

# 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
THSC	Tourism and Hospitality 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 Tourism and Hospitality Skill Council (THSC) on the beneficiaries'. The impact evaluation for the RPL Type 1 project in THSC focuses on five job roles – Room Attendant, Food and Beverage Service – Steward, Multi-cuisine Cook, Guest House Caretaker, House Keeping Attendant (Manual Cleaner).
4. The evaluation results cover the Theory of Change in Tourism & Hospitality Industry, 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 3700 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. The suggestions from beneficiary include increase in RPL duration to one week, more orientation on job prospects and post RPL support, linkage to formal sector or entrepreneurship opportunities.
7. The recommendations cover process, beneficiary, and sector level requirements.

# Chapter 1: Introduction

Tourism is an integral part of India's economy. India has emerged as a tourism powerhouse over the recent years. The cultural heritage, religious history and the rich biodiversity present a distinct advantage to India's tourism industry. Some of the popular themes that shape the tourism industry in India include, culture and heritage tourism, religious tourism, nature-based tourism, medical and wellness tourism, medical tourism, and adventure tourism.

The sector contributes significantly to the socio-economic progress of the country through employment-generation, foreign exchange earnings and infrastructure development. India is the 8<sup>th</sup> largest country in terms of the contribution to the travel and tourism GDP<sup>1</sup>. According to World Travel & Tourism Council (WTTC)<sup>2</sup>, the travel and tourism industry contributed 6.9% of the GDP in 2019. The sector also significantly contributes to the employment generation in the country. The sector supported around 40 million jobs in 2019, which is 8.8% of the total employment in the country (GoI)<sup>3</sup>. Between 2014 and 2019, 1 in 4 net new jobs created were in the travel and tourism industry (WTTC, 2020)<sup>4</sup>.

The favorable policy climate and changing consumer preferences are in favor of the industry. The GoI has started a number of initiatives towards the tourism industry over the past few years. Some of the schemes and initiatives include, Swadesh darshan, PRASHAD, 24x7 tourist helpline in 12 international languages, Swachh Paryatan mobile app, launch of adventure tourism guidelines etc. The increasing number of double income households, improving living standards and increased consumerism among the high and middle-income households has resulted in increased disposable income. This has in turn increased spending towards leisure travel. It is noted that, leisure spending and business spending accounts for 94% and 6% respectively, of the total travel spending done in India in 2019 (WTTC,2020)<sup>5</sup>. The globalisation has resulted in increased interconnectedness over the past decade. Tourism is one industry that has reaped the most benefits of globalisation. The number of foreign tourists visits to India has increased from 17 million in 2010 to 31 million in 2019 (GoI)<sup>6</sup>.

Given the rapid expansion, the industry is faced with increasing human resource requirement with high order skills. The attrition is also high in the industry. The annual attrition as of 2018 was 2.56 lakh. The additional human resource requirement by the year 2022 is expected to be around 5.45 lakh. The high attrition and limited formal training setup for the tourism industry

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<sup>1</sup> Federation of Indian Chambers of Commerce and Industry, India Inbound Tourism Unlocking the Opportunity, <http://ficci.in/spdocument/23082/India-Inbound-Tourism-Knowledge-Paper-ficci.pdf>.

<sup>2</sup> INDIA 2021 Annual Research: Key Highlights <https://wttc.org/Research/Economic-Impact>.

<sup>3</sup> <https://www.makeinindia.com/sector/tourism-and-hospitality>

<sup>4</sup> INDIA 2021 Annual Research: Key Highlights <https://wttc.org/Research/Economic-Impact>.

<sup>5</sup> INDIA 2021 Annual Research: Key Highlights <https://wttc.org/Research/Economic-Impact>.

<sup>6</sup> <https://tourism.gov.in/sites/default/files/2021-05/INDIA%20TOURISM%20STATISTICS%202020.pdf>

has resulted in a demand supply gap for the human resource. As of 2018, the demand supply gap stood at 26.02 lakhs (Gol)<sup>7</sup>.

Tourism and Hospitality Skill Council (THSC) is a horizontal skill council that was set up to create a robust and sustainable eco-system for skill development in the industry. THSC is a Not-For-Profit Organisation registered under the Societies Registration Act 1860. The vision of the council is to promote Hospitality and Tourism sector skill development, helping millions get respectable employment opportunities for serving customers and other stakeholders. Recognition of Prior Learning (RPL) is an important lever to improve the formalisation of informal skills acquired over the period. Recognizing the need for the same, the tourism and hospitality skill council has created RPL program and is recognising the skills of the following job roles:

Job Role	NSQF Level
Room Attendant	3
Food and Beverage Service - Steward	4
Multi-cuisine Cook	4
Guest House Caretaker	5
House Keeping Attendant (Manual Cleaner)	3

These RPL job roles are the nodal points of the hospitality lifecycle and are collectively responsible for the transfer of good hospitality to the guests. The primary experiences of food and comfortable stay is a key responsibility for each of the above roles. The key outcomes of the RPL program for the above job roles are as follows:-

**Food & Beverage Service-Steward-** After completing the program participants will be able to, Plan for serving food and beverages, greet customers, take order and serve, apply relevant Customer service skills, clean tables and counters, exhibit Proper etiquette and conduct, deal with customer payment and resolve customer service issues, follow Health, hygiene and safety practices in the industry, effectively communicate with guests and colleagues.

**Housekeeping Attendant** - After completing the program participants will be able to practice personal grooming/ hygiene, manually clean floor, wash-and restroom, exhibit appropriate etiquette and conduct, manually clean furniture and surfaces, effectively communicate-verbal/non-verbal, collect and dispose waste properly, identify and avoid work hazards and practice safety, report, record and prepare documentation.

**Guest House Caretaker-** After completing the program participants will be able to fulfil guest requirements, perform housekeeping duties, understand inventory management and cost

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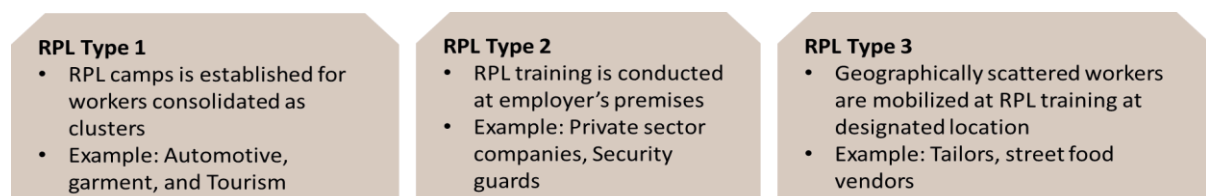
<sup>7</sup> <https://tourism.gov.in/sites/default/files/2021-05/INDIA%20TOURISM%20STATISTICS%202020.pdf>

control, prepare food for the guests, communicate with customer and colleagues, maintain customer- centric service orientation, maintain standard of etiquette and hospitable conduct, follow gender and age sensitive service practices, maintain health, hygiene and safety at workplace, customer service skills.

**Multi-cuisine Cook-** After completing the program participants will be able to arrange food resources, maintain inventory control, ensure efficient use of resources.

Of the three types of RPL program, the one undertaken by THSC falls under Type 1 wherein clusters of an industry are identified, and the workforce is provided orientation, assessment and certification.

Figure 1: Structure of RPL Program



In terms of implementation, the RPL program for the above job roles is done in the following states namely Himachal Pradesh, Jammu & Kashmir, Delhi and Uttarakhand primarily due to significant domestic and foreign tourists. In spite of a high tourist footfall in these states the extent of availability of skilled human resources are limited.

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

- Increased earnings due to better customer service.
- Increased customer satisfaction
- Safe working environment reduced risk of illnesses due to occupational hazards
- Medical assistance, health insurance and periodic health check-ups on offer
- Increased attractiveness of the sector to domestic as well as International Tourism

## 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.

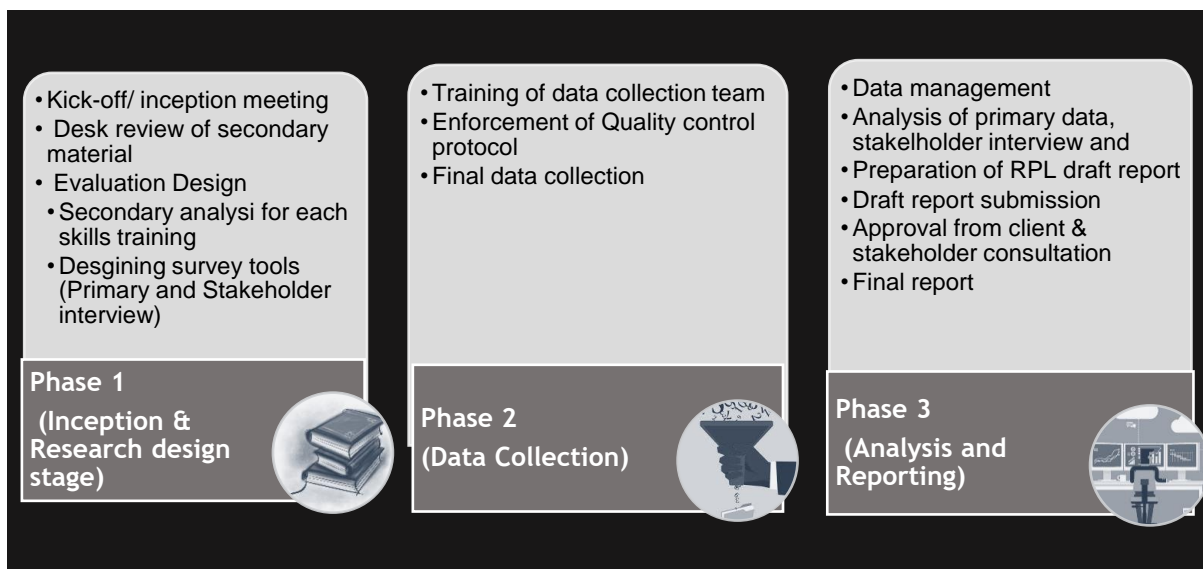
The objective of the study is to evaluate the impact of the RPL projects through the following research questions.

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, THSC 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 Tourism and Hospitality RPL project that covered four 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 tourism & hospitality, Evaluation Framework, Impact Evaluation Dimensions covering qualitative and quantitative metrics.

### 3.1 Theory of Change in Tourism & Hospitality

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 Tourism & Hospitality sector, 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.

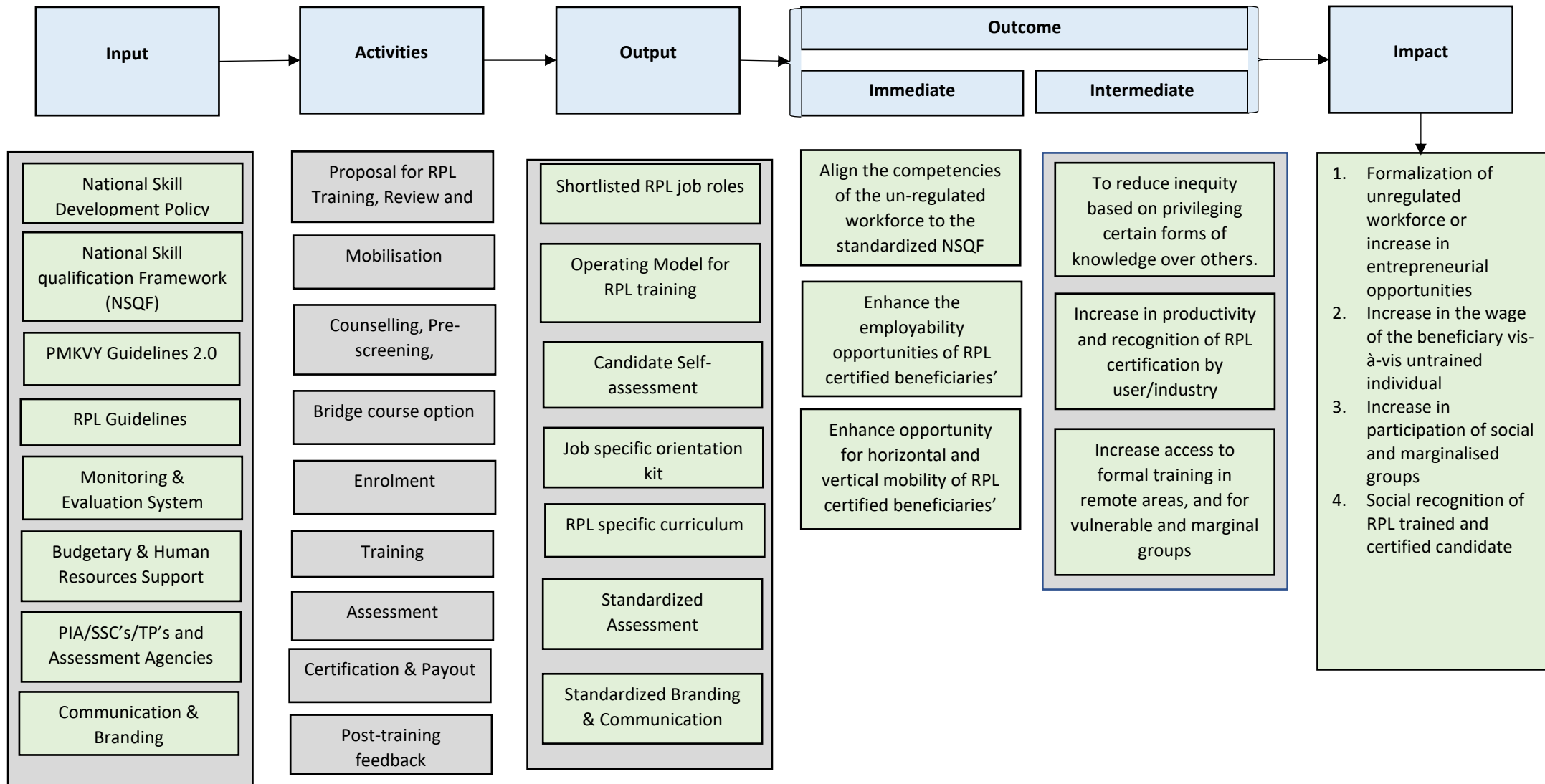
**Activities** are those actions to be taken by different stakeholders in the design and implementation of the RPL Project. In the case of Tourism and Hospitality RPL project, THSC plays the role of both SSC and PIA. As SSC, it develops the qualification pack for each job role and acts as monitoring 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 Tourism & Hospitality, 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 Tourism & Hospitality Sector 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 Tourism and Hospitality Skill Council. 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 tourism sector has been implemented in four states – Delhi, Uttarakhand, Himachal Pradesh and Jammu & Kashmir. The sample covers all four states along with the prescribed 15% of the oriented beneficiaries as suggested by NSDC has been considered for the study as below.

State	Total beneficiaries	Sample size
Delhi	71	11
Himachal Pradesh	4652	698
Jammu and Kashmir	14967	2245
Uttarakhand	4970	746
<b>Overall</b>	<b>24660</b>	<b>3700</b>

## Survey Status

Target			Actual		
In-Person	Virtual	Total	In-Person	Virtual	Total

740	2960	3700	750	2960	3710
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The in-person surveys were conducted with beneficiaries through video conference due to COVID-imposed restrictions in the survey locations and uncertainties due to local disturbance in J&K as advised by local training partner and inability of training partners to trace beneficiaries in other states due to lack of identifiable addresses. There were less than 50 identifiable addresses available for the given beneficiaries.

### 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.

SSC/PIA	Tourism & Hospitality Skill Council
Training Partners	Mind Leaders, Centum, Pteron
Assessment Agencies	Bragnum, SPIWD, Skill Mantra

### 3.5 Limitations in data collection

Of the 26,348 beneficiaries, 17,374 invalid and duplicate phone numbers were removed leaving only 12,409 numbers to call. THSC clarified that duplication entries arose due to some beneficiaries not willing to share phone numbers and when more than one family member participated. Further, there were less than 50 identifiable addresses available for the given beneficiaries. 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	Not reachable	Wrong Number
12409	3710	7645	1054

## 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.

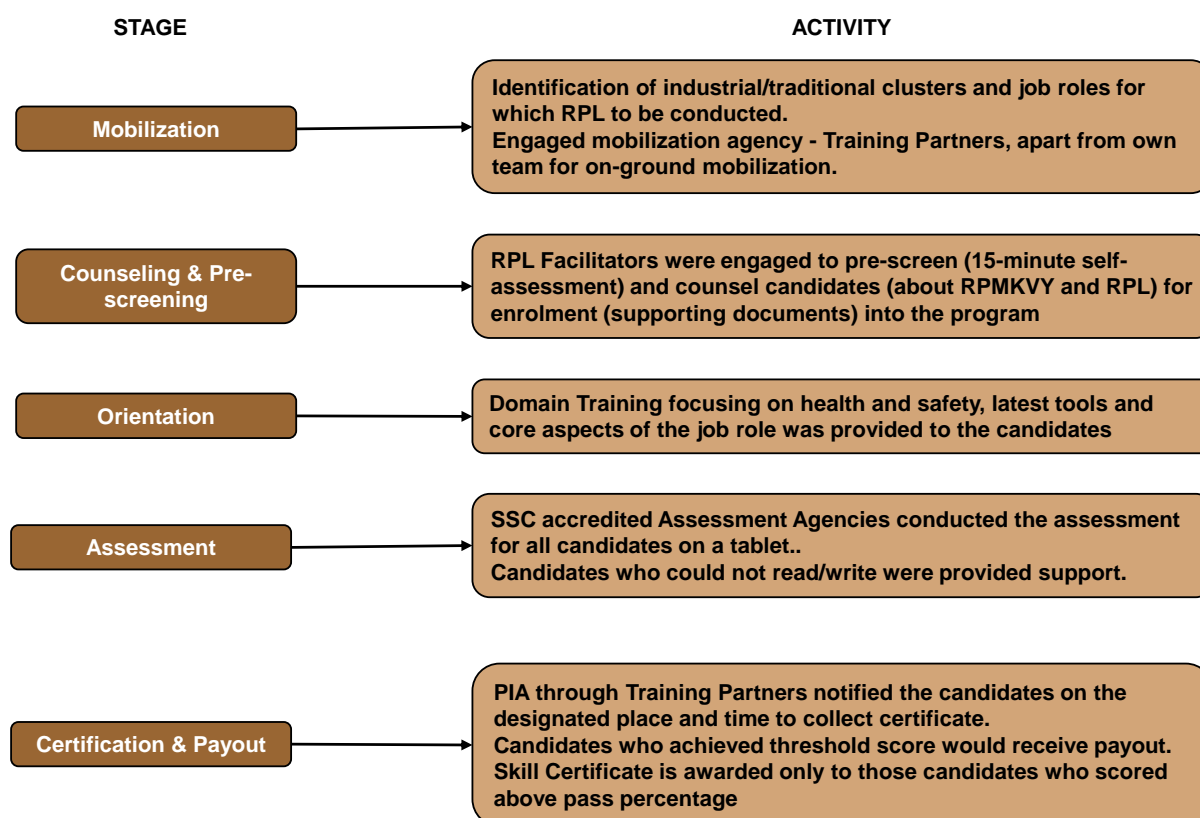
Table 1: Dimensions of Impact (OECD-DAC framework)

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

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

## 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.



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

	<ul style="list-style-type: none"> <li>• How has it responded to changes over the course of its implementation? (COVID-19)</li> <li>• 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?</li> <li>• How gender sensitive is the RPL process throughout the entire phase of implementation?</li> </ul>										
<p><b>Key Findings</b></p>	<p>The implementation of the program is led by the PIA, Tourism and Hospitality Skill Council (THSC) in this case here. In this project, PIA with the support of Training Partners identified mobilising agencies who reached out to those people employed at local guest houses, hotels and restaurants.</p> <p>PIA is encouraged to use multiple methods to create awareness about the PMKVY RPL Program as part of engagement strategy with the potential beneficiaries. The mobilising agency leveraged social media, pamphlets, street hooting and local cable broadcast to attract potential beneficiaries'. From the beneficiary survey, friends and family were the top source of awareness followed by mobilising agency. Public advertisements through television and radio were not effective.</p> <p style="text-align: center;"><i>Table 2: Source of Awareness about PMKVY-RPL</i></p> <table border="1" data-bbox="408 1227 1378 1451"> <thead> <tr> <th>Source of Awareness about RPL</th> <th>% Share</th> </tr> </thead> <tbody> <tr> <td>Friends and Family</td> <td>52.3%</td> </tr> <tr> <td>Mobilising Agency</td> <td>21.1%</td> </tr> <tr> <td>Other sources (employers, pamphlets, loudspeaker announcements, etc.)</td> <td>18.3%</td> </tr> <tr> <td>Advertisements</td> <td>8.3%</td> </tr> </tbody> </table> <p>Once mobilised, pre-screening and counselling was conducted to identify those beneficiaries for whom RPL Program is appropriate. Generally, people with prior experience are enrolled and freshers are offered Short Term Training (STT).</p> <p>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 orientation kit consisting of winter jacket, cap, t-shirt and stationary items like pen and notebook. However, due to the pandemic most of the beneficiaries received their winter jackets only during the time of certification ceremony.</p>	Source of Awareness about RPL	% Share	Friends and Family	52.3%	Mobilising Agency	21.1%	Other sources (employers, pamphlets, loudspeaker announcements, etc.)	18.3%	Advertisements	8.3%
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After counselling, RPL Facilitators i.e., THSC conducted pre-screening of beneficiaries to determine the job role that matches their prior experience and knowledge through self-assessment. This assessment is in written format which is a challenge especially for minimally educated. Handholding by Training Partners has made this process effective.

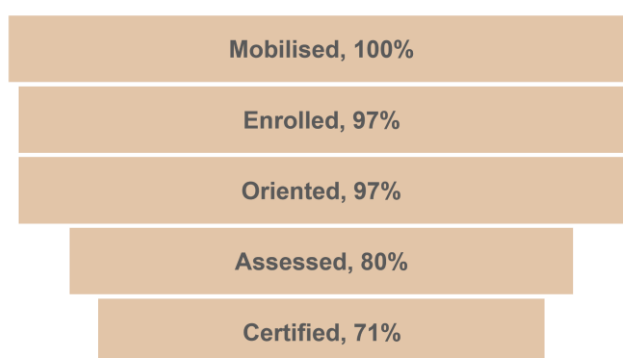
But only around 12.7% of the respondent beneficiaries have reported prior work experience in their job role while the remaining have no, or limited work experience and they fall within the age category of 20-30 years. This indicates that pre-screening & counselling as a process needs to be strengthened to identify those beneficiaries with adequate prior work experience and direct others towards STT.

All job roles – Multi cuisine cook, Housekeeping Attendant, Room Attendant, Food & Beverage Stewardess and Guest House Caretaker - part of this RPL program have nearly equal gender representation. Overall, 57% of the beneficiaries are female and 43% are male.

RPL Program is organised for 2-3 days with 12 hours of orientation followed by assessment. The orientation provided for the RPL training includes 6 hours of domain training, 4 hours of soft skills and entrepreneurship tips and 2 hours of familiarisation with the assessment process and terms. Hence, the role of the trainer in effectively orienting the beneficiaries to the topics related to domain knowledge, health & safety and soft skills & entrepreneurship becomes crucial in determining the success of the program. The orientation session is a combination of theory and hands-on learning for the beneficiaries. The primary goals for all job roles are to ensure customer satisfaction and fine tune their ability to communicate clearly.

The overall efficiency of the RPL program is determined by the percentage of beneficiaries' who transition from enrolment to certified individuals. Overall, about 71% of the beneficiaries mobilised completed the program and the completion rate (from enrolment to certification) is about 73.7%. 45% of those who dropped out after orientation had pursued the job role of Room Attendant and 90% of the dropouts belonged to job roles of Room Attendant, Guest House Caretaker and Multi-cuisine cook. Commonly cited reasons for dropout are time constraint and dependence of approval of family members to pursue such programs.

*Figure 3: Efficiency of RPL Program*



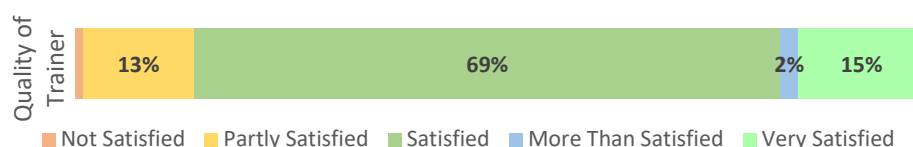
To reduce dropouts, incorporating some of the respondent beneficiary feedback such as buy-in of family members especially for female beneficiaries, increase in duration of training and providing more career prospects including sharing new opportunities would be useful. Further, some respondents also suggested to provide greater clarity on assessment process and sharing the vertical and horizontal mobility available around their respective job roles.

*Table 3: Dropout Analysis of RPL Beneficiaries*

Job Role	Dropout Rate between orientation & assessment	Dropout Rate between assessment & certification
Room Attendant	20.5%	15.2%
Food and Beverage Service - Steward	6.3%	11.6%
Multi-cuisine Cook	20.7%	4.2%
Guest House Caretaker	22.3%	9.1%
House Keeping Attendant (Manual Cleaner)	14.9%	32.5%
Average dropout rate	16.9%	14.5%

The respondent beneficiaries found that the quality of trainer and the orientation session was largely satisfactory. 85% of the respondent beneficiaries were appreciative of the trainer being able to actively engage the beneficiaries during the program by presenting them scenarios on how to perform their jobs and made the beneficiaries participate.

Figure 4: Level of satisfaction - Quality of Trainer



Effectiveness of the program also depends on the accessibility to the Training Centre and adequate training facilities apart from a learning environment. The RPL project conducted in the hilly states of Jammu & Kashmir, Himachal Pradesh and Uttarakhand, the Training Partners had placed highest priority on safety of the beneficiaries. Nearly 85% of the respondent beneficiaries found the Training Centre safe and facilities as satisfactory.

Figure 5: Level of satisfaction - Training Centre

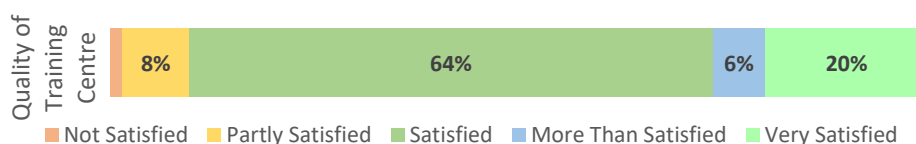
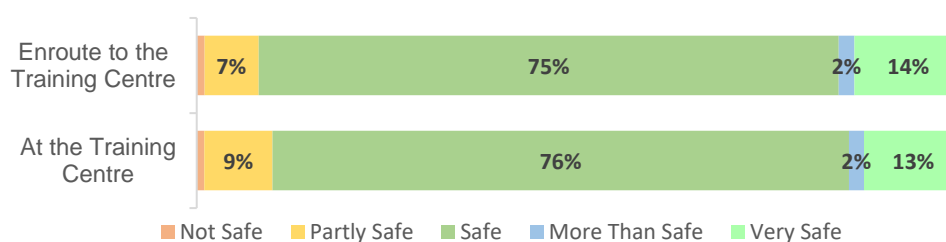


Figure 6: Level of Safety - at and en-route Training Centre



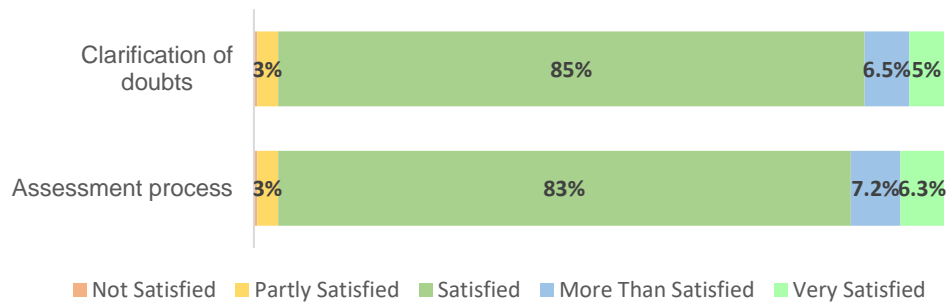
### Assessment

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 THSC. 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 80% of the respondent beneficiaries have reported that they were satisfied with the entire process of assessment. However, there were challenges in terms of interrupted internet connectivity in fragile areas like Anantnag and Baramulla. The assessors had to move to a location with stable internet connection to upload the assessments which caused delay from a few hours to one day.

Figure 7: Level of satisfaction - Assessment



**Certification & Pay-out**

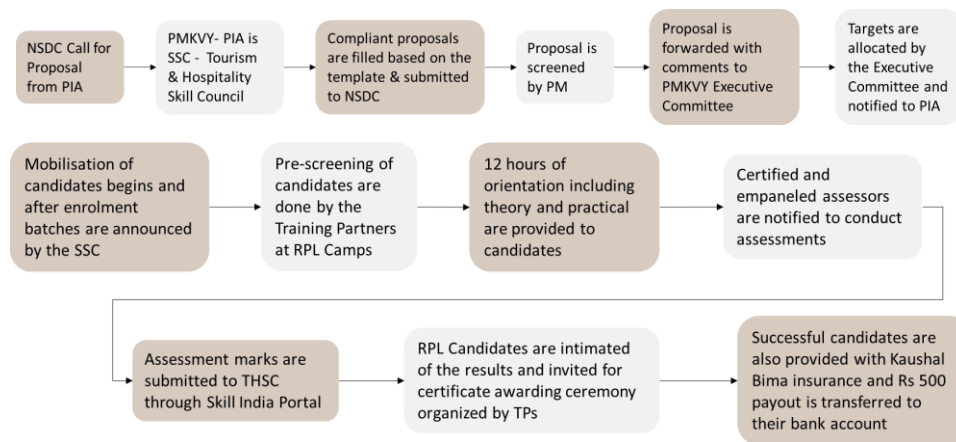
Final stage of the RPL program is the awarding of certificate for meritorious beneficiaries. Beneficiaries are also given a payout of Rs. 500 which is directly credited to their Aadhaar-linked bank account (DBT – Direct Benefit Transfer). Over 85% of the respondent beneficiaries have received their certificate and only 5% of them have received the payout. Around 2% of the respondent beneficiaries reported that their details on the certificate were incorrect. Without a formal channel for tracking of status of DBT and grievance redressal, addressing such issues continue to remain open.

Qualitative discussion with other stakeholders like SSC and NSDC revealed that the pandemic has impacted the implementation of the final stage and thus, its efficiency. Assessment for some batches was delayed due to COVID-19 imposed restrictions. While for some other batches, the distribution of certificates was delayed. A lot of resources had to be deployed

by the PIA to trace the beneficiaries to distribute the Skill Certificates. This revealed the ability of PIA to re-mobilise the beneficiaries after a long period of non-engagement.

THSC as a Sector Skill Council (SSC) is responsible for monitoring and evaluation of the RPL program implementation. Process compliance to the program is high while the aspect of post-training engagement with RPL beneficiaries and management of LMIS system needs improvement. Currently, there is no LMIS in place, and the local TPs play an important role in keeping the beneficiaries informed about new opportunities.

Figure 8: Workflow of RPL Program



Long term sustainability of the RPL program also requires continuous updating of job-role relevant knowledge in an accessible manner. Post-program, the beneficiaries can be provided access to e-content in local language which would increase the beneficiaries' engagement to the program and the knowledge gained. Further, government funding for such projects is critical for sustaining the programme given the socio-economic background of the beneficiaries of the RPL program in the tourism and hospitality industry.

**Key Process Highlights**

Based on pre-RPL program survey with local employers, TPs and THSC has highlighted that employers are generally willing to pay for certified workers as they help increase business.

**Key Learnings**

Tourism is seasonal and the tourist places are dispersed across the states and hence it is not a cluster in true sense. The current design of RPL Type 1 (Camps) is focused on mobilisation of beneficiaries from a cluster in a short time period. While this method is efficient, it is less effective during post

	<p>program engagement with the beneficiaries' due to the transient nature of RPL Camps set up. This design is not sustainable for long term engagement with the beneficiaries especially, to assess the impact and future interactions for new opportunities.</p> <p>Post program support like access to formal employment opportunities, handholding for setting up of own business and any other support related to the industry development is currently not part of the design. Without active tracking and support to the beneficiaries, the program becomes less effective and sustainable for the positive development of the sector.</p>
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### 4.3 Findings related to Impact of RPL on beneficiary

Taking good care of guests in terms of food, safety and comfort is a cultural value cherished by India. Certifying these skills has the potential to motivate people to pursue better economic opportunities, hotel and hospitality management courses or start their own business. Hence, the RPL program has a transformational potential in this sector.

<b>Focus</b>	<b>To assess the impact, effectiveness, and equity from the perspective of beneficiaries</b>
<b>Evaluation Questions</b>	<ul style="list-style-type: none"> <li>• To what extent the RPL project achieved the targeted benefits?</li> <li>• To what extent the RPL project covers different geographies?</li> <li>• Has the RPL caused a significant change in the lives of the intended beneficiaries?</li> <li>• How did the RPL cause higher-level effects (such as changes in norms or systems)?</li> <li>• To what extent the RPL are being accessed by different sub-groups?</li> <li>• Did all the intended target groups – women, differently abled, marginal communities benefit equally from the intervention?</li> </ul>
<b>Key Findings</b>	<p><b>Social background of beneficiaries</b></p> <p>56.9% of the beneficiaries are Female and 43.1% are Male and majority of the RPL beneficiaries fall in the younger age bracket. Close to 83% of the respondent beneficiaries have limited to nil prior work experience.</p>

Table 4: Age distribution by gender

Age Group	Female	Male
16-30	4073	3312
31-45	1180	772
46-60	389	200
Above 60	35	13



The average age of RPL beneficiaries across each job role is in mid-20s except in the case of Female house-keeping attendant.

Table 5: Average age of beneficiaries by gender and job role

Job Role	Female (Average Age)	Male (Average Age)
Room Attendant	26	26
Food and Beverage Service - Steward	28	26
Multi-Cuisine Cook	31	27
Guest House Caretaker	30	29
House Keeping Attendant (Manual Cleaner)	42	29

In terms of social groups, majority of the beneficiaries belong to General category and OBC. From a religion perspective in the general category, beneficiaries belong to Islam.

*Table 6: Distribution of beneficiaries by gender and social category*

Social Category	Female	Male
General	48.6%	38.3%
Other Backward Castes (OBC)	3.2%	2.0%
Scheduled Caste (SC)	4.0%	1.9%
Scheduled Tribe (ST)	1.1%	0.8%

### **Impact of RPL Content**

Regarding content covered during orientation, 96% of the respondent beneficiaries found the overall content relevant. Pre-RPL program survey identified gaps in soft skills which was aimed to be addressed in the RPL program. While 94% of the respondent beneficiaries found this topic adequately covered and 96% found it relevant, it was not sufficient in terms of application to their work. The content was predominantly focussed from customer management perspective for which the beneficiaries require to apply in their jobs to understand the effectiveness of orientation. Lack of jobs due to pandemic has also seem to have reduced the effectiveness.

*Table 7: Coverage and Relevance of RPL Content*

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

### **Impact of Assessment process**

Digital devices like tablets and proctored exams are new for beneficiaries. They need to be provided sufficient time to acclimatise to use digital interface. This could be achieved by increasing the period of orientation on the assessment process from the current 2 hours.

### **Impact of RPL Certificate**

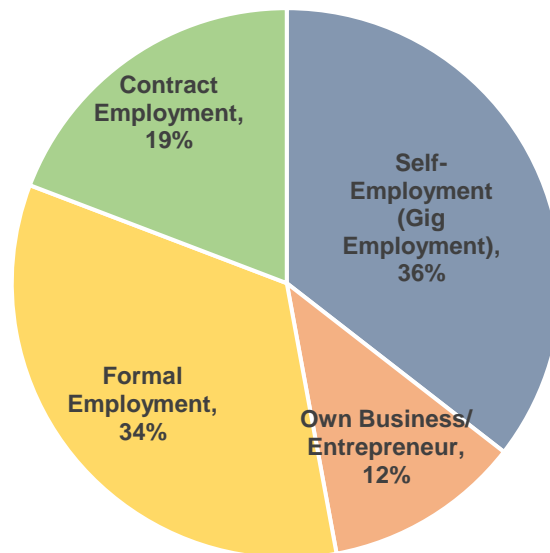
In terms of utility of the RPL certificate, beneficiaries are hopeful that they would be able to seek new job opportunities as restrictions ease out. However, given the low levels of prior work exposure of 90% of the

respondent beneficiaries and difference in operations of the formal sector of this industry, the beneficiaries could potentially find the RPL certificate inadequate to access new opportunities in the formal sector. Further, for specialised job roles such as multi-cuisine cook, RPL may not be the right choice of training given the work practices and recruitment patterns of the formal hotel and hospitality industry.


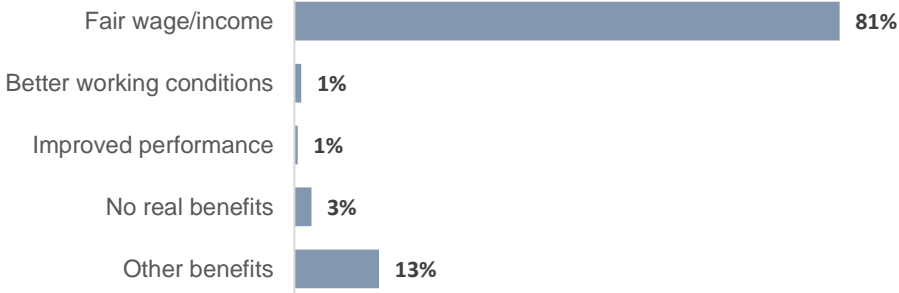
### **Economic Impact of RPL Program**

The nature of employment among the respondent beneficiaries is dominated by self-employment followed by formal employment in hotels and restaurants.

*Figure 9: Nature of employment of respondent beneficiaries*



The certificate from RPL program is intended to facilitate better economic opportunities for the beneficiaries' mainly in the formal sector. The impact of the program can be seen at two levels – impact on wage/income and nature of benefits accrued post RPL. Due to the pandemic, 46% of the respondent beneficiaries were did not report any increase in wage/income and 52% of the respondents are currently not employed.

	<p style="text-align: center;"><i>Figure 10: Impact on Income levels of respondent beneficiaries</i></p>  <table border="1" data-bbox="427 286 1340 526"> <thead> <tr> <th>Impact Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not Employed</td> <td>52.1%</td> </tr> <tr> <td>No Change</td> <td>46.4%</td> </tr> <tr> <td>Increase</td> <td>1.1%</td> </tr> <tr> <td>Decrease</td> <td>0.4%</td> </tr> </tbody> </table> <p>The most distinct benefits perceived post RPL certification were fair wages/income (81%). Other benefits like improved standard of living, incentives, promotion, and entrustment of additional responsibilities were reported by the beneficiaries.</p> <p style="text-align: center;"><i>Figure 11: Types of benefits post-RPL program</i></p>  <table border="1" data-bbox="438 907 1340 1198"> <thead> <tr> <th>Benefit Type</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fair wage/income</td> <td>81%</td> </tr> <tr> <td>Better working conditions</td> <td>1%</td> </tr> <tr> <td>Improved performance</td> <td>1%</td> </tr> <tr> <td>No real benefits</td> <td>3%</td> </tr> <tr> <td>Other benefits</td> <td>13%</td> </tr> </tbody> </table>	Impact Category	Percentage	Not Employed	52.1%	No Change	46.4%	Increase	1.1%	Decrease	0.4%	Benefit Type	Percentage	Fair wage/income	81%	Better working conditions	1%	Improved performance	1%	No real benefits	3%	Other benefits	13%
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No real benefits	3%																						
Other benefits	13%																						
<p><b>Key Impact Highlights</b></p>	<p>Being recipient of the RPL certificate was seen as a sense of pride. But there is little clarity in terms of how and where this certificate could be used. Beneficiaries seek support of THSC in terms of accessing employment opportunities in the formal sector.</p> <p>An aspiration to be part of formal employment is clearly visible among beneficiaries. Some of them aspire to run their own business and some would like to move out of their villages to work in the city.</p>																						
<p><b>Key Learnings</b></p>	<p>Increase the duration of orientation on career growth opportunities, entrepreneurship, and financial &amp; digital literacy. Beneficiaries need to be clarified on how and where to use their Skill Certificate and Kaushal accidental insurance.</p>																						

	There is a need to engage with the beneficiaries' post RPL program to not only provide knowledge support but also document the impact of such programs on the life of beneficiaries in long term.
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#### 4.4 Findings related to the Impact of RPL on the Sector

The success of the Tourism and Hospitality sector that is direct customer facing depends on the latter's satisfaction with their holistic experience (food and stay) at tourist destinations. Providing certification through RPL in this sector is aimed at creating a pool of certified resources to serve approximately over 8 lakh tourists annually which has been increasing in the last decade until the pandemic.

Focus	Relevance of RPL Program for the Sector, Comments of various stakeholders and Impact on community.
<b>Evaluation Questions</b>	<ul style="list-style-type: none"> <li>• The extent to which the intended outcomes of the scheme were strategically aligned with beneficiaries' and stakeholders - NSDC, SSC, Employers and trainees needs.</li> <li>• How the RPL addresses the priorities of employers?</li> <li>• How programme design addresses the potential trade-offs regarding whose needs and priorities are met through the RPL intervention?</li> <li>• Whether the context changed between the inception and the end of the PMKVY 2.0?</li> </ul>
<b>Key Findings</b>	<p>The RPL Program has been implemented in states where tourism is an important source of livelihood. These include Jammu &amp; Kashmir, Uttarakhand, and Himachal Pradesh. Small employers welcome the knowledge transfer that occurs during the RPL program and are open for their employees to be trained and certified. While the COVID impacted the programme implementation, the programme continues to remain relevant during the post-COVID scenario.</p> <p>The market requires skilled and certified professionals to serve the tourism and hospitality industry. The job roles identified as part of RPL programme are relevant and strategically aligned with employers and beneficiary requirement except the job role of multi-cuisine cook. This is a</p>

	<p>specialized job role that requires considerable experiential learning based on the location and place of work hence the same can be taken up under the STT for better market linkage.</p>
<p><b>Key Learnings</b></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 industry is cost conscious and hence, the subsequent increase in wages of beneficiaries is directly linked to the improvement in productivity, quality of service delivery, health and safety and customer handling. These aspects need to be tracked by employers on a monthly basis over a period of time to enable the employers to link the benefits of the program and certificate to an increase in wage.</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. THSC requires to focus on strengthening their LMIS to improve monitoring and evaluation of program.</p> <p>In terms of type of RPL program, Type 2, Employer model would be more sustainable to train beneficiaries and track their progress and performance. Certifying existing employees under RPL Type 2 rather than RPL Type 1 could be considered as a value-add from employers' perspective.</p>

## 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
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Increase in duration of orientation related to soft skills would help increase the effectiveness of the RPL Program for the given job roles.</li> <li>2. Implementation of LMIS for people certified under the RPL Program.</li> <li>3. The potential beneficiaries who have no prior work experience in a particular job role need to be mandatorily directed towards STT.</li> <li>4. The tourism and hospitality industry are at the fore front of innovations in terms of service offerings, customer service, people management, technology upgradation etc., can be transferred effectively through bridge course by blending core competence of the beneficiary with futuristic development of the industry. The RPL with bridge course can improve the effectiveness of the program.</li> <li>5. Strengthening of pre-screening and counselling to ensure the compliance to RPL requirement in terms of beneficiaries' background.</li> <li>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.</li> <li>7. Provision for Digi-Locker to share and download the certificate along with insurance.</li> <li>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 &amp; evaluation.</li> </ol>
Beneficiary	To provide greater clarity on the vertical and horizontal mobility available around their respective job roles.
Sector	To have a meaningful impact at the sectoral level, tracking beneficiary performance in aspects such as productivity, service delivery and customer satisfaction apart from maintaining active LMIS is recommended.

## Annexure

### Beneficiary Questionnaire

S. No.	Questions	Code
	<i>To start, we would like to know some general information about you.</i>	
	<b>Respondent Background Information</b>	
1	Date of Survey	<i>(DD/MM/YYYY)</i>
2	Time of Survey	<i>(12:00:00)</i>
3	Name of Respondent	<i>Text</i>
4	Age	<i>Numeric</i>
5	Gender	1 - Female 2 - Male 3 - Transgender 4 - Do not wish to disclose
6	State/UT	<i>From code sheet</i>
7	District	<i>From code sheet</i>
8	Location	1 - Other than below 3 2 - Underserved district 3 - Aspirational district 4 - Left Wing Extremist area <i>From code sheet</i>
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	<i>(MM/YYYY)</i>
12	How did you come to know about RPL?	1 - Mobilising Agency 2 - Newspaper advertisement 3 - Radio/TV advertisement

S. No.	Questions	Code
		4 – Friends/Family 5 – Others
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>
<b>RPL Training Program</b> <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
<b>Orientation Session</b> <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

S. No.	Questions	Code																
		3 – Stationary – notebook, pen, bag, etc. 4 – Others																
	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"> <li>1. Roles and responsibilities of job role</li> <li>2. Importance of health and safety</li> <li>3. Soft skills and entrepreneurial opportunities</li> <li>4. Introduction to assessment and its process</li> </ol> <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" data-bbox="735 517 1257 607" 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" data-bbox="823 734 1169 824" 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" data-bbox="823 999 1169 1088" 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" data-bbox="815 1218 1177 1308" 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	On a scale of 1-5----- -Do you think that the length of the orientation session was sufficient?	1 – Not sufficient 2 – Partly sufficient 3 – 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 orientation session?	<i>Numeric (in hours)</i>																
25	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	1- Not satisfied 2- Partly satisfied 3- Satisfied 4- More than satisfied 5- Very satisfied																

S. No.	Questions	Code								
	orientation session overall?									
	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								
<p><b>Bridge Course</b></p> <p><i>Next, I would like to know about your experience regarding the bridge course in your RPL Program.</i></p> <p><i>Applicable ONLY to the following Job roles:</i></p> <ul style="list-style-type: none"> <li>• Assembler - Modular Furniture</li> <li>• Sales Executive Furniture and Fittings</li> <li>• Lead Carpenter - Wooden Furniture</li> <li>• Assistant Carpenter - Wooden Furniture</li> <li>• Unarmed Security Guard (for beneficiaries' from UP and Haryana)</li> </ul>										
26	Were you suggested to pursue bridge course?	1 – Yes 2 – No 3 – Not able to recall								
27	<p>If Yes to Q26</p> <p>How did the bridge course help you?</p> <p><i>(Note: Following are expected to be covered during orientation</i></p> <ol style="list-style-type: none"> <li>1. Knowledge acquired</li> <li>2. Development of new skills</li> </ol> <p><i>The responses to these questions intend to capture the sufficiency of coverage and relevance of the content.)</i></p> <p><i>Each question should be asked individually from respondent.</i></p>	<p>1- Helped acquire more knowledge regarding the job role</p> <table border="1" data-bbox="794 1115 1198 1205"> <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- Helped develop new skills for the job role</p> <table border="1" data-bbox="794 1693 1198 1783"> <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.	<i>Text</i>								

S. No.	Questions	Code
28	On a scale of 1-5 with 1 being not sufficient and 5 being very sufficient, do you think that the length of the bridge course was sufficient?	1 – Not sufficient 2 – Partly sufficient 3 – 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
<b><i>Skip this section if candidate responded option 3 in Q17 and move to RPL satisfaction section.</i></b> <b><i>Assessment &amp; Payout/financial compensation</i></b> <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

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

S. No.	Questions	Code
	Why do you find the location unsafe	2- Far away from main road 3- Public transport is not available
	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

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 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,	<i>Text</i>

S. No.	Questions	Code
	What improvements do you suggest?	
37	<i>Now, we would like to know about the quality of the assessors.</i>	
	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 &amp; Pedagogy.</i>	
		1 – Not satisfied 2 – Partly satisfied

S. No.	Questions	Code
	On a scale of 1-5, how satisfied were you with the course content?	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 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,	<i>Text</i>

S. No.	Questions	Code
	What improvements do you suggest?	
39	<i>We would now like to ask about the Practical/Lab session</i>	
	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>
		1 – Not safe

S. No.	Questions	Code
	On a scale of 1-5, how safe was the practical session? (Safety gears, not crowded while performing practical, etc.)	2 – Partly safe 3 - Safe 4 – More than safe 5 - Completely safe
	If option 1 or 2 is selected, What improvements do you suggest?	<i>Text</i>
<b>Impact of RPL Program</b>		
<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? <b>Note:</b> <i>*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</i>	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)

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

## Key Informant Interview Guides

For PIA/SSC:

Topic	Questions
<b>Introduction</b>	Introduction, ice-breaking & ethical declaration
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• How important is the RPL program in the scheme of things for SSC?</li> <li>• Are there any unintended outcomes (both positive and negative) from the RPL program?</li> <li>• How often guidelines/Model curriculum revised to reflect ground realities? Reason for any specific period.</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• Any initiatives of the SSC/PIA created positive changes in the participation of people in the RPL program?</li> <li>• 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?</li> <li>• How many RPL trained employees have experienced a wage increase since the program? (feedback loop, LMIS)</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• How satisfying is the performance of TPs and AAs? How did you handle quality issues apart from using the standard penalty matrix?</li> <li>• How do you ensure active participation of beneficiaries' during the course of the RPL program right from mobilization to certification?</li> <li>• What is the impact created in terms of employment and increase in income of youth per unit of the cost incurred on the intervention?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• In what ways do you think has the RPL program influenced the lives of beneficiaries? Share some testimonials that impacted you as SSC/PIA.</li> <li>• How many beneficiaries' have sought your help in registering in the Udyami Mitra portal?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• What kind of additional support do you require to improve RPL program implementation? (training aid &amp; content, development of LMIS, etc.)</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• 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?</li> </ul>

For TPs & AAs

Topic	Questions
<b>Introduction</b>	Introduction, ice-breaking & ethical declaration
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• How relevant is the training material and course content? Provide some suggestions to further improve.</li> <li>• How relevant is the training duration?</li> <li>• How relevant is the training aid?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• What teaching tools and aids help you deliver training effectively?</li> <li>• How do you ensure people take part in assessment?</li> <li>• How was the performance of beneficiaries' during assessment who took up the bridge course related to their job role?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• Did you face challenges in mobilizing beneficiaries' from any specific states? How did you overcome them?</li> <li>• What are the common challenges you face in administering the training and assessment?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• To what extent have beneficiaries' achieved threshold performance?</li> <li>• How participative were the beneficiaries' during the RPL program? What according to you may be some of the inhibiting factors?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• What kind of additional support do you require to improve RPL program implementation? (training aid &amp; content, development of LMIS, etc.)</li> <li>• Have you taken initiatives to encourage more participation? If yes, what may they be?</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• 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?</li> </ul>

For Employers:

Topic	Questions
<b>Introduction</b>	Introduction, ice-breaking & ethical declaration
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• How relevant is the RPL training program for your company?</li> <li>• 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?</li> </ul>

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