



IMPACT ASSESSMENT FOR RPL- PMKVY 2.0
Automotive Skills Development Council
(ASDC TYPE -1)



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EXECUTIVE SUMMARY

In India, the automotive industry accounts for 7.1% of GDP and 49% of manufacturing output and generates more than 32 million direct and indirect employment. The Automotive Skills Development Council (ASDC) was established in March 2011 as a society under the Societies Registration Act, 1860, and is supported by the automobile industry, which is represented by the Society of Indian Automobile Manufacturers (SIAM), the Automotive Component Manufacturers Association (ACMA), and the Federation of Automobile Dealers Associations (FADA), as well as the Government of India, which is represented by the Department of Motor Vehicles and National Skill Development Corporation (NSDC).

The primary objectives of the program are –

- To continually upgrade and develop automotive skills for higher value additions, i.e., higher value addition through skilling, which will facilitate capital creation, leading to more economic activity and consequent additional jobs.
- Making skills aspirational and integrated with academic pathways
- Honouring with a certificate and celebrating the skilling achievements

Assessment of the Automotive Skills Development Council (ASDC) Type 1 project on upskilling the workers in different sectors through Recognition of Prior Learning (RPL) program under Pradhan Mantri Kaushal Vikas Yojana - PMKVY 2.0 research study has been conducted by New Age TechSci Research. The RPL program (type 1) consists of 12 hours of the orientation training program under which they provide domain knowledge, spread awareness on safety and hygiene, provides financial advice and help to develop soft skills as well as entrepreneurship skills which help beneficiaries to enhance and sharpen their overall skills. After attending the RPL training program, beneficiaries felt positive change towards their work which further improved their productivity.

The methodology adopted for this assessment was a mixed-method approach that involved quantitative and qualitative method. The efficient and knowledgeable team from different disciplines at TechSci Research conducted telephonic and face-to-face interviews and compiled and analysed the primary data. The quantitative data was analysed using Quantum statistical software, followed by interpretation and logical conclusions. The qualitative in-depth interviews

with Project Implementing Agencies/ Sector Skill Councils (PIAs/SSC's) and employers were conducted to learn about the RPL program and its impact.

On the whole, the study reflects several positive impacts of the RPL skill development program. The SSCs and implementing agencies target the maximum number of candidates for the RPL program and provide the best on-site and off-site training to candidates. The overall impact of the RPL training program was quite helpful, and it was observed that the beneficiaries were able to enhance their knowledge and get better livelihood opportunities. However, some obstacles remained, like ensuring that the correct target group was contacted and trained, which can be easily corrected through a proper QC process.

The program has resulted in appreciation from the employers and the beneficiaries as they noticed enhanced skills and positive work ethics among the beneficiaries, which seemed to positively impact other employees. The employers have shown interest in helping the employees to participate in more such programs in the future.

The positive impact of the RPL training program on the beneficiaries is given below:

1. Remuneration of the beneficiaries increased post-training by 5-10%
2. Noticeable positive change in work ethics
3. Improved confidence in their own skill sets
4. Respect and recognition from their colleagues and peers
5. Improvement in quality of work and productivity
6. Realization on the fact that they can have a better future

INTRODUCTION

1.1. Introduction to Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a program of the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India (GoI), under Pradhan Mantri Kaushal Vikas Yojana (PMKVY), executed by the National Skill Development Corporation (NSDC).

RPL is a process of recognizing previous experiential learning through a systematic assessment and certification process to award a formal qualification.

The primary objective of the RPL program:

- To match the competencies of the pre-existing workforce of the country to the standardized National Skills Qualification Framework (NSQF).
- To enhance the employability and entrepreneurial opportunities for an individual.
- To provide opportunities for reducing inequalities based on benefitting certain forms of knowledge over others.

The RPL program is undertaken by the Project Implementing Agencies (PIAs) through any of the three RPL project types (1/2/3). PIAs include Sector Skill Councils (SSCs), Training Providers (TPs), Industry Associations, Corporates, Non-Government Organizations (NGOs), Government Entities or any other agency designated by NSDC/MSDE. These stakeholders finalize the job roles under which RPL training could take place, and the operational stage of the program. The steps of the RPL process include mobilization of candidates, counseling, and pre-screening, enrollments, training/orientation, assessment, certification, and placement. So far, 61.38 lakhs people have been trained under the RPL program, out of which 50.85 lakh have been certified under the PKVY scheme.

In India the automotive industry, contributes to around 7.1% of Gross Domestic Product (GDP) and 49% of manufacturing output, generating 32 million direct and indirect employment. The automotive sector continues to transform because of growth and profitability. To cope up with such transformation, continuous training and upskilling of the existing and future workforce is important. Therefore, Nation Skill Development Corporation formed another sector Skill Council (SSC) i.e., Automotive Skills Development Council (ASDC) to train and upgrade the existing skill of the workforce in the automotive sector.

In this report, we are analyzing the impact assessment of the RPL program under the Automotive Skills Development Council (ASDC).

1.2. Project Types under RPL Program

Project Implementing Agency (PIA) shall implement the Recognition of Prior Learning (RPL) program through any of the project types mentioned in Figure 2. The project type differs according to their target beneficiaries and the sectors. The Automotive Skills Development Council (ASDC) selected RPL program project type-1 (Camps), which is conducted at a particular location where workers of a particular sector are consolidated.



Figure 1: Orientation Conducted under RPL Program

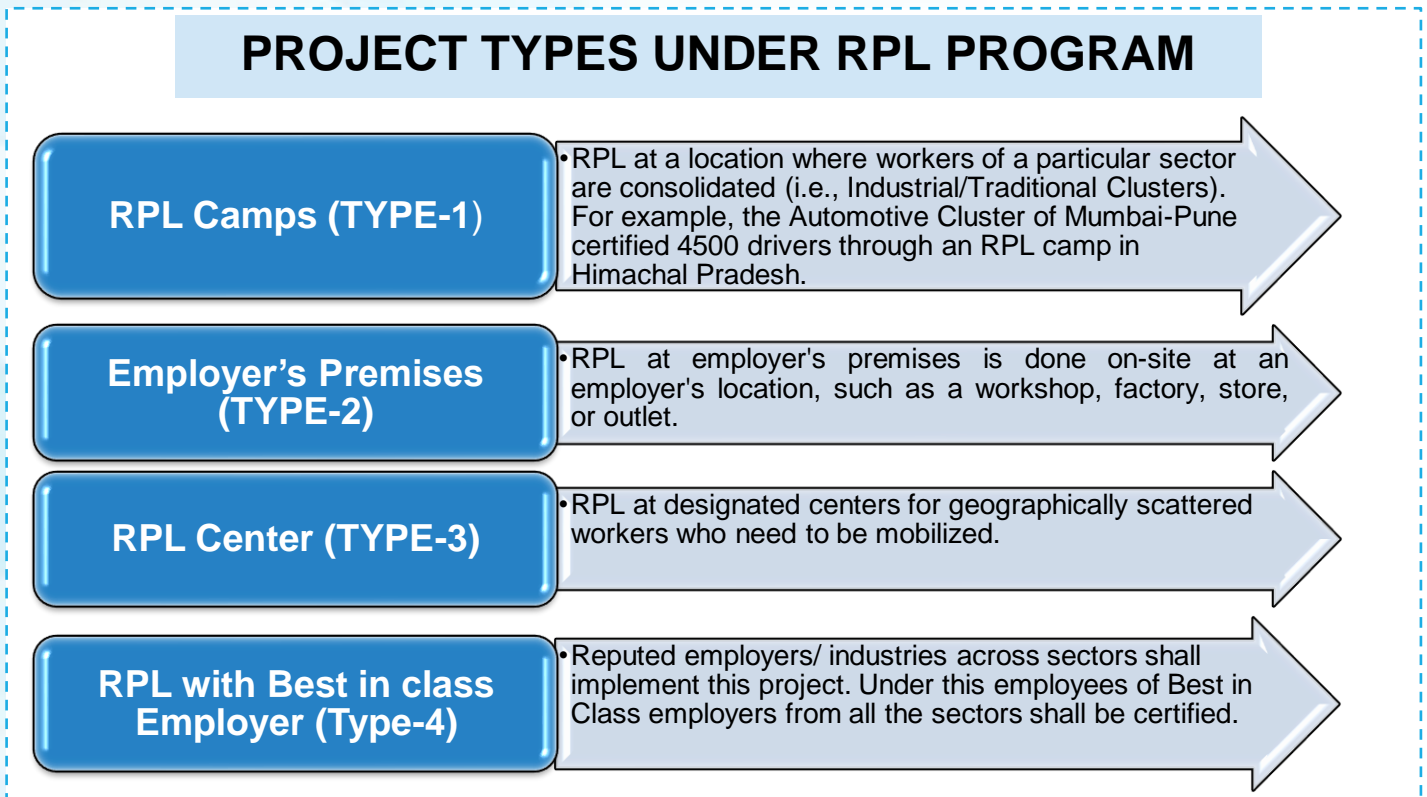
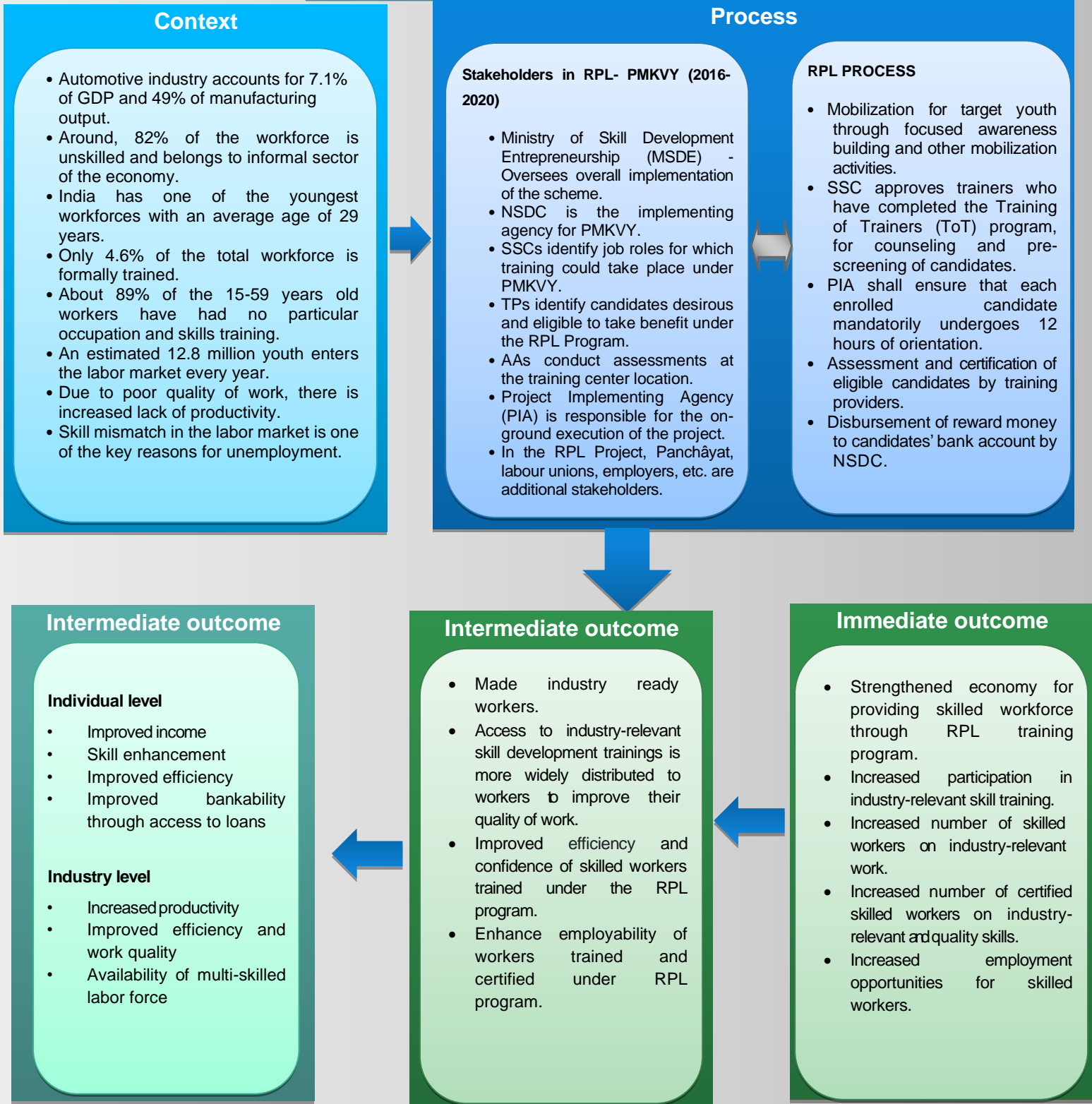


Figure 2: Project Types Under RPL Program

THEORY OF CHANGE FOR RPL PROGRAM



2.1 RPL in the Automotive Industry

The automotive industry in India is witnessing continuous transformation due to its sustainable growth and development. The Automotive Mission Plan 2016-2026, which is a collective vision of the government of India and automotive industry focuses on employing 36 million people by 2026. In 2020, new BSVI norms were implemented. If these mechanics are unaware of the changes brought on by BSVI technology, they will lose business and end up damaging the vehicles of their customers. As a result, upskilling existing roadside mechanics or independent repair shops is critical.

Automotive industry is unique as it is:

- Continuously adopting new technologies in its operations at all levels.
- New and updated technology requires a skilled workforce.
- India is the largest manufacturing hub of the auto market.
- Largest employment generating sector.

There is currently a mismatch in certain areas between the skills required by the industry and those possessed by the youth. To bridge the demand-supply mismatch of the skilled workforce, Nation Skill Development Corporation (NSDC) approved Automotive Skills Development Council (ASDC), which aims to continuously which aims to continuously develop the automotive skill.

Automotive Skills Development Council (ASDC) focuses on bridging the skill gap for around 3.95 million workforces in the automotive service domain. Out of which, 2.39 million are road-side mechanics or independent repairers. These independent repairers do not have a formal qualification and hence they fail to channelize finance and other resources to grow their income. These independent repairers are skilled; however, they are not aware of the right repair practices for some critical components like pollution, brakes, clutch, etc. which directly impacts the environment and rider safety. Hence, upskilling of an existing roadside mechanic or independent repairer is very important.

Companies like Hero MotoCorp, Castrol India, Goodyear, and state level independent garage owner's associations will reach out to their associated partners and get these service technicians trained and certified under RPL.

The Objectives of the RPL Program in the Automotive Sector :

- Awareness of latest technological innovations in two, three and four-wheeler vehicles.
- Importance of personal and workplace health and safety for process improvement.
- Knowledge and sensitization on customer satisfaction and retention.
- Awareness and knowledge of digital transaction.
- Importance of financial literacy and its usage

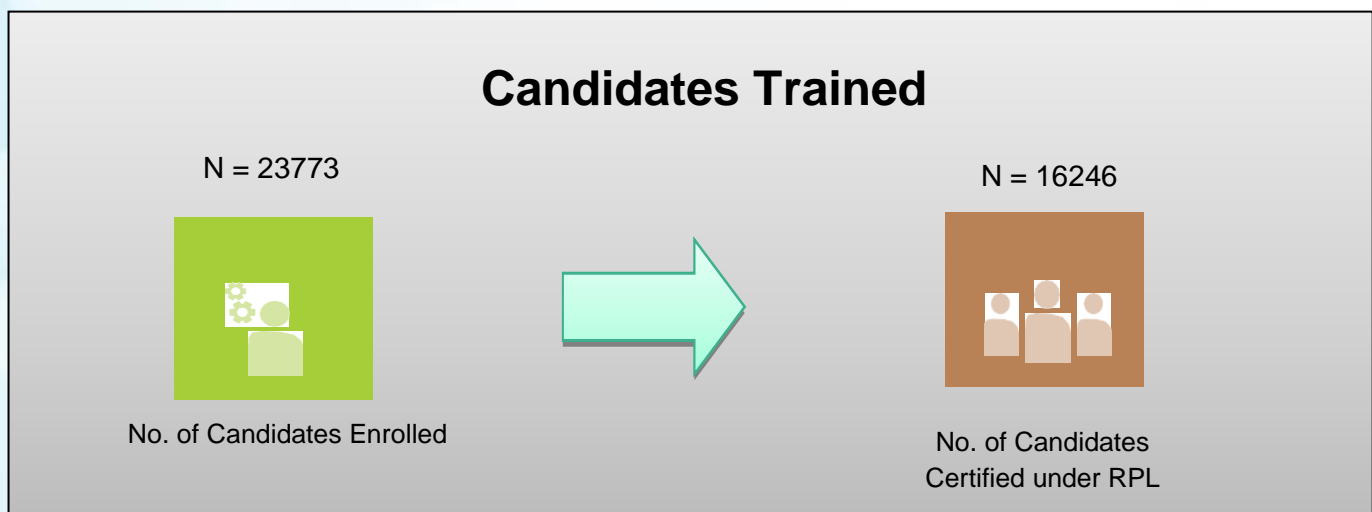




Figure 3: Candidates Avail Practical Training as per their Domain under RPL Program

2.2 No. of Trained Candidates

Table 1: Location and Trained Beneficiaries under the RPL Program

S.no	State	No. of Trainees
1	Haryana	353
2	Kerala	608
3	Chhattisgarh	1120
4	Gujarat	1164
5	West Bengal	1352
6	Tamil Nadu	1459
7	Odisha	1484
8	Maharashtra	1875
9	Uttar Pradesh	3481
10	Bihar	9507

2.3 Key Stakeholders of RPL Program

The stakeholder in Recognition of Prior Learning (RPL) program under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) has a critical role in ensuring the effective and efficient implementation of the scheme. Roles and responsibilities of the key stakeholders involved in implementation of RPL program are-

Table 2: Roles and Responsibilities of Key Stakeholders

S.No.	Stakeholder	Summary of Role and Responsibilities
1.	Ministry of Skill Development and Entrepreneurship (MSDE)	Oversee overall implementation of the scheme
2.	PMKVY Executive Committee	Approve Project Proposals along with allocation of targets and conditions for implementation
3.	PMKVY Screening Committee	Screening of Project Proposals as per the existing guidelines and give recommendations for the suitability of the project and numbers of targets to be allocated
4.	National Skill Development Corporation (NSDC)	<ul style="list-style-type: none"> Evaluation of Project Proposals & Facilitation of Approvals On-boarding of approved PIAs to the Scheme Facilitating Disbursements
5.	Project Implementing Agency (PIA) (Can be Sector Skill Councils (SSCs), Training Providers, Corporates, Industry Associations, NGOs or Government Entities. But not Assessment Agencies)	<ul style="list-style-type: none"> Responsible for the on-ground execution of the project Identification of project sites Mobilization and enrolment of beneficiaries for the pre-assessment and training Setting up of training centres and testing sites as per specified requirements and making infrastructure arrangements required for imparting training
6.	RPL Facilitator Organization	<ul style="list-style-type: none"> RPL Facilitators to be ToT (Training of Trainers) certified by SSC. RPL Facilitators shall conduct counseling, pre-screening and orientation/bridge course for beneficiaries
7.	Assessment Agencies	<ul style="list-style-type: none"> AAs to conduct assessments of beneficiaries.

	(AA)	<ul style="list-style-type: none"> • Recommend on training requirements and certification • Upload the pre-assessment and final assessment results on the portal • AA shall be an independent third party
8.	SSCs	<ul style="list-style-type: none"> • May be the PIA • Evaluate and recommend Non-SSC proposals • Ensure project proposals forwarded for screening shall not be limited to particular states and job roles within the sector. • Conduct ToT programs for RPL Facilitator Organizations whose trainers are not certified • Assign Assessment Agencies to batches • Provide certificate and skill card to trainees qualifying the assessment

2.4 RPL Benefits to Candidates

RPL assessment and certification helps candidates in discovering new skills and their existing competencies which are allied with the National Skills Qualification Framework (NSQF) for higher education. RPL not only helps them create an equitable system but also assists them in exploring different options for upgrading their skills and gaining technical knowledge. RPL benefits to workers are-

- Certification of existing skills through “skill cards”
- Increased mobility
- Improved productivity
- Skill enhancement
- Improved income
- Options of multi-skilling

2.5 Industrial Benefits through RPL

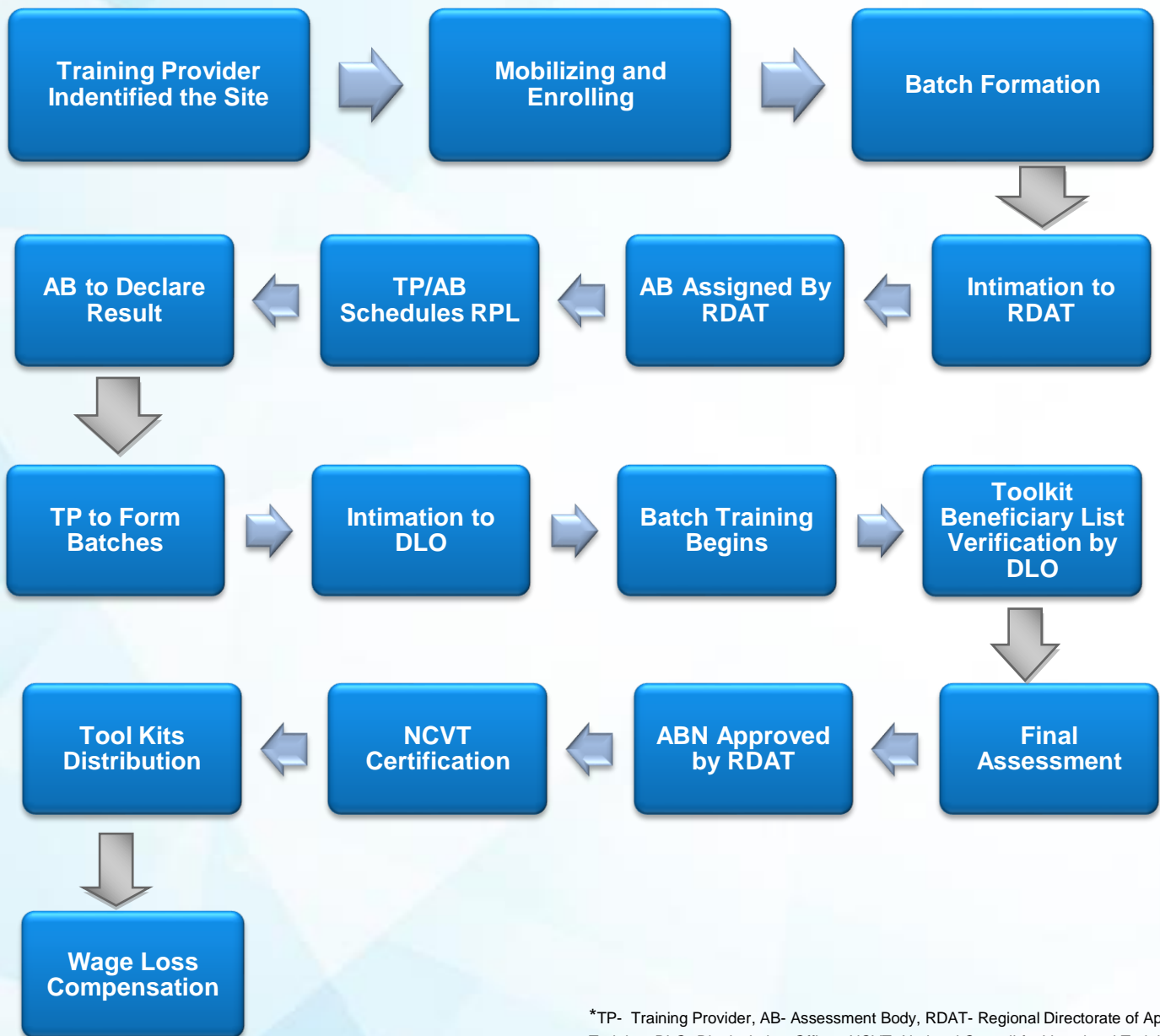
RPL benefits the industry in many ways-

- Formally recognized skill levels mapped in accordance with Qualified Persons (QPs) and Job Roles (Job Roles).
- Provide workers with a variety of opportunities to upskill and grow through the RPL training program.
- Improving efficiency and work quality
- Cost-saving through wastage reduction and high productivity.



Figure 4: Candidates practically learning new skills and techniques under the RPL Program

2.6 Key Steps Involved in Undertaking the RPL Program



*TP- Training Provider, AB- Assessment Body, RDAT- Regional Directorate of Apprenticeship Training, DLO -District Labor Officer, NCVT- National Council for Vocational Training, ABN- Assessment Batch Number

METHODOLOGY

3.1. Methodology

The methodology adopted for the impact assessment study included a combined method of telephonic and face-to-face interviews using a structured questionnaire/ discussion guide. The study approach is given below: -

- **Step 1-** Preliminary discussion/interview with NSDC and Project Implementing Agency (PIA) for background information on project details.
- **Step 2-** Development of questionnaires/ discussion guides for the candidates and all relevant stakeholders-
 - PIA/SSC: Qualitative In-depth Interviews
 - Beneficiaries: Survey- quantitative Data
 - Focus Group: Qualitative In-depth Discussion
- **Step 3-** Defining Sampling Strategy

Strategy for Interviews (Varied depending on the on-ground COVID-19 situation in each region/state)

- Offline/Personal Interviews- 30%
- Online/Telephonic/Web Interviews- 70%

15% of the trained beneficiaries administered the questionnaires

Qualitative interviews were conducted with PIAs/SSCs/Employers through telephonic mode.

Some Pictures of Face-to-Face Interview being Conducted

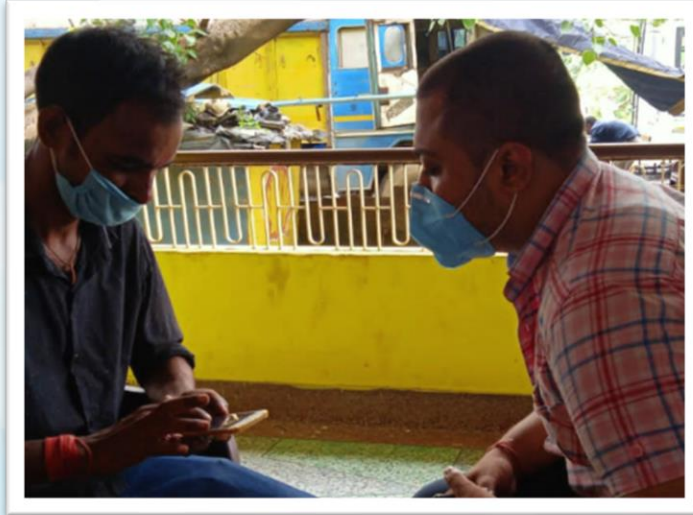


Figure 5: Face to Face Interviews being Conducted with Beneficiaries

3.1.1 Sampling

The sample size for selecting beneficiaries was calculated based on Quota Sampling. In Quota Sampling, the researcher divides the population into groups of individuals (beneficiaries that have the same characteristic or traits and are similar in a way that is important to the response). The sample was selected on the basis of the following criteria:

- Geographical coverage
- Sample size of trained candidates (15% from each state covered).

Table 3 : Sampling Based on Geographical Coverage and No. of Trained Candidates

S.no	State	Sample size
1	Bihar	1122
2	Chhattisgarh	264
3	Uttar Pradesh	825
4	West Bengal	264
5	Tamil Nadu	264
6	Maharashtra	621

3.1.2 Key Derivatives

- **Impact Assessment Project Report**

The report captures the impact of the project on direct beneficiaries, sector, training providers, and the community.

- **Impact Evaluation Framework**

The framework includes 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.

EMPIRICAL CONTEXT

4.1. Empirical Context

This chapter includes the broader socio-economic profile of the beneficiaries in a general and selected sample at the identified locations. It describes the courses offered, coverage on the type of trades/sectors, and demographic details such as occupation, age, and employment details of the trainees.

4.2. An Overview of Skill Development

The government’s mission is to identify the gaps and upgrade the skills of the workers and provide them training for enhancing the quality of work. Also, to increase the skilled workforce and contribute to the development and growth of the country.

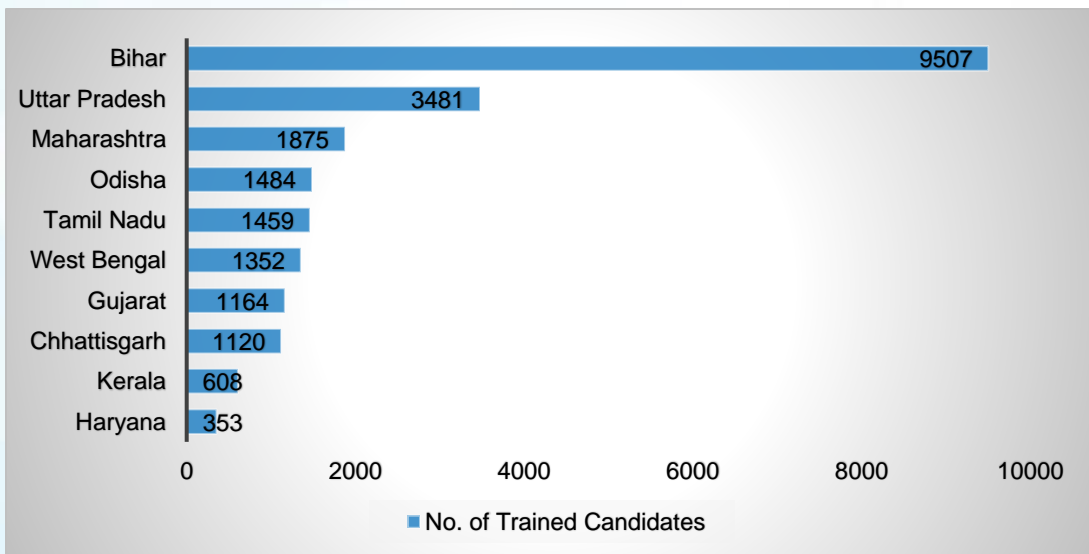
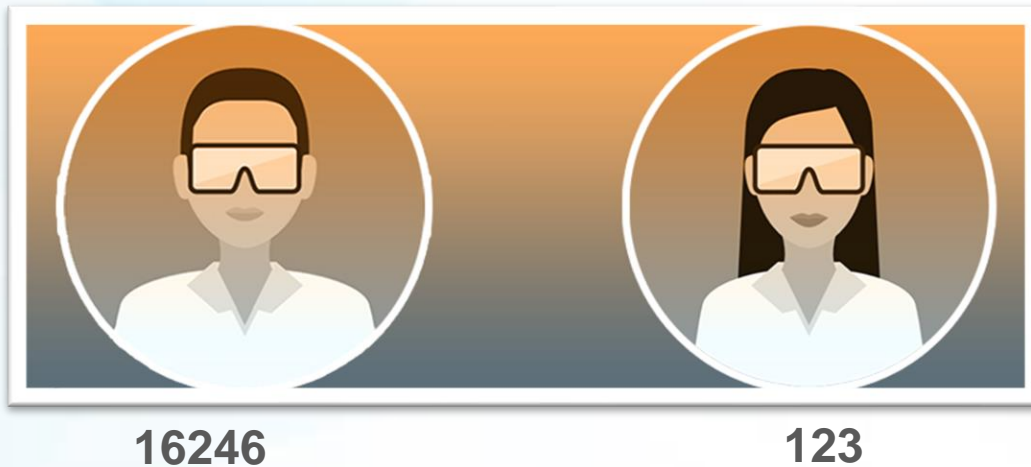


Figure 6: Location and No. of Trained Beneficiaries under the RPL Program

4.2. Socio-Economic Profile of Beneficiaries

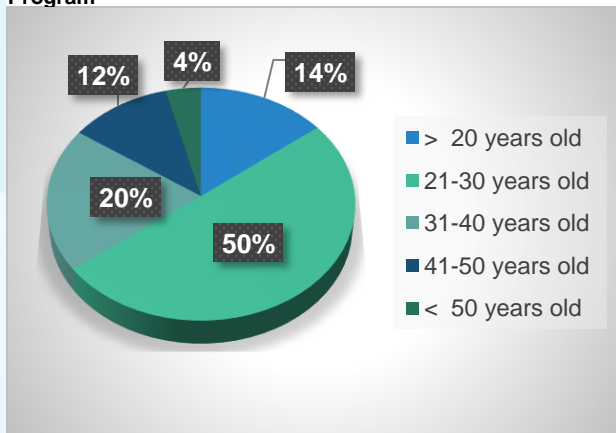
Gender Profile



Under the gender distribution, it has been observed that male form a large percentage in automotive sector. According to data, this reflects the gender-wise number, i.e., 16246 male trainees, 123 female and only 2 transgender trainees.

Age of Trainee

Figure 7 : Age of the Candidates Enrolled under the RPL Program

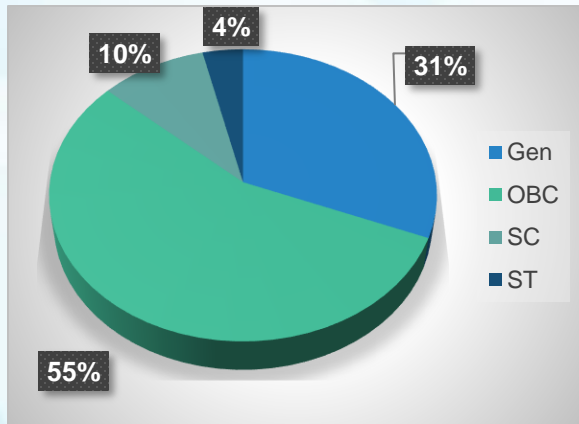


The impact assessment study revealed that willingness to learn new skills was more evident in young people and around 50% of trained workers were between the age of 21-30 years old. It further showed that around 20% of the trained workers were in the age group of 31-40 years, only 14% of the trained workers were between less than 21 years and only 12% of the trained workers were in

the age group of 41-50 years. The study revealed that old age people were also inclined towards upgrading their skills and only 4% of the trained workers under the RPL Program were more than 50 years old.

Social Categorization of Trainees

Figure 8: Total Candidates Enrolled Caste Category-wise under RPL Program



The impact assessment study noted that 55% of the trained workers belonged to the OBCs, whereas general category accounted for 31% of the workforce, who have been trained under the RPL program. The trained workers belonging to scheduled caste and tribe were 10% and 4%, respectively.

Socio-Economic Profile of Respondents

The sample for carrying out the impact assessment study has been carefully selected while keeping in mind its representation. The following table illustrates the sample of respondents for the impact assessment study.

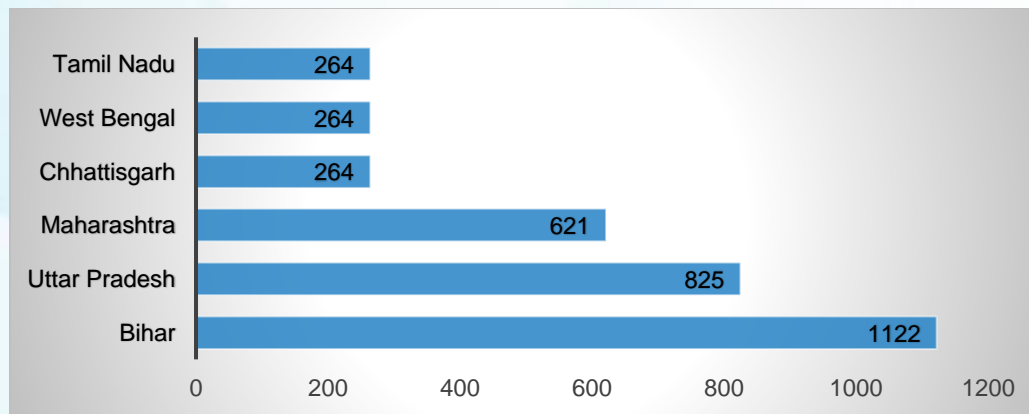


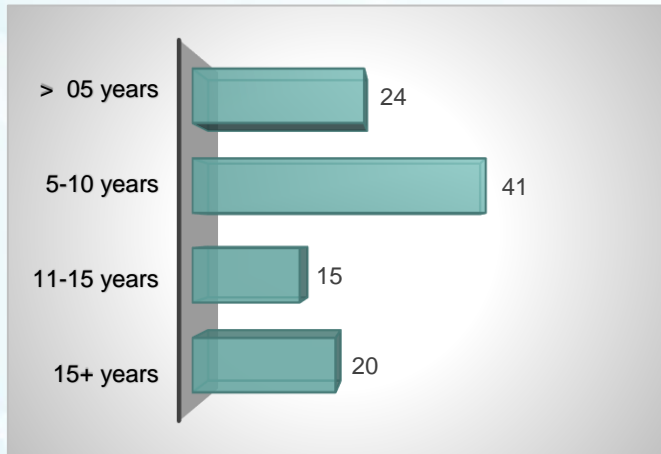
Figure 9: Location and Sample Size of the Beneficiaries

FINDINGS: IMPACT ASSESSMENT OF RECOGNITION OF PRIOR LEARNING (RPL)

RPL Program: Impact on Candidate (Pre-Training)

Duration in Same Trade

Figure 10: Overall duration in the same trade, (%)

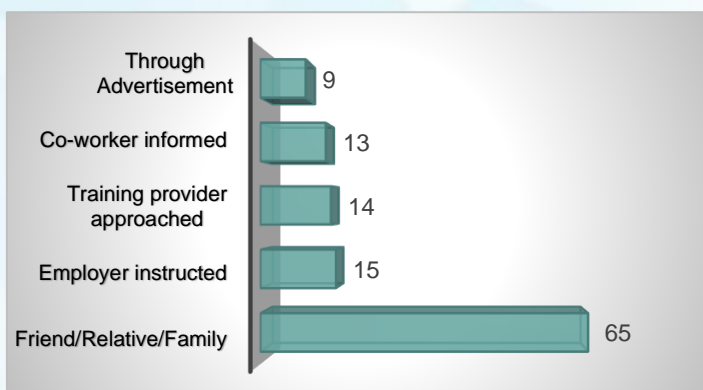


On an overall level, 41% were in the same trade from 5 - 10 years and 24% respondents were in the same trade for less than 5 years. 20% of the respondents were in the same trade for a longer duration (More than 15 years). The younger respondents (92%) were in the same trade for less than 10 years. 62% respondents in the age group of 41-

50 years were in the same trade for more than 15 years. None of the females were in the same trade for less than 5 years. 50% respondents from Bihar were in the same trade for 5 – 10 years.

Sources of Awareness – RPL Program

Figure 11: Overall Sources of Awareness of the Candidate about RPL Program, (%)

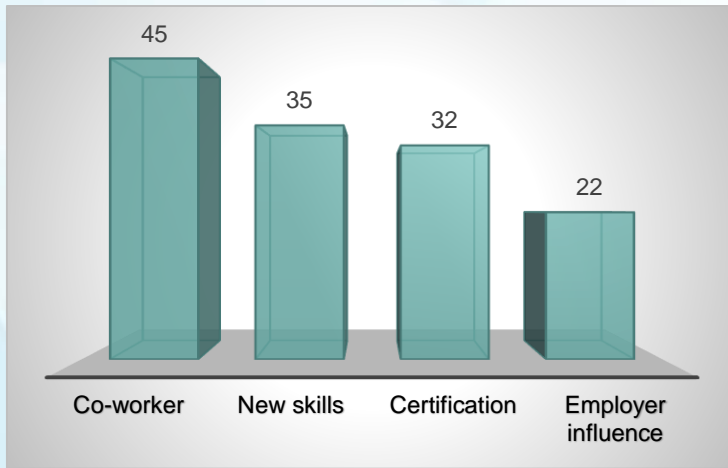


On an overall level, 65% respondents came to know about RPL program from their friends/relatives, followed by employers' instruction (15%). 74% females came to know about the program from their coworkers'. The trend remains almost same for all age groups and for all communities. All respondents from

Assam were intimated about the program from their personal sources (friends/relatives) and through advertisements.

RPL Program - Triggers for Joining

Figure 12: Triggers for Joining RPL Program (Overall), (%)



At an overall level, 45% respondents joined the training because their friends/coworkers joined, followed by zeal to learn new things (35%). More than 50% respondents in the age group of 41 – 50years joined the RPL program to learn new things. The trend remains same across all states, gender, community and across all age groups.

RPL Program: Impact on Candidate (During-Training)

Orientation Program – Aspects Liked by Beneficiaries

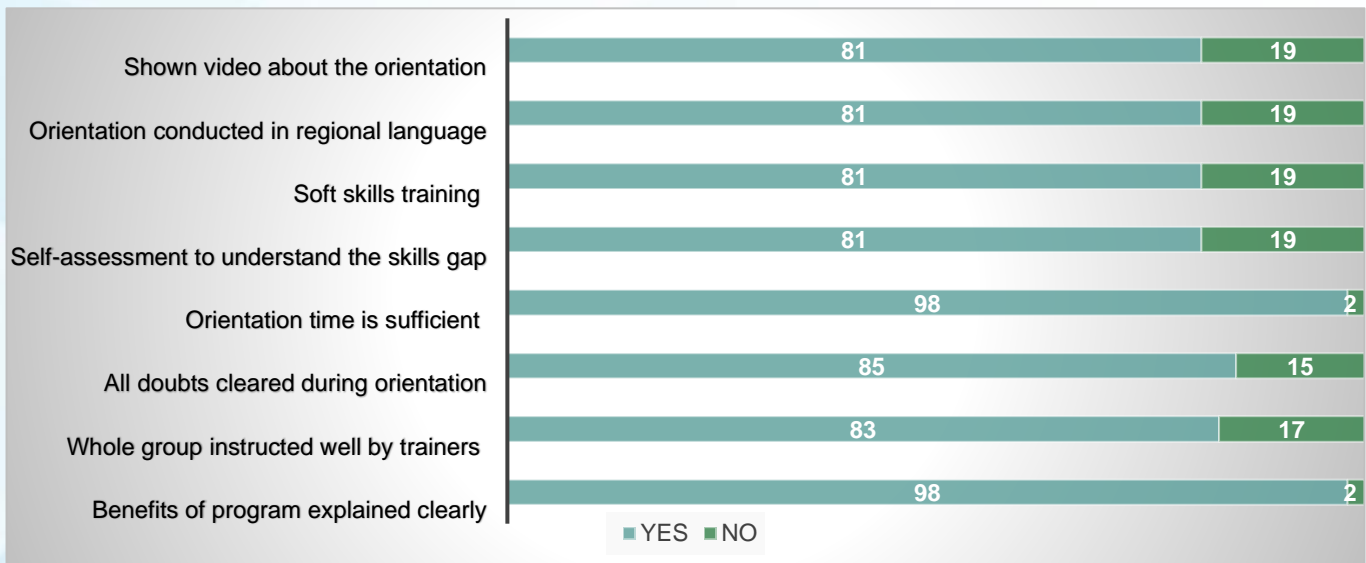


Figure 13: Orientation Program Aspects Liked by Beneficiaries, (%)

On an overall level, more than 80% respondents were happy in the way the Induction Program was conducted. The benefit of the training was explained clearly by the organizers. The infrastructure, food provided all were good. 12hrs of training for the soft skills, health and safety were adequate for most of the respondents. Few respondents were not satisfied with most of the aspects of the induction program.

Place of Orientation

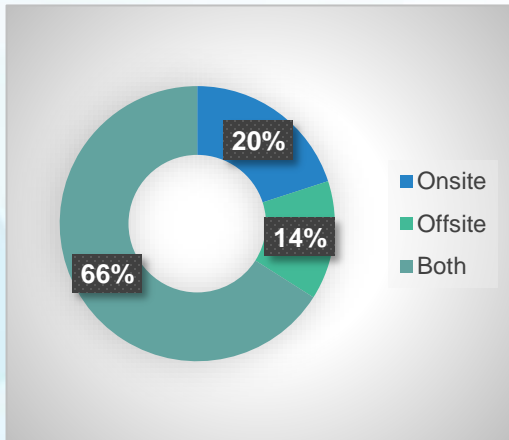


Figure 14: RPL Program Place of Orientation (Overall), (%)

On an overall level, the place of orientation for 66% of the respondents were onsite and offsite both. 14% respondents had their orientation offsite and 20% onsite. The trend remains same for any of the age group, gender, and any community.

RPL Program: Job Role Kit Provided to Beneficiaries

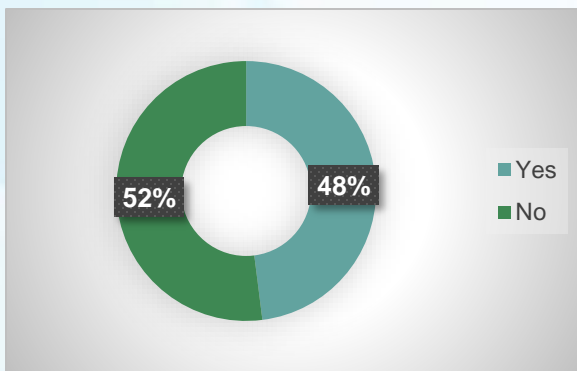


Figure 16: Job role kit provided (Overall), (%)

On an overall level, 48% respondents received job role kit along with a T-shirt/jacket and a cap. More than half of the respondents from UP (58%) and Bihar (66%) received the Job role kit. But these kits were very less distributed in the other states. 57% respondents from General caste received the kit and only 35% from backward community received the kit.

RPL Program- Scores by Beneficiaries

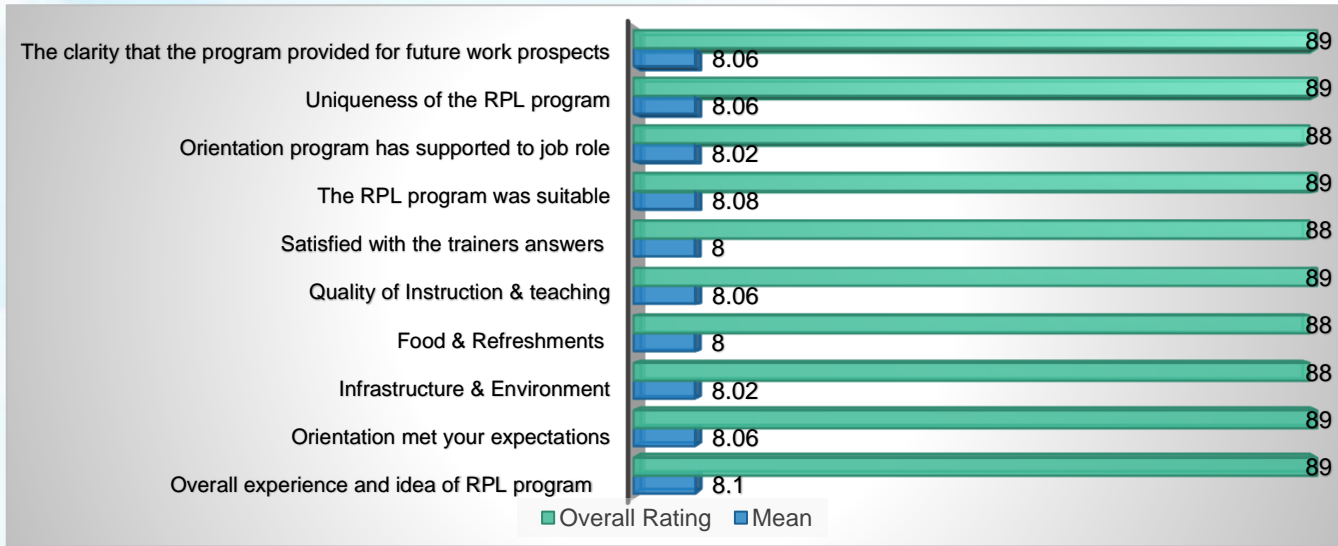


Figure 17: Overall Aspects Score by Beneficiaries, (%)

On an overall level, the respondents were quite satisfied regarding all aspects of RPL program. The respondents were satisfied as the orientation met their expectations and on an average 89% of the respondents found that the training is suitable for them, and they highly appreciated the quality of instruction and teaching provided by the teachers. Male respondents were more satisfied than female respondents on an overall level. Respondents from West Bengal, Chhattisgarh and Tamil Nadu were less satisfied with aspects of the training as compared to other states.

RPL Program: Aspects Liked by Beneficiaries

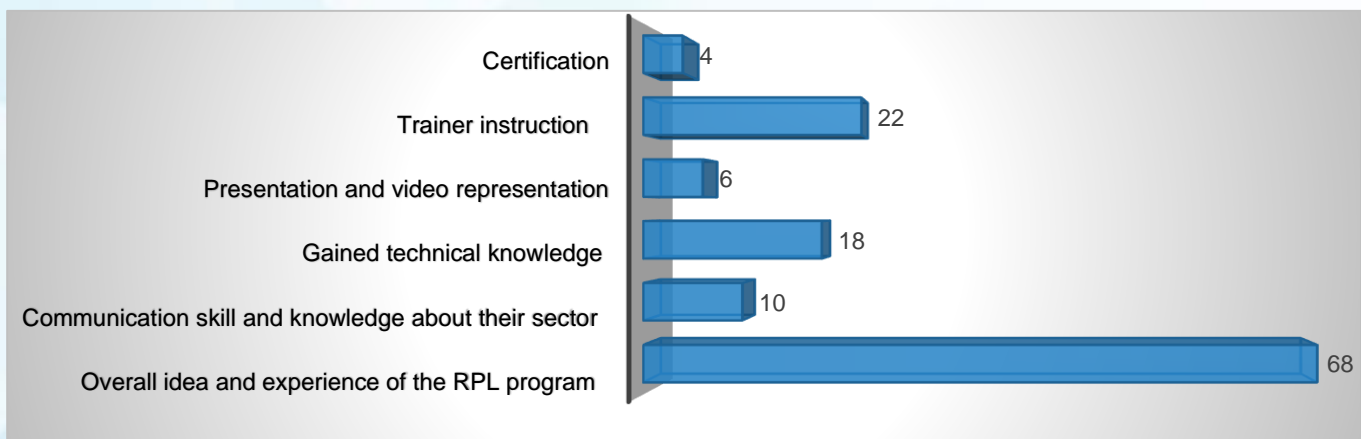


Figure 18: Overall Aspects Liked by Beneficiaries, (%)

On an overall level, the respondents liked the experience and the idea of the RPL program. 22% of respondents appreciated that the quality of the instructors was good. The respondents learned new skills and better techniques which was one of the benefits from the program. The trend remained same for all states.

RPL Program: Aspects Disliked by Beneficiaries

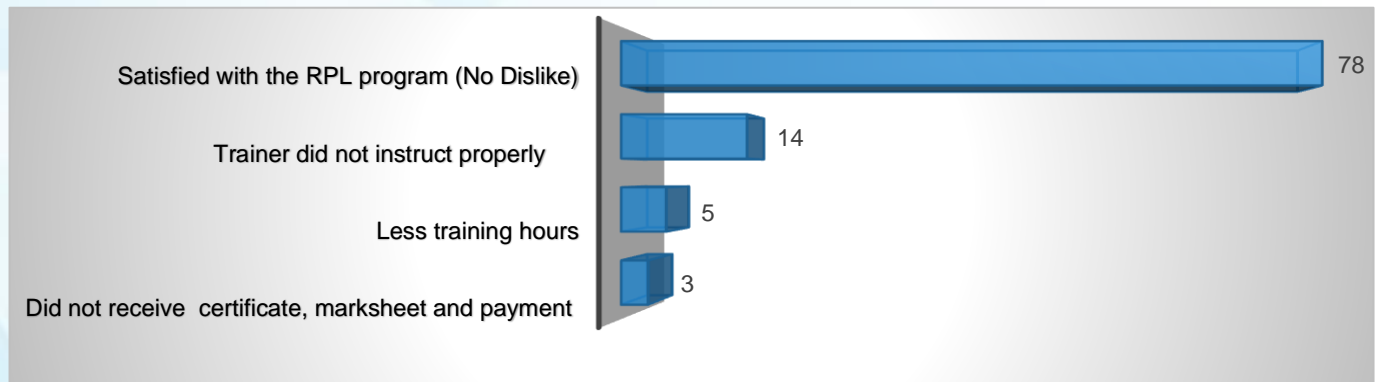


Figure 19: Overall Aspects Disliked by Beneficiaries, (%)

On an overall level 78% respondents didn't have any problems regarding the RPL program. Few respondents (14%) didn't like the program as they claimed that the instructors/ organizers didn't guide them properly. 3% respondents didn't receive certificate, money and mark sheet post training and exam. 5% respondents were completely dissatisfied with the training program due to less training hours.

Participation in the Exam

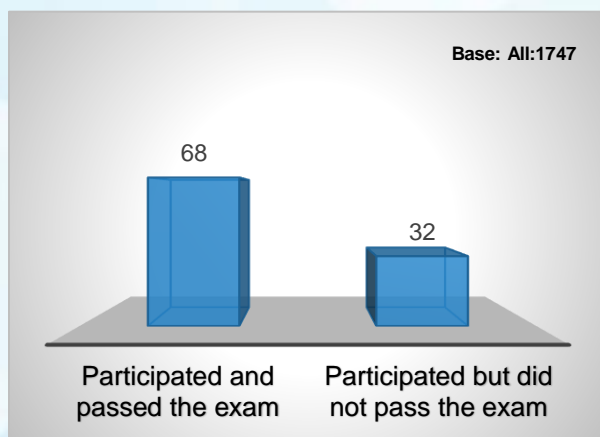
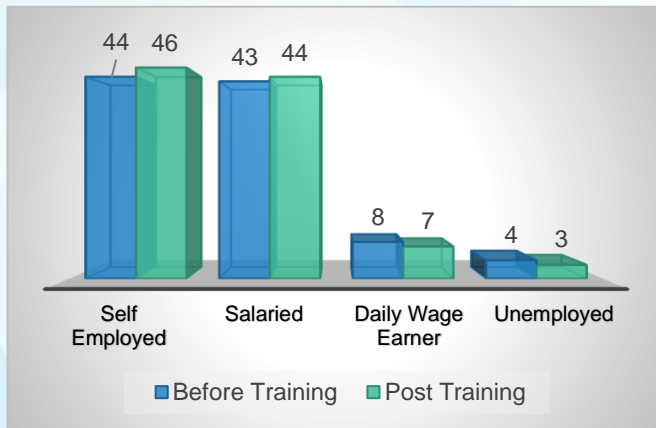


Figure 20: Overall candidates participated in the training exam, (%)

On an overall level, 68% respondents passed the exam and 32% could not pass the exams. 70% of the females and 66% of the male respondents passed the exam. 38% respondents from Chhattisgarh and 30% respondents from West Bengal couldn't pass the exam.

RPL Program: Impact on Candidate (Post-Training)

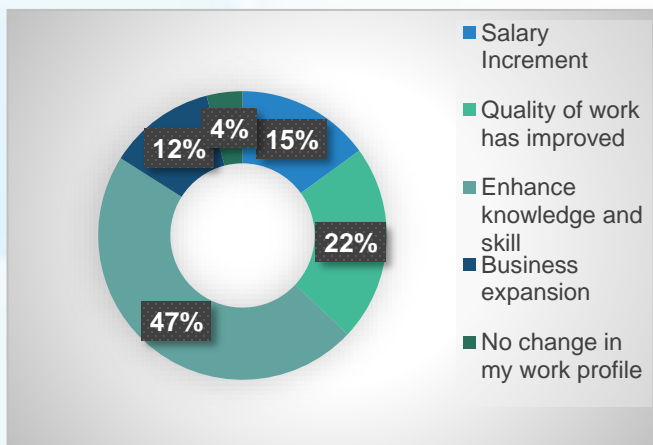
Occupational Status – Before & Post Training



At an overall level, there was no such effect on the employment status post training. Half of the male respondents were salaried before the training and post training also the occupation status remained same. The trend remained same for any gender, community, and respondents from all states.

Figure 21: Occupational Status Before and Post Training Program (Overall), (%)

Percentage of the beneficiaries Who liked the Orientation

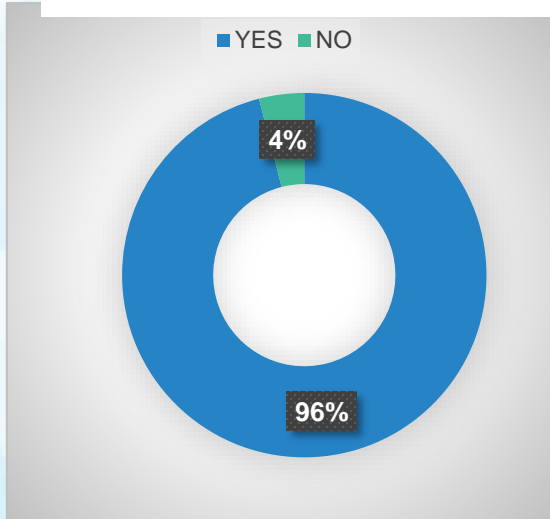


On an overall level, most of the respondents (96%) liked the RPL program. They claimed that the program enhanced their skill and knowledge, improved their quality of work, which would help them to increase their salary and business growth. Only 4% respondents claimed that the program didn't help them in anything.

Figure 22: Overall % of the Beneficiaries Who Liked the Orientation Program

Skill and Knowledge Enhancement Post Training

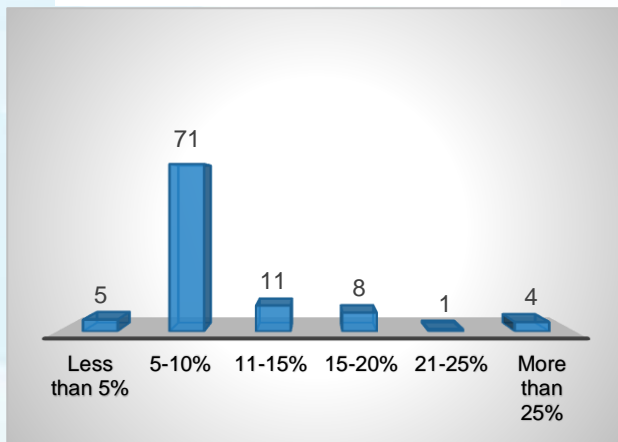
Figure 23: (Overall) Skill and Knowledge Enhancement after Attaining the Training, (%)



On an overall, 96% of respondents claimed that their skill and knowledge enhanced post training. Very few respondents didn't find the training to be effective. Most of the respondents from the given group found the training to be very beneficial. Female or male respondents, belonging to any target communities claimed that the training helped to enhance their skill set and knowledge and improve their communication skill. 14% respondents from West Bengal, followed by 10% respondents from Tamil Nadu were dissatisfied with the training as they claimed no enhancement of skill sets and knowledge post training.

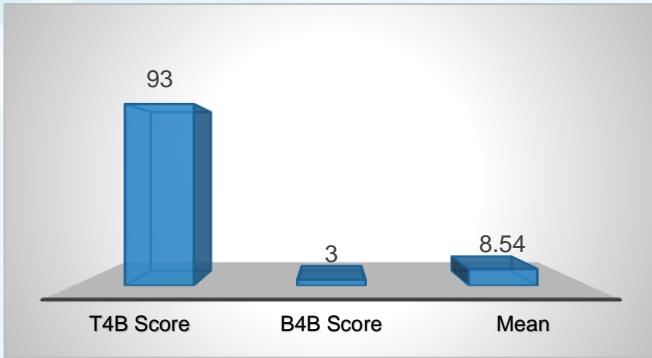
RPL Program: Increase in Salary/Income of Beneficiaries

Figure 24: Increase in Income of Beneficiaries After Attending the RPL Program, (%)



On an overall, 71% of respondents claimed their salary/income increased 5% - 10% post training. 11% male respondents claimed increase of income by 11% - 15%. The trend remained same for respondents from both the communities. 13% respondents from Maharashtra claimed increase in income/salary by more than 25%.

RPL Program - Placement Assistance



Most of the respondents were satisfied with the placement assistance provided by the organizers.

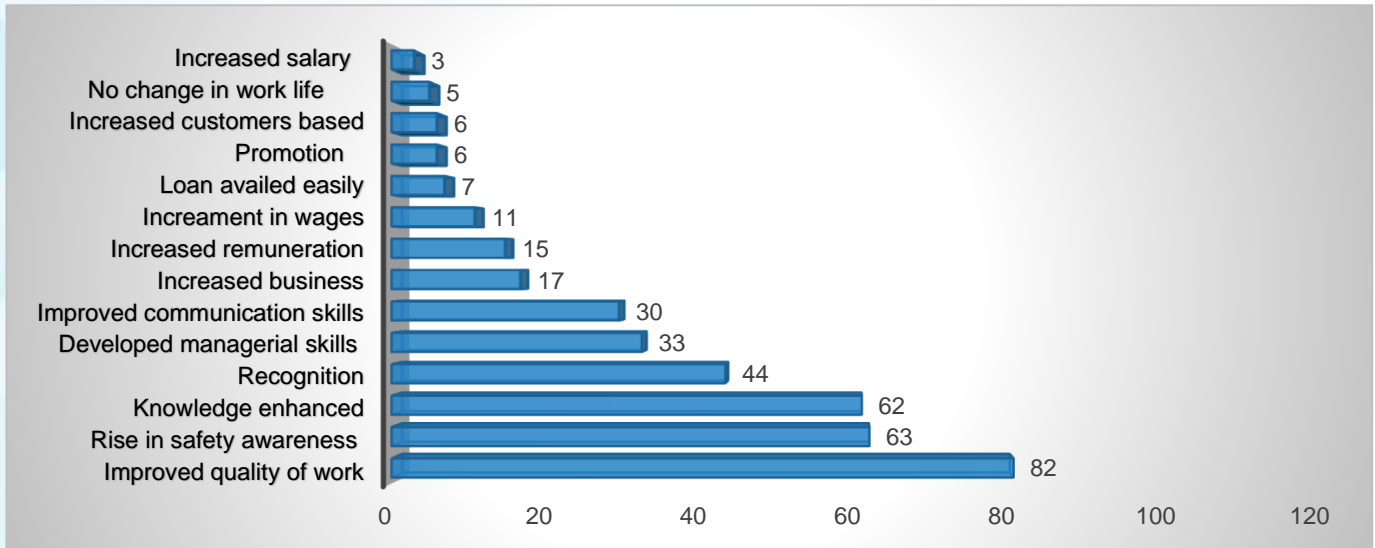
Figure 25: Overall Placement Assistance Provided by The Training Providers to Beneficiaries, (%)

*T4B (top 4 box score) = those who rank 7,8,9 &10

B4B (bottom 4 box score) = those who rank 1,2,3 & 4

RPL Program: Impact on Beneficiaries Life

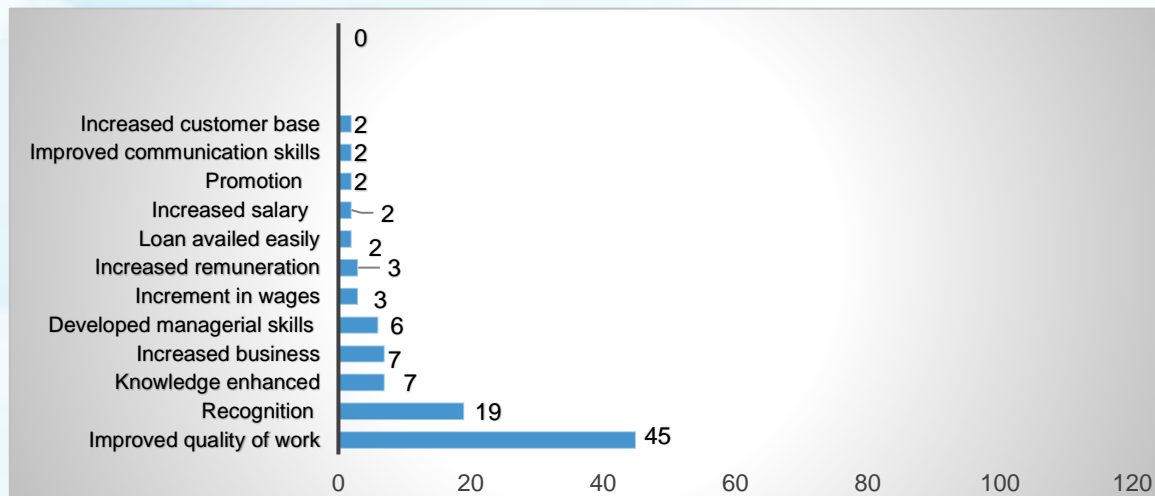
Figure 26: Overall Impact of RPL Program on Beneficiaries Life, (%)



On an overall, 82% respondents claimed that their quality of work improved post training. The RPL training impacted the life of most of the respondents. It was seen that there was skill and knowledge enhancement, development of managerial skill among beneficiaries and also, they gained social recognition. All the respondents from given communities or gender claimed that the RPL training impacted their lives in many spheres.

RPL Program- Most Important Impact on Beneficiaries' Life

Figure 27: Most Important Impact of RPL Program on Beneficiaries' Life (Overall), (%)



On an overall level, the most important factor for most of the respondents was improved work quality (45%), followed by increase in social recognition (19%). The trend remained same for all communities, age group or states.

Benefits of RPL Program for Target Beneficiaries

RPL Program- Kaushal Bima for Beneficiaries

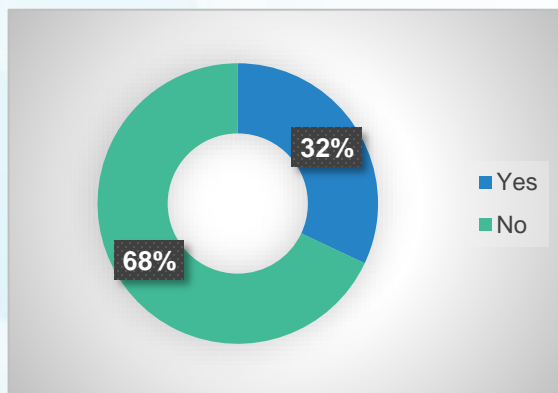


Figure 28: Kaushal Bima for Beneficiaries (Overall), (%)

On an overall level, only 32% respondents were provided Kaushal Bima. 53% female respondents were provided with 3 years of insurance under Kaushal Bima. 67% respondents from West Bengal were provided with the 3 years of insurance, which is highest among all states. Most of the respondents were not provided with the insurance across all states, community, or age group.

RPL Program: Beneficiaries' Application & Purpose for Mudra Loan

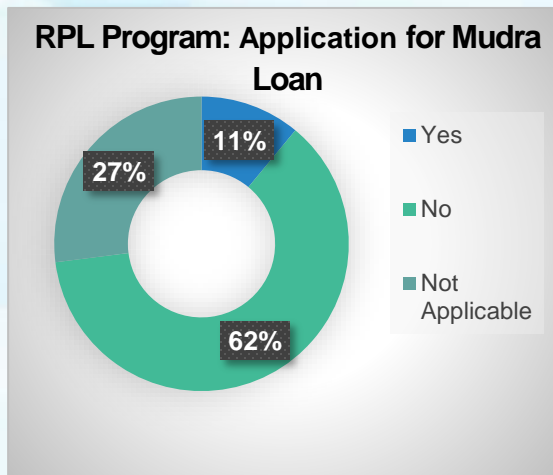


Figure 30: Beneficiaries Who Applied for Mudra Loan (Overall), (%)

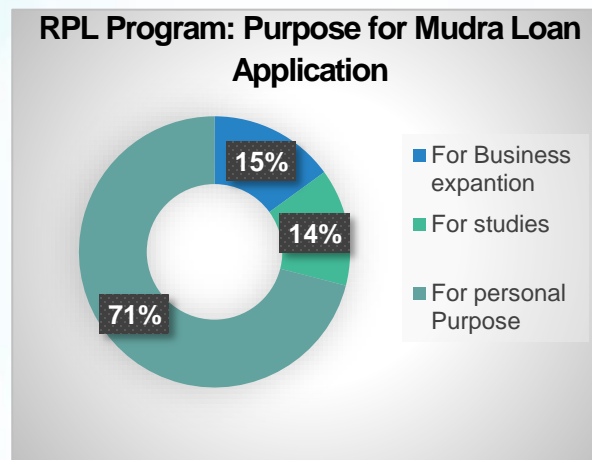


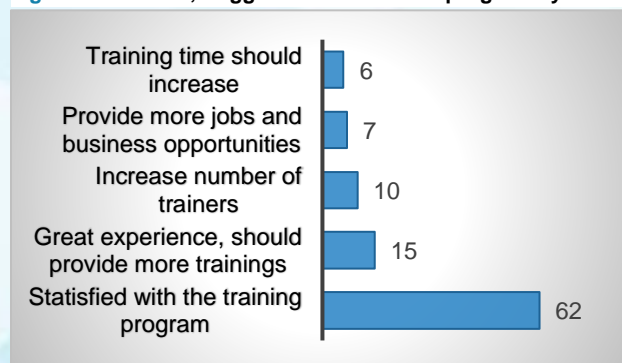
Figure 29: Purpose for Mudra Loan Application (Overall), (%)

On an overall level, only 11% of the respondents applied for Mudra loan. 89% respondents didn't apply for the mudra loan. 26% female respondents applied for the loan, higher as compared with male respondents (11%). The trend remained same for all age group, community, and all states.

At an overall level, 71% respondents took the mudra loan for their personal purposes. 15% respondents took loan for expansion of their businesses and 14% for studies. In Chhattisgarh none of the respondents took loan for studies.

Suggestions for RPL Program by Beneficiaries

Figure 31: Overall, Suggestion for the RPL program by Beneficiaries, (%)



On an overall level, 62% respondents were satisfied with the training program. 6% respondents suggested to increase the training time for the program, in that way the program would be more elaborate and would be more beneficial for all. 10% respondents suggested to increase the number of trainers

for the program. 15% suggested that more trainings should be provided in frequent intervals which will help them to enhance their skill and knowledge.

RPL Program: Impact on Communities

TechSci Research conducted 04 focus groups consisting of around 4-5 people from the target communities to find out how does the RPL program impacts the sector (such as agriculture, automotive, handicraft, and carpet) in the betterment of society, economic development, and labour market. A community is a group of people that shares certain characteristics such as norms, religion, values, customs, or identity. As per our research analysis, we found that the people from a community were able to determine how the RPL program impacted their lifestyle in terms of factors such as trade, behaviour, and various other factors which are discussed below -

- **Population** – The RPL program impacted positively the community population such as women, youth, people with disabilities, or minorities. The RPL program helped a large set of the population to recognize their skills with certificates and encouraged them to get better job opportunities.
 - The automotive sector is majorly male oriented, so its major beneficiaries are males, who learned new techniques and skills, that resulted in enhancement of their productivity as well.
 - The youth gained knowledge about automotive industry and upgraded their existing skills and knowledge about new technology launched in the market. In addition to this financial and digital knowledge was also imparted to them due to which many youth beneficiaries started their own automotive business.
 - The RPL program recognized the skills of disabled people with the certificates from government body and increased work opportunities for them. This certification helps the customers to rely upon their client skills for their work done and provide more business opportunities.

- In case of minorities, maximum people belonging to a minority caste were found to be willing to learn new skills and after receiving training these candidates were more confident about their work.
- **Behavior-** It was found that there was improvement in communication skills of beneficiaries and the way they dealt with clients. The RPL program helped them to improve their soft skills, which gave more business and clients to the candidates.
- **Trade and Work –** It was found that the people dealing in this sector increased their productivity after attending the RPL program and learned new techniques such as BSVI and new engine technology, that helped them to upgrade the knowledge in their domain.
- **Opportunities –** The RPL program helped the candidates to get better opportunities in terms of getting valuable job roles, but due to the COVID-19, the automotive sector was badly affected, which led to less job opportunities in the sector. However, the automotive sector is booming again with the help of new technology and due to the support of RPL program, the candidates were able to work on the new technology and also received certification, which helped them to grab better opportunities within the market.

RPL Program As per Project Implementation Agency Analysis

The following are the insights gathered from qualitative interactions with the PIAs/SSCs

- They used to reach out to the trainees through mobilization strategy. The mobilization of trainees was done by various mobilization tools, such as distributing flyers, posters, and banners in the respective localities and local shopping areas. In addition, they worked with several local garage owners' associations to mobilize and enroll workers in their localities. The trainees are mostly roadsides mechanics, and they are motivated to learn new skills.
- The drop-out percentage was approximately in the range of 17-20%. Due to the pandemic, the training was halted, and many candidates relocated, most of the trainees were daily wage workers who were hesitant to enroll in training because of the loss of

daily wage income. Job commitment and other priorities were some of the major reasons to drop out after counseling.

- They conducted training program in the rural remote areas, where they could set up their mobilization camps and outdoor vans. They offered facilities for trainees such as video viewing, refreshment, drinking water, first aid kits, clean toilets facilities, adequate tables, and proper ventilation in the room.
- The trainer's experience of the training was of more than 3 years depending on the job role. The average experience of the trainer was 5 years. And the ratio between trainer and trainees was 1:45, with one trainer who trained 45 candidates in the training program. Due to COVID -19, this ratio was reduced in order to maintain social distancing.
- Training was conducted through offline mode both theoretically and practically. RPL training is generally 12 hours of training which is sufficient for the certification of an experienced person. However, due to COVID-19 additional training was provided to make them aware of COVID protocol and maintain social distancing.
- The course syllabus content was adequate for providing certificates to the trainees. The only suggestion is to provide video-based content accessible through mobile, which could have enhanced the impact on the candidates.
- The course content is as per the industry standards, validated by industry experts. Providing video-based content in regional language can be more impactful.
- In this program, the candidates were mobilized from the unorganized sector, i.e., roadside technicians who were either self-employed or worked at local workshops. Hence, no additional effort was made for placement. However, this program helped the candidates to know the new emission norms in the automotive sector and provided them a government-recognized certificate, which would ultimately result in more business.
- According to the ASDC skill gap study report, there are 3.25 million roadside mechanics and 18.68 million manpower in the road transport segment which comprises of transport and logistics, two-wheeler e-commerce delivery agents, chauffeur/taxi drivers, and commercial vehicle operators.
- RPL is one of the solutions to the problem incurred by unorganized employees such as skill upgradation. It is the RPL program which is a recognized government body that

supports the automotive industry. Different types of RPLs, such as RPL-2, and RPL-4 have also added a lot of flexibility and coverage to the workforce.

- National Skill Development of Corporation approved for upskilling around 35000 targeted candidates through Automotive Skills Development Council (ASDC). Out of which 23999 candidates enrolled and 19975 passed the assessment by ASDC.
- RPL's current format is appropriate, and it is one of the solutions to recognize the skills or prior experience of an individual.
- RPL is for people who are already working in the industry. Linkage through SSCs can ensure better implementation of program by the involvement of specific industry organization.
- The following are the suggestions to make the program a bigger success:
 1. Video-based content in the regional language.
 2. Simplifying the project implementation process.

RPL Program: Impact on Individual Candidate

Case Study - 1

Ranjit Kumar Sinha hails from Kolkata. His family consists of 5 members. He has been working in the automotive sector since past 8 years to support his family. As there is continuous up-gradation in this sector, there is a need to learn new technology. However, Ranjit found it is very difficult to know about the new technology and techniques. His family and friends told him about the PMKVY program, under which training is given to existing workers regarding new technology launched in the market. So, he thought he should attend the training program to attain the practical and theoretical knowledge.

He submitted the documents to the trainer and attended 12 hours of training in which he learned about the automotive sector, got practical understanding of the new technology, soft skill, and finance-related knowledge. He received the certificate after clearing the assessment test. After completing the training program, Ranjit felt more confident about his skills in the domain and also motivated other co-workers to attend the RPL program.

He said, “With the help of this training, my quality of work has improved, which will increase my salary. And with my experience and certificate, I’ll find the better work in big companies.”

He is thankful to the government and the trainers for enhancing his knowledge. He suggests other workers should also benefit from this training program.

Case Study – 2

Shivanand belongs to the BPL (Below Poverty Line) family. His family consists of six members: him, his mother, wife, and three children. He has been employed in the automotive industry for the past ten years. He wants to learn new skills as the automotive industry is constantly evolving and there is always the requirement for skilled workers in the industry. His co-workers suggested him to attend the PMKVY training program, so he signed up for the training.

Under the training program participants were also given practical knowledge of the automotive industry and Shivanand was also one of the recipients. He is pleased that the Indian government is taking steps to improve the skills of Indian workers. His wages have increased as a result of his participation in the training program, as he has gained new skills and knowledge of cutting-edge technology. Moreover, the certificate has helped him in recognizing his abilities as a formal skilled worker, which will help him in advancing from his current position.

He is happy and thankful to Indian government and NSDC for improving his skills and quality of work.

Figure 32: Candidates Trained and Received Certificates under RPL Program



CONCLUSION AND RECOMMENDATIONS

Impact on Direct Beneficiaries

Tangible Benefits:

- It has been observed that the majority of the candidates benefitted from the training program and their wages increased due to the enhancement in their skills. There was 5-10% increment in salaries and wages of around 71% beneficiaries, after attending the training program which led to an improvement in their financial condition.
- After the training program, the beneficiaries received the government recognized certificates related to their specified job roles. These skill development certificates helped in formal recognition of skills of workers and provided them better job opportunities.
- Training providers also distributed the job kit tools to beneficiaries according to their job role.

Intangible Benefits:

- Majority of candidates claimed that after receiving the training program their quality of work improved.
- Among the other benefits of the training program, the beneficiaries received recognition through the government certificates, which enabled them to get preference over non-skilled candidates in their career growth.
- Beneficiaries also gained knowledge about soft skills, digital training, and entrepreneurship tips. The training program also provided an accidental safety benefit to the certified candidates through the Kaushal Bima scheme.
- They also felt that now they realized that they could have a good future in their trade.

Overall Impact of the RPL Program

- Maximum number of candidates from the automotive sector were trained under the RPL program. The findings of the study reveal that there had been improvement in the skills set of the trainees. Also, their productivity increased, and they gained technical knowledge. The RPL program also provided beneficial in reducing the unemployment from the sector.
- After participating in the RPL program, people from the minority and socially backward classes have improved both financially and socially because of their enhanced skills.
- The study shows that the skill development training proved very useful and empowered most of the workers with improved skill levels, better decision-making skills, confidence building, and regular employment opportunities, all of which could be important factors in their economic and social upliftment.

Recommendation

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY 2.0) is well designed and aims to impart skills training to existing workers to align the competencies of the unregulated workforce to the NSQF under the RPL program. The youth are becoming more aware of skill-based training and placement opportunities in a variety of industries.

The overall RPL concept is great, as it provides benefits to most of the candidates to develop their skills and enhance their knowledge. After analyzing the impact assessment of the RPL program, here are some suggestions that will help in improving the program in the future.

The following suggestions are –

- Link the Aadhar card with the candidate's id and ensure that the proper person is the beneficiary.
- Provide job and business opportunities.
- Provide training on continuously updating technology in the sector.
- Show more interactive videos in regional languages so that more workers get enrolled in the training program.
- Increase the time duration of the training program.