are the resources utilised to achieve RPL project objectives? • Assess the timeline and quality of the reporting during the programme implementation? • How effective was the mobilisation strategies adopted? • How effective was the quality of trainer, training, bridge course and assessment? • How efficient was the process of certification and payout?

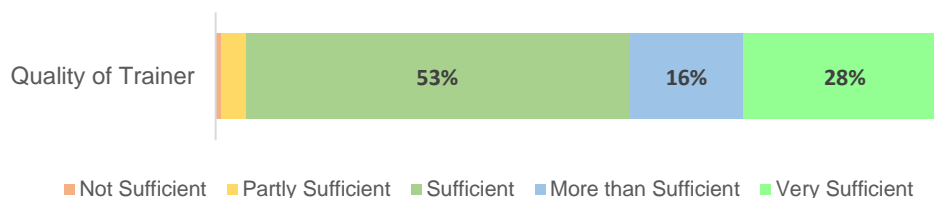
	<ul style="list-style-type: none"> • How has it responded to changes over the course of its implementation? (COVID-19) • To what extent the PMKVY-RPL project mitigates the risk of implementing the project in terms of management risk, financial sustainability, institutional sustainability, and social sustainability? • How gender sensitive is the RPL process throughout the entire phase of implementation? 										
<p>Key Findings</p>	<p>The implementation of the program is led by the PIA, Management, Entrepreneurship and Professional Skill Council (MEPSC) in this case here. Being a RPL Type 2 project where RPL program is conducted at employers' premises, the potential beneficiaries were to be mobilised from formal organisations. This requires the MEPSC and TPs to reach out to multiple employers who employed unarmed security guards, field survey enumerators and office assistants.</p> <p>Awareness about the RPL Program</p> <p>Friends/Family are the top source of awareness about the scheme followed by mobilising agency. Other sources include pamphlets, social media posts, etc.</p> <p style="text-align: center;"><i>Table 2: Source of Awareness about PMKVY-RPL</i></p> <table border="1" data-bbox="485 1261 1300 1435"> <thead> <tr> <th>Source of Awareness</th> <th>%Share</th> </tr> </thead> <tbody> <tr> <td>Friends/Family</td> <td>56.3%</td> </tr> <tr> <td>Mobilising Agency</td> <td>24.8%</td> </tr> <tr> <td>Advertisements</td> <td>5.1%</td> </tr> <tr> <td>Other sources</td> <td>13.8%</td> </tr> </tbody> </table> <p>The key findings related to RPL process has been outlined as per each job role.</p> <p>Unarmed Security Guard</p> <p>Mobilisation strategy for the job role of unarmed security guard was effective as they were eager to have their personnel trained. Organisations like PRD Jawans even wanted their guards to undergo a bridge course along with RPL orientation. Other security organisations included Andhra and Telangana Security Association, Security Association of Gujarat, TN Bhavan and Olive.</p>	Source of Awareness	%Share	Friends/Family	56.3%	Mobilising Agency	24.8%	Advertisements	5.1%	Other sources	13.8%
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Other sources	13.8%										

Counselling and Pre-screening was conducted in consultation with the employers. MEPSC clarified that since the TPs were also the employers, permission from NSDC was obtained to train each other's employees as a special case.

Potential beneficiaries are counselled about PMKVY program and RPL orientation and the importance of skill certification for their jobs. The enrolled beneficiaries were provided with the standard orientation kit consisting of cap, t-shirt and stationary items like pen and notebook.

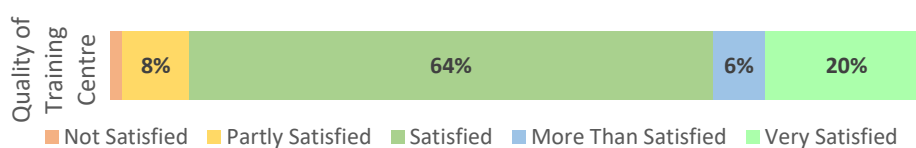
Over 80% of the respondent beneficiaries found that the quality of trainers and other facilities to be highly satisfactory in the case of unarmed security guards. The respondent beneficiaries felt that they were able to relate well to the content taught as the trainers were also directly associated with the sector. For beneficiaries who are employed as guards in hospital found the training on how to perform CPR and handling of patients was particularly useful.

Figure 3: Quality of Trainer – Unarmed Security Guard



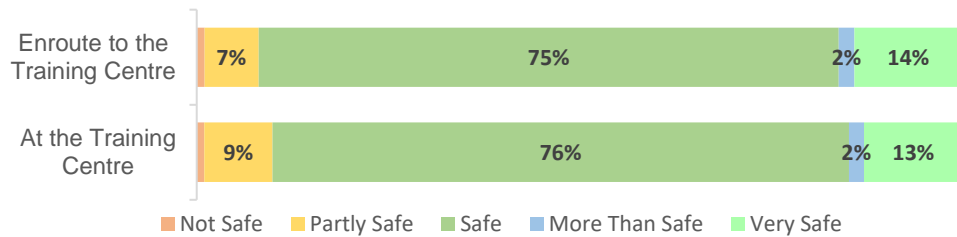
Effectiveness of the program also depends on the accessibility to the Training Centre and adequate training facilities apart from a learning environment. The RPL program conducted in the beneficiary work premises was reported safe & hygienic, well facilitated with proper infrastructure that also contained the necessary tools & materials for training. Irrespective of the job roles, the respondent beneficiaries found the Training Centre safe and facilities as satisfactory.

Figure 4: Level of satisfaction - Training Centre



For the unarmed security guards, the location of training centre was the security agency to which they were associated with. So, the centre was familiar and safe. And, for the field survey enumerators and office assistants, training centres were set up in the nearby locality. About 9% and less reported safety concerns in terms of inadequate lighting.

Figure 5: Level of Safety - at and en-route Training Centre

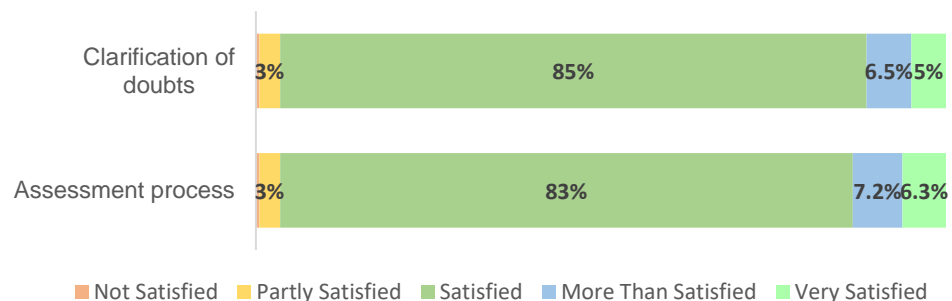


Assessment

Assessment is predominantly a one-day activity where beneficiaries undergo a tablet-based test along with practical and viva. The assessment is conducted by assessment agencies empanelled with MESPC. Proficiency in local language is a moderate challenge to efficiency which the TPs and AAs are working with locally based proctors to overcome.

Qualitative interactions with the assessment agencies revealed that given the short period of the program and lower educational levels of the beneficiaries', handholding is provided to them in terms of reading out the question. Over 95% of the respondent beneficiaries have reported that they were satisfied with the entire process of assessment.

Figure 6: Level of satisfaction - Assessment



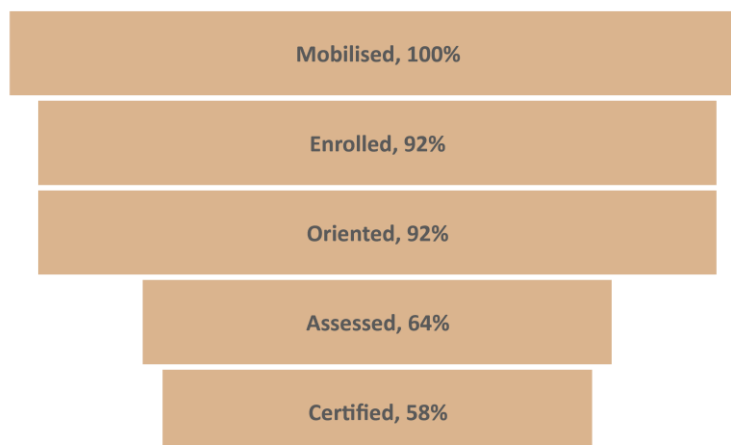
Certification & Pay-out

Final stage of the RPL program is the awarding of certificate for meritorious beneficiaries. Beneficiaries are also given a pay-out of Rs. 500 which is directly credited to their Aadhaar-linked bank account (DBT – Direct Benefit Transfer). The candidates were usually known to receive the certificate within a month of the completion of the program.

65% of the unarmed security guard respondents who pursued non-bridge RPL program have received their certificate while only 40% of those who pursued bridge course received their certificate. Only 5% of the beneficiaries received the pay-out. Without a formal channel for tracking of status of DBT and grievance redressal, addressing such issues continue to remain open.

31% of the beneficiaries dropped out the program due to time constraints for the beneficiaries. Overall, 58% of the beneficiaries mobilised were certified despite the lockdown and movement restrictions during the pandemic. This was possible because the security agencies were also the TPs have been able to maintain an active communication link with the unarmed security guard beneficiaries.

Figure 7: Efficiency of RPL Program- Unarmed Security Guard



Office Assistant

Mobilisation of office assistants was done by reaching out to employers in office spaces. The TPs reported that small employers were reluctant to provide two days off to attend training. Companies were concerned about

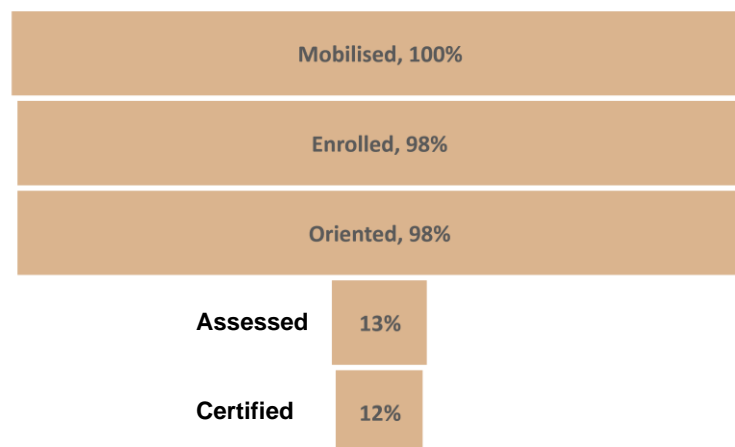
loss of workdays for positions like office assistants. On the other hand, larger companies were more open for training as they had resources for backup.

The effectiveness of counselling and pre-screening is limited as the interaction was between TP and employer and not with the beneficiaries directly. Interactions with the TPs revealed that details about beneficiaries belonging to the specific job role was obtained from the employer without active pre-screening of beneficiaries as per the RPL process.

Potential beneficiaries are counselled about PMKVY program and RPL orientation and the importance of skill certification for their jobs. The enrolled beneficiaries were provided with the standard orientation kit consisting of cap, t-shirt and stationary items like pen and notebook.

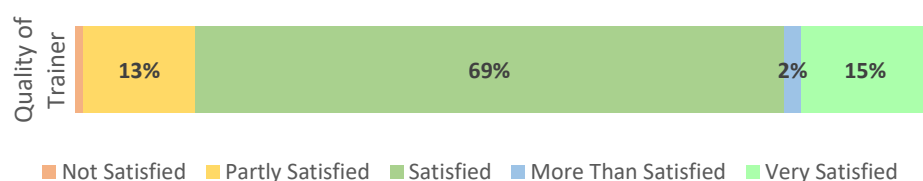
The engagement of TP with the employers and beneficiaries was more transactional limited to the 2-3 days of RPL program. The long period of non-engagement with beneficiaries during the pandemic and the re-mobilisation required post easing of lockdown to conduct assessment revealed that the mobilisation was weak. This is also reflected in the percentage of beneficiaries who were assessed (13% of oriented) and certified (12% of oriented).

Figure 8: Efficiency of RPL Program- Office Assistant



The respondent beneficiaries appreciated the trainer's capability and at least 69% of them found the quality of trainer to be satisfactory. They particularly liked the orientation on data privacy and management.

Figure 9: Quality of Trainer - Office Assistant



The office assistant respondents reported that none of them were yet to receive their certificate.

Field Survey Enumerator

While the RPL Type 2 model requires TPs to engage with beneficiaries through employers, in the case of field survey enumerators, the beneficiaries were mobilised by door-to-door enquiry. This was observed while interacting with the TP and beneficiaries in Raisen, Madhya Pradesh.

Potential beneficiaries are counselled about PMKVY program and RPL orientation and the importance of skill certification for their jobs. The enrolled beneficiaries were provided with the standard orientation kit consisting of cap, t-shirt and stationary items like pen and notebook.

The respondent beneficiaries were neutral about the quality of training and trainers. They were not able to recall any specific aspects about the training or the trainer which they appreciated.

Only 35% received the RPL Skill Certificate and less than 1% received the pay-out. Overall, only 30% of the oriented beneficiaries were certified. This job role has a high dropout of 66%.

The SSC/PIA was unable to explain the rationale for the TP mobilising nearly 50% of the field survey enumerators only from Assam. Also, the job role is dispersed across India with a significant demand for training in other locations which has not been catered to as part of this pan-India program. Moreover, of the 12,657 beneficiaries oriented in Assam, only 15.7% was assessed. This reduces the efficiency and effectiveness of the RPL program to a large extent.

	<p style="text-align: center;"><i>Figure 10: Efficiency of RPL Program – Field Survey Enumerators</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Mobilised, 100%</td> </tr> <tr> <td>Enrolled, 98%</td> </tr> <tr> <td>Oriented, 98%</td> </tr> <tr> <td>Assessed, 33%</td> </tr> <tr> <td>Certified, 30%</td> </tr> </table> <p>For the long-term sustainability of the program, identifying the appropriate RPL Project Type is crucial.</p>	Mobilised, 100%	Enrolled, 98%	Oriented, 98%	Assessed, 33%	Certified, 30%
Mobilised, 100%						
Enrolled, 98%						
Oriented, 98%						
Assessed, 33%						
Certified, 30%						
<p>Key Process Highlights</p>	<p>The RPL process for unarmed security guards has been the most effective among the three job roles. The efficiency can be attributed to the coordination between the TPs, security agencies and MEPSC.</p> <p>The efficiency and effectiveness of the RPL process for job roles of office assistant and field survey enumerator is low. The gaps in mobilisation and counselling & pre-screening stages have impacted the effectiveness of the program in terms of assessment and certification.</p>					

4.3 Findings related to Impact of RPL on beneficiary

Certified professional to handle citizen’s data is critical especially when ensuring data privacy and associated ways to manage the data is a fundamental duty of the State. Physical security plays a crucial role in the smooth running of any business or services. A business or service requires equal proportions of attention given to its people, valuables, and security. An imbalance in any one of these leads to a considerable loss of money and property. Hence, the RPL program has a transformational potential in this sector.

<p>Focus</p>	<p>To assess the impact, effectiveness, and equity from the perspective of beneficiaries</p>												
<p>Evaluation Questions</p>	<ul style="list-style-type: none"> • To what extent the RPL project achieved the targeted benefits? • To what extent the RPL project covers different geographies? • Has the RPL caused a significant change in the lives of the intended beneficiaries? • How did the RPL cause higher-level effects (such as changes in norms or systems)? • To what extent the RPL are being accessed by different sub-groups? • Did all the intended target groups – women, differently abled, marginal communities benefit equally from the intervention? 												
<p>Key Findings</p>	<p>Social background of beneficiaries</p> <p>The job role of unarmed security has high male representation of 94%. There is emerging demand for female unarmed security guards which has a representation of 6% in this program. This needs to be actively pursued by the SSC and TPs to make the job gender neutral.</p> <p>The job roles of office assistant and field survey enumerator are dominated by female beneficiaries with 67% and 51% respectively.</p> <p style="text-align: center;"><i>Table 3: Gender distribution by Job Role</i></p> <table border="1" data-bbox="560 1749 1259 2029"> <thead> <tr> <th>Job Role</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>Field Survey Enumerator</td> <td>51%</td> <td>49%</td> </tr> <tr> <td>Office Assistant</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Unarmed Security Guard</td> <td>6%</td> <td>94%</td> </tr> </tbody> </table>	Job Role	Female	Male	Field Survey Enumerator	51%	49%	Office Assistant	67%	33%	Unarmed Security Guard	6%	94%
Job Role	Female	Male											
Field Survey Enumerator	51%	49%											
Office Assistant	67%	33%											
Unarmed Security Guard	6%	94%											

Majority (52%) of the field survey enumerators were aged below 30 years. About 48% of the unarmed security guards were between 31-45 years which is line with their average years of work experience of 14 years. 43% of the office assistants were middle aged and the respondent beneficiaries seem to have come varied backgrounds.

Table 4: Age distribution by Job Role

Age Group (in years)	Field Survey Enumerator	Unarmed Security Guard	Office Assistant
16-30	52%	40%	21%
31-45	39%	48%	43%
46-60	8%	11%	35%
Above 60	1%	1%	2%

Impact of RPL Content

Unarmed Security Guard: Regarding content covered during orientation, 97% of the respondent beneficiaries (non-bridge RPL) found the overall content relevant. The respondent beneficiaries found the topic adequately covered and found it relevant to the nature of their work. They were oriented on security, firefighting, basic medical, soft skills, and team co-ordination. The beneficiaries felt well equipped with the necessary knowledge and skills to perform their job effectively.

Table 5: Coverage and Relevance of RPL Content – Unarmed Security Guard (non-bridge RPL)

Orientation Topic	Coverage	Relevance
Roles and Responsibilities associated with job role	100%	97%
Importance of Health and Safety	96%	96%
Soft Skills and Entrepreneurship	88%	96%

95% of the bridge course beneficiaries reported that the program was a refresher to the roles and responsibilities associated with their job roles. However, they suggested that better coverage in terms of job prospects, career growth path and an increase in the duration of the program with focus on more practical sessions.

Table 6: Coverage and Relevance of RPL Content – Unarmed Security Guard (RPL-cum-bridge)

Orientation Topic	Coverage	Relevance
Roles and Responsibilities associated with job role	92%	95%
Importance of Health and Safety	96%	96%
Soft Skills and Entrepreneurship	95%	94%

Field Survey Enumerator: 90% of the respondent beneficiaries felt that roles and responsibilities related to their job role was sufficiently covered and it covered topics already very familiar to them. However, given the changes in the way data is being collected, they wanted more domain specific, and technology & digital devices associated training.

Table 7: Coverage and Relevance of RPL Content – Field Survey Enumerator

Orientation Topic	Coverage	Relevance
Roles and Responsibilities associated with job role	90%	89%
Importance of Health and Safety	98%	99%
Soft Skills and Entrepreneurship	92%	96%

Office Assistant: The orientation content was sufficient for 96% of the respondent beneficiaries. The orientation on usage of excel and email was particularly helpful. Since, office assistant is an employer dependent role, beneficiaries could relate very little to the aspects of entrepreneurship.

“I have learnt to use excel more efficiently and access emails more proficiently. While typing was taught during the orientation, increasing the number of days of training to incorporate more hands-on practice session would be more helpful.” - An office assistant working in a library in Bhopal

Table 8: Coverage and Relevance of RPL Content – Office Assistant

Orientation Topic	Coverage	Relevance
Roles and Responsibilities associated with job role	96%	97%
Importance of Health and Safety	96%	96%
Soft Skills and Entrepreneurship	95%	96%

Impact of Assessment process

There were no particular concerns in using digital devices based proctored assessments for any of the three job roles. The beneficiaries above the age 40 found it difficult to handle the tablet on their own for which handholding was provided by the TPs.

Impact of RPL Certificate

Unarmed Security Guard: In terms of utility of the RPL certificate, beneficiaries feel that the certification helps them in being recognized as a certified security agent which gives them a professional identity. The certificate is moderately recognized and accepted during the job interviews. The employers reported that RPL certificate holders hold a better value in skills and services compared to the non-certificate candidates. However, salary hikes and promotions have not been reported post the completion of the program for this job role.

Field Survey Enumerator: According to the beneficiaries, RPL certificate is of less value in them getting new opportunities and is dependent on their past experience and their network with other experienced enumerators in the field. They are unaware about the utility of the Kaushal Bima accidental insurance and associated renewal process of the insurance.

Office Assistant: RPL certificate is of less utility as there is already a standard eligibility for this job role in the market.

	<p>Impact of RPL Program</p> <ul style="list-style-type: none"> • Post RPL, about 1% of the beneficiaries have obtained jobs such as data-entry operator with a salary range of Rs. 8000-10000. An average increase of Rs. 1000-2000 in salary have been reported by 0.1% of the beneficiaries. <div data-bbox="475 555 1359 766" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>One of the office assistant beneficiaries who had completed schooling alone reported that he was able to catch up to the salary earned by undergraduates in the same position post the RPL program.</p> </div> <ul style="list-style-type: none"> • 24% of the respondent Unarmed Security Guards who underwent bridge course have reported potential to increase in income post RPL training. • The non-bridge course respondents reported high levels of satisfaction with their job and the skills they learnt like firefighting and communication. <p>Prior to the pandemic, the nature of employment for office assistant was formal and for enumerators, it was gig-work. Many from these job roles have lost their jobs during COVID.</p>
<p>Key Impact Highlights</p>	<p>Being recipient of the RPL certificate for unarmed security guard, the beneficiaries feel a sense of pride. But there is little clarity in terms of how and where this certificate could be used. Among the beneficiaries belonging to unarmed security guard in Andhra Pradesh and Telangana have been receiving monthly notifications about job opportunities available in their region.</p>
<p>Key Learnings</p>	<p>Given how the nature of office spaces are changing, office assistants need to be provided training regarding transferable skills related to their job role and handholding needs to be provided in terms of accessing newer opportunities in the post-COVID era.</p>
<p>Case Study 1</p>	<p>Ms. Sheenam who is a BSc. Mathematics graduate and is currently employed as a data entry operator. She has around 3 years of experience in the same field. The RPL training has given her the familiarity on data management in MS Excel, email etiquette, MS Office and letter writing.</p>

	<p>Prior to the training she was earning around Rs. 8000 per month and given the refinement of her skills post the training she is earning Rs. 10000 per month. She recollects that the perks of the training program include, knowledge on bank procedures for a loan application, knowledge in safe practices while using the internet, accident insurance etc. Sheenam felt that the training period may be extended to 7 days with additional time on practical training courses like type writing.</p>
Case Study 2	<p>Mr. Sahukari Venkata Rao works as a security supervisor at Bharat Dynamics Ltd. He was comprehensively oriented on all aspects required in the security services such as gate entry management, team co-ordination, first aid support, fire-fighting skills and aspects that is helpful for a security guard. The program was conducted by veterans in army and security and possess excellent mentoring skills. Sahukari feels the program has improved his knowledge and skills required in security and is practically useful during his duty. He feels he can perform his duty effectively which saves time and work with less hassle.</p>

4.4 Findings related to the Impact of RPL on the Sector

Focus	Relevance of RPL Program for the Sector, Comments of various stakeholders and Impact on community.
Evaluation Questions	<ul style="list-style-type: none"> • The extent to which the intended outcomes of the scheme were strategically aligned with beneficiaries' and stakeholders - NSDC, SSC, Employers and trainees needs. • How the RPL addresses the priorities of employers? • How programme design addresses the potential trade-offs regarding whose needs and priorities are met through the RPL intervention? • Whether the context changed between the inception and the end of the PMKVY 2.0?
Key Findings	<p>The security agencies beneficiaries found the RPL program much relevant and useful which resonates with that of the beneficiaries' as well. The job role was found to be strategically aligned with the employer requirements and needs of beneficiaries.</p>

	<p>The pandemic has impacted the nature of work and idea of workspace. This has reduced the demand for office assistants. COVID impacted the programme implementation and the relevance of the programme during the post-COVID scenario.</p> <p>While there is demand for field survey enumerators, their training and skilling is project driven, domain specific and dependent on the contract cost. Methods of data collection has moved from the traditional pen paper mode to digital. Also, basic quantitative information can be obtained from multiple sources and for qualitative inputs of the respondents, the enumerators need to be trained to possess higher order skills which requires regular training. Thus, the training content needs to be redesigned as per employer requirement.</p> <p>The job role identified as part of RPL programme is relevant and strategically aligned with employers, market, and beneficiary requirements. Critical determinant of success of this program rests with the direct engagement of MEPSC with the employers of enumerators with support from TPs. Due diligence of identifying the TPs needs to be strengthened to ensure active engagement of employers of enumerators.</p>
<p>Key Learnings</p>	<p>Impact on community is a long-term impact that needs to be assessed over a period of time. The awareness and benefits of the program are at an individual level presently.</p> <p>The security industry in India is an important sector. With the growth of the Indian economy over the last two decades, the need for security arrangements of industrial complexes, offices, IT parks and other public infrastructures such as airports, metro stations, shopping malls and public utilities has grown manifold. The drivers for the industry include low police to people ratio, high global terrorism index, increase in crime rate and increase in the number of public events. The industry is necessary for the sustenance of economic and social development and the program provides a gateway for the security agents to enhance their skills and knowledge to work effectively.</p>

	<p>The job role of office assistant needs to be redesigned to match the current market situation and appropriate skills need to be identified for sustenance of the program.</p> <p>Sustainability of the RPL Program is in terms of structure of the program, funding for the program, ability of the PIA to mobilise large number of beneficiaries in short notice and providing information on latest developments in the sector. MEPSC requires to focus on strengthening their LMIS to improve monitoring and evaluation of program.</p>
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Chapter 5: Key Recommendations

The findings and recommendations have been provided based on the OECD-DAC impact evaluation framework covering relevance, efficiency, effectiveness, impact, sustainability and equity. Key recommendations are:

Impact Area	Recommendation
Process	<ol style="list-style-type: none"> 1. The job role of office assistant needs to be redesigned to match the current market situation and appropriate skills need to be identified for sustenance of the program. 2. The training content for field survey enumerators needs to be redesigned in line with the changing nature of data collection methods and processes. 3. Critical determinant of success of the field enumerator RPL program rests with the direct engagement of MEPSC with the employers of field survey enumerators with support from TPs. Due diligence of identifying the TPs needs to be strengthened to ensure active engagement of employers of enumerators. 4. Implementation of LMIS for people certified under the RPL Program. 5. Strengthening of pre-screening and counselling to ensure the compliance to RPL requirement in terms of beneficiaries' background. 6. Impact assessment should be carried out in phases – before and after the completion of program to understand the extent of the RPL program and to ensure higher recall, improved participation of beneficiaries and timely course correction. 7. Provision for Digi-Locker to share and download the certificate along with insurance. 8. Implementation of C-KYC for RPL beneficiaries is important for monitoring and evaluation of programme. This would significantly reduce the need to update the contact numbers at regular intervals for better tracking and monitoring & evaluation.
Beneficiary	To provide greater clarity on the vertical and horizontal mobility available around their respective job roles.
Sector	Strengthen the RPL process from mobilisation to certification along with employer engagement to have positive impact on the formalisation of the sector.

Annexure

Beneficiary Questionnaire

S. No.	Questions	Code
	<i>To start, we would like to know some general information about you.</i>	
	Respondent Background Information	
1	Date of Survey	(DD/MM/YYYY)
2	Time of Survey	(12:00:00)
3	Name of Respondent	Text
4	Age	Numeric
5	Gender	1 - Female 2 - Male 3 - Transgender 4 - Do not wish to disclose
6	State/UT	From code sheet
7	District	From code sheet
8	Location	1 - Other than below 3 2 - Underserved district 3 - Aspirational district 4 - Left Wing Extremist area From code sheet
9	Social Category	1 - General 2 - Scheduled Caste 3 - Scheduled Tribe 4 - Other Backward Caste
10	Religion	1 - Hinduism 2 - Islam 3 - Christian 4 - Buddhism 5 - Jainism 6 - Others 7 - Do not wish to disclose
	<i>We understand that you attended the Recognition of Prior Learning (RPL) Programme conducted by Government of India under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). We would like to ask you information regarding your participation in the programme.</i>	
11	Month & Year of RPL Training	(MM/YYYY)
12	How did you come to know about RPL?	1 - Mobilising Agency 2 - Newspaper advertisement 3 - Radio/TV advertisement 4 - Friends/Family 5 - Others

S. No.	Questions	Code
13	Skill Sector	<i>From Code sheet</i>
14	RPL Job Role	<i>Text (From Code sheet)</i>
15	Number of years of experience before enrolment for RPL Program	<i>Numeric</i>
RPL Training Program <i>The next five questions are related your level of participation in the RPL program.</i>		
16	Did you complete RPL training?	1 – Yes (Move to Q 20) 2 – No (Move to Q17)
17	Up to what level did you complete the training?	1 – Pre-screening and Counselling 2 – Orientation 3 – Assessment
18	What was the reason for not continuing the RPL program?	1 – Time constraint (Candidate did not have time/Training time not convenient for candidate) 2 – RPL training not relevant to the roles and responsibilities for my job role 3 – Did not match with candidate's expectation of RPL training 4 – No incremental benefits from RPL certification 5 – RPL location not easily accessible 6 – Payout/financial compensation is insufficient 7 – Others
	If others, please specify	<i>Text</i>
19	Would you be willing to pursue the RPL training later?	1 – Yes 2 – No
Orientation Session <i>Now I would like to hear your experience and suggestions regarding the orientation session in your RPL Program.</i>		
20	Was the self-assessment done during pre-screening help you identify various aspect of your job role?	1 – Yes 2 – No
21	If No to Q 20 What was the challenge?	<i>Text</i>
22	What was the challenge?	1 – Cap 2 – T-Shirt 3 – Stationary – notebook, pen, bag, etc. 4 – Others

S. No.	Questions	Code																
	If others, please specify	<i>Text</i>																
23	<p>What was covered during orientation? (Note: Following are expected to be covered during orientation)</p> <ol style="list-style-type: none"> 1. Roles and responsibilities of job role 2. Importance of health and safety 3. Soft skills and entrepreneurial opportunities 4. Introduction to assessment and its process <p>The responses to these questions intend to capture the sufficiency of coverage and relevance of the content.) Each question should be asked individually from respondent.</p>	<p>1 – Roles and Responsibilities about your job role</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>2 – Importance of health and safety aspects related to your job role</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>3 – Awareness about soft skills and entrepreneurship opportunities related to your job role</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> <p>4 – Understanding of the assessment process related to job role under RPL program</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table>	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No
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24	<p>On a scale of 1-5----- -Do you think that the length of the orientation session was sufficient?</p>	<p>1 – Not sufficient 2 – Partly sufficient 3 – Sufficient 4 – More than sufficient 5 – Very sufficient</p>																
	<p>If option 1 or 2 is selected, What according to you should be the length of the orientation session?</p>	<i>Numeric (in hours)</i>																
25	<p>On a scale of 1-5, with 1 being not satisfied and 5 being very satisfied, can you rate your overall satisfaction level with the orientation session overall?</p>	<p>1- Not satisfied 2- Partly satisfied 3- Satisfied 4- More than satisfied 5- Very satisfied</p>																

S. No.	Questions	Code								
	If option 1 or 2 is selected, What improvements do you suggest?	1 - Increase the duration of the orientation session 2 - Provide more information regarding the job prospects 3 - Provide more information regarding the assessment process								
Bridge Course <i>Next, I would like to know about your experience regarding the bridge course in your RPL Program.</i> <i>Applicable ONLY to the following Job roles:</i> <ul style="list-style-type: none"> • Assembler - Modular Furniture • Sales Executive Furniture and Fittings • Lead Carpenter - Wooden Furniture • Assistant Carpenter - Wooden Furniture • Unarmed Security Guard (for beneficiaries' from UP and Haryana) 										
26	Were you suggested to pursue bridge course?	1 – Yes 2 – No 3 – Not able to recall								
27	If Yes to Q26 How did the bridge course help you? <i>(Note: Following are expected to be covered during orientation</i> <ol style="list-style-type: none"> 1. Knowledge acquired 2. Development of new skills <i>The responses to these questions intend to capture the sufficiency of coverage and relevance of the content.) Each question should be asked individually from respondent.</i>	1- Helped acquire more knowledge regarding the job role <table border="1" data-bbox="794 1032 1198 1122"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table> 2- Helped develop new skills for the job role <table border="1" data-bbox="794 1615 1198 1704"> <thead> <tr> <th>Coverage</th> <th>Relevance</th> </tr> </thead> <tbody> <tr> <td>Yes/No</td> <td>Yes/No</td> </tr> </tbody> </table>	Coverage	Relevance	Yes/No	Yes/No	Coverage	Relevance	Yes/No	Yes/No
Coverage	Relevance									
Yes/No	Yes/No									
Coverage	Relevance									
Yes/No	Yes/No									
	If candidate's response is 'No' any of the option above in Q27, Please state the reason.	Text								
28	On a scale of 1-5 with 1 being not sufficient and 5 being very sufficient, do	1 – Not sufficient 2 – Partly sufficient 3 – Sufficient								

S. No.	Questions	Code
	you think that the length of the bridge course was sufficient?	4 – More than sufficient 5 – Very sufficient
	If option 1 or 2 is selected, What according to you should be the length of the bridge course?	<i>Numeric (in hours)</i>
29	On a scale of 1-5, with 1 being not satisfied and 5 being very satisfied, can you rate your overall satisfaction level with the orientation session overall?	1- Not satisfied 2- Partly satisfied 3- Satisfied 4- More than satisfied 5- Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	1 - Increase the duration of the bridge course 2 - Provide more information regarding the job prospects 3 - Provide more information regarding the skills required to be developed 4 – Provide more hands-on training/practical sessions
<i>Skip this section if candidate responded option 3 in Q17 and move to RPL satisfaction section.</i> <i>Assessment & Payout/financial compensation</i> <i>Now we would like to discuss about the assessment and payout/financial compensation.</i>		
30	Was the assessment provided in local language easily understandable?	1 - Yes 2 - No
31	If No to Q30 Can you elaborate on the challenges in writing the exam in the local language?	<i>Text</i>
32	Did you receive any of the following after the assessment? READ OUT LOUD THE OPTIONS <i>Select all that applies</i>	1 – Marksheet 2 – Skill Certificate 3 – RPL Badge 4 – RPL Skill Card
33	Did you receive the payout/financial compensation?	1 - Yes 2 - No

S. No.	Questions	Code
34	<p>If 'No' to Q33</p> <p>According to you, what are the reasons for not receiving the payout/financial compensation?</p>	Text
<p>RPL Program Satisfaction</p> <p><i>We would now like to hear your perception regarding the quality of training centre, trainers, assessors and teaching in the RPL Program.</i></p>		
<p><i>We will first ask about the facilities and infrastructure in the Training Centre.</i></p>		
35	Training Infrastructure	
	<p>On a scale of 1-5, how do you rate the safety in the Training Centre?</p>	<p>1 – Not safe 2 – Partly safe 3 - Safe 4 – More than safe 5 - Very safe</p>
	<p>If option 1 or 2 is selected,</p> <p>What improvements do you suggest?</p>	Text
	<p>Was the Training Centre disable-friendly?</p>	<p>1 – Not friendly 2 – Partly friendly 3 - Friendly 4 – More than friendly 5 - Very friendly</p>
	<p>If option 1 or 2 is selected,</p> <p>What improvements do you suggest?</p>	Text
	<p>According to you, how safe is the location of the training institute?</p>	<p>1 – Not safe 2 – Partly safe 3 - Safe 4 – More than safe 5 - Very safe</p>
	<p>If option 1 or 2 is selected,</p> <p>Why do you find the location unsafe</p>	<p>1- Poor lighting 2- Far away from main road 3- Public transport is not available</p>

S. No.	Questions	Code
	On a scale of 1-5, how satisfied were you with the water and sanitation facilities at the Training Centre?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the technology-aided teaching like use of videos, projector or laptop related to your job role?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the lab facilities?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
36	<i>Now, we would like to know about the quality of the trainers.</i>	
	On a scale of 1-5, how satisfied were you with the trainer's ability to explain clearly about the program (like What is PMKVY, RPL) and different stakeholders (like Training Providers, Assessment Agencies)	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected,	<i>Text</i>

S. No.	Questions	Code
	What improvements do you suggest?	
	On a scale of 1-5, how do you rate your trainer's communication skills?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the trainer's ability to explain clearly about job role (what are the core and non-core aspects)?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the trainer's ability to provided examples and demos and create a learning environment?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how engaging would you say the trainers' training delivery was?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
37	<i>Now, we would like to know about the quality of the assessors.</i>	

S. No.	Questions	Code
	On a scale of 1-5, how satisfied were you with the assessor's ability to explain about assessment and related process?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the assessor's ability to clarify doubts?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the assessor's ability to share mock questions during the training?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the assessor's ability to present easily understandable questions related to practical?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
38	<i>Now, I would like to understand your perception regarding the quality of Curriculum & Pedagogy.</i>	
	On a scale of 1-5, how satisfied were you with the course content?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied

S. No.	Questions	Code
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how relevant do you think is the course content to your job role?	1 – Not relevant 2 – Partly relevant 3 - Relevant 4 – More than relevant 5 - Very relevant
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with the trainee handbook/study material provided by the Training Centre?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how useful were the tools and equipment provided in the practical sessions?	1 – Not useful 2 – Partly useful 3 - Useful 4 – More than useful 5 - Very useful
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how sufficient was the duration of training?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
39	<i>We would now like to ask about the Practical/Lab session</i>	

S. No.	Questions	Code
	On a scale of 1-5, do you think you have sufficient opportunities for hands-on learning sufficient?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how sufficient was the introduction to latest available tools and techniques related to your job role?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how satisfied were you with demonstration of tools and techniques?	1 – Not satisfied 2 – Partly satisfied 3 - Satisfied 4 – More than satisfied 5 - Very satisfied
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how sufficient was the duration of training?	1 – Not sufficient 2 – Partly sufficient 3 - Sufficient 4 – More than sufficient 5 - Very sufficient
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
	On a scale of 1-5, how safe was the practical session? (Safety gears,	1 – Not safe 2 – Partly safe 3 - Safe 4 – More than safe

S. No.	Questions	Code
	not crowded while performing practical, etc.)	5 - Completely safe
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
Impact of RPL Program <i>We would now like to understand from you the tangible benefits realised by the beneficiaries' after the RPL certification.</i>		
40	What was your monthly income prior to RPL certification?	<i>Numeric</i>
41	What was your monthly income post RPL certification?	<i>Numeric</i>
42	What was your employment status prior to RPL training?	1 - Self-employment (gig employment) 2 - Own business/Entrepreneur 3 - Formal employment 4 – Contract employment
43	What kind of opportunities did you receive after RPL certification?	1 - Self-employment (gig employment) 2 - Own business/Entrepreneur 3 - Formal employment 4 – Contract employment
44	If candidate in Formal/Contractual employment, What benefits did the RPL certificate provide you? <i>Note: *Working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedules) to remuneration, as well as the physical conditions and mental demands that exist in the workplace. (ILO)</i> Select all that apply.	1 - Fair wage/income 2 - Wage/income increase including remuneration. 3 - Promotion (vertical mobility) 4 - Entrusted additional responsibilities. 5 - Incentives 6 - Rewards (non-monetary) 7 - New job opportunities (horizontal mobility) 8 - Improved working conditions* 9 - Improved performance at workplace (productivity and lower accidents) 10 - Social security benefits like Kaushal Bima (accidental) insurance, Provident Fund, etc. 11 - No real benefits 12- Increased recognition in the society

S. No.	Questions	Code
		13- Increase in respect 14 – Greater self-confidence 15 – Improved standard of living 16 – Others, please specify
45	If candidate is self-employed/running own business, What benefits did the RPL certificate provide you? Select all that apply.	1 - Increased sales/value for service 2 - Increase in number of customers. 3 - Recognition of skill by customer 4 - Able to access to loan. 5 - Access to social security benefits like Kaushal Bima (accidental) Insurance 6 - Improved working conditions 7 - improved productivity 8 - No real benefits 9- Increased recognition in the society 10- Increase in respect 11 – Greater self-confidence 12 – Improved standard of living 13 – Others, please specify

Key Informant Interview Guides

For PIA/SSC:

Topic	Questions
Introduction	Introduction, ice-breaking & ethical declaration
Relevance	<ul style="list-style-type: none"> • How important is the RPL program in the scheme of things for SSC? • Are there any unintended outcomes (both positive and negative) from the RPL program? • How often guidelines/Model curriculum revised to reflect ground realities? Reason for any specific period.
Effectiveness	<ul style="list-style-type: none"> • Any initiatives of the SSC/PIA created positive changes in the participation of people in the RPL program? • What is the extent of influence of factors (management, human resources, financial aspects, regulatory aspects, implementation modifications in plans) contributed to achievement and non-achievement of output, outcome, and impact? • How many RPL trained employees have experienced a wage increase since the program? (feedback loop, LMIS)
Efficiency	<ul style="list-style-type: none"> • How satisfying is the performance of TPs and AAs? How did you handle quality issues apart from using the standard penalty matrix? • How do you ensure active participation of beneficiaries' during the course of the RPL program right from mobilization to certification? • What is the impact created in terms of employment and increase in income of youth per unit of the cost incurred on the intervention?
Impact	<ul style="list-style-type: none"> • In what ways do you think has the RPL program influenced the lives of beneficiaries? Share some testimonials that impacted you as SSC/PIA. • How many beneficiaries' have sought your help in registering in the Udyami Mitra portal?
Sustainability	<ul style="list-style-type: none"> • To what extent SSC mitigate the risk of implementing the project in terms of management risk, financial sustainability, institutional sustainability, and environmental and social sustainability? • What kind of additional support do you require to improve RPL program implementation? (training aid & content, development of LMIS, etc.)
Equity	<ul style="list-style-type: none"> • What are the ways in which you ensure vulnerable and marginal groups participate actively in the RPL program? What are some of the common challenges or apprehensions faced by them?

For TPs & AAs

Topic	Questions
Introduction	Introduction, ice-breaking & ethical declaration
Relevance	<ul style="list-style-type: none"> • Is there any other aspect to be included in the RPL program that would encourage more people to participate? This is other than 12 hours of orientation. • How relevant is the training material and course content? Provide some suggestions to further improve. • How relevant is the training duration? • How relevant is the training aid?
Effectiveness	<ul style="list-style-type: none"> • What teaching tools and aids help you deliver training effectively? • How do you ensure people take part in assessment? • How was the performance of beneficiaries' during assessment who took up the bridge course related to their job role?
Efficiency	<ul style="list-style-type: none"> • Did you face challenges in mobilizing beneficiaries' from any specific states? How did you overcome them? • What are the common challenges you face in administering the training and assessment?
Impact	<ul style="list-style-type: none"> • To what extent have beneficiaries' achieved threshold performance? • How participative were the beneficiaries' during the RPL program? What according to you may be some of the inhibiting factors?
Sustainability	<ul style="list-style-type: none"> • What kind of additional support do you require to improve RPL program implementation? (training aid & content, development of LMIS, etc.) • Have you taken initiatives to encourage more participation? If yes, what may they be?
Equity	<ul style="list-style-type: none"> • How do you ensure inclusive participation of vulnerable and marginal groups (gender, social category, religion, language, PwD, etc.) in the RPL program? What are some of the common challenges or apprehensions faced by them?

For Employers:

Topic	Questions
Introduction	Introduction, ice-breaking & ethical declaration
Relevance	<ul style="list-style-type: none"> • How relevant is the RPL training program for your company? • Do you plan to seek RPL training for other employees? What do you think have been the benefits and positive changes experienced because of the training?

Topic	Questions
Effectiveness	<ul style="list-style-type: none"> • What are the competencies they have demonstrated post RPL training?
Efficiency	<ul style="list-style-type: none"> • What are the areas in which the performance of RPL beneficiaries' have improved over non-RPL beneficiaries'? (productivity, organization of work, etc.) • Have number of accidents at workplace reduced post-training? (If yes, by how much? If not, what do you think are the reasons?)
Impact	<ul style="list-style-type: none"> • How many RPL trained employees have experienced a wage increase or any other benefits since the training?
Sustainability	<ul style="list-style-type: none"> • Would you consider RPL certification as a qualification during recruitment of new people? If yes, how many have been employed? If not, why so?
Equity	<ul style="list-style-type: none"> • Number of people from marginal and vulnerable group have pursued RPL program from your organization. How do you encourage them?