



Impact Assessment Report

Skill development of underprivileged youth from 8 aspirational districts of Madhya Pradesh

Implementing Partner: Centre for Research and Industrial Staff Performance (CRISP)

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01. EXECUTIVE SUMMARY

PROJECT BACKGROUND

The skill development for a youth project, executed in collaboration with the Centre for Research and Industrial Staff Performance (CRISP) and supported by Bharat Petroleum Corporation Limited (BPCL), aims to provide technical skills to unemployed youth in eight aspirational districts of Madhya Pradesh including Damoh, Chhatarpur, Rajgarh, Singrauli, Barwani, Guna, Vidisha, and Khandwa, focusing on addressing unemployment. This initiative recognises the crucial need to impart skills to youth from marginalised communities, thereby enhancing their financial stability and improving their employment opportunities. CRIPS offered training in the below trades:



Automotive
Service

Technician Level
3 (4 Wheelers)



Machinist CNC
Operator-

Vertical Machine
Centre)



Domestic Data
Entry Operator



Helper
Electrician



Tractor
Operator



Automotive
Service

Technician - 2
& 3 wheeler

PROJECT DETAILS



Implementation year

FY 2019-20



Assessment year

FY 2024-25



Beneficiaries

Youth from marginalised community



Locations

Damoh, Chhatarpur, Rajgarh, Singrauli,
Barwani, Guna, Vidisha, and Khandwa



Project Budget as per MOU

₹4,55,71,000/-



Cumulative Project Expenditure

₹4,38,75,249/-



Beneficiaries

1,279



Implementing partner

Centre for Research and Industrial Staff
Performance (CRISP)



SDG Goals



Additionally, the intervention aligned with the Government of India's flagship program, Skill India.

PROJECT ACTIVITIES



Creating awareness, sensitisation and conducting mobilisation activities to reach out to youths through various platforms and inform them about the skill development program.



Provision of high-quality, full-time training of youth, focusing on various technical and soft skills.

Key Findings



A total of 1279 youths from 8 aspirational districts from Madhya Pradesh were trained in various skill development programs.



Male participants accounted for 77.3% of the respondents, while females comprised the rest.



99.3%

of respondents reported attending any other industry-led classes apart from the regular classes.



92.7%

of respondents completed the full term of the course.



57.3%

of respondents expressed high satisfaction with the placement process after completing the training program, followed by 39.3% who expressed a moderate level of satisfaction with the placement program.

Key Impacts



A significant majority of participants (66.2%) demonstrated substantial increases in their income, earning Rs. 10000 - 20000, followed by 21.1% reporting earning less than Rs 10000, indicating a positive shift in their financial empowerment.



21.3%

of respondents reported continuing a job that they got during placement, with 20.7% reported self-employed in a similar trade suggesting greater confidence, independence, and better long-term economic stability.



ELECTRICIAN LAB

CHAPTER 2

OVERVIEW OF THE PROJECT



CRISP CNC Lab

BACKGROUND AND NEED OF THE PROGRAM

BPCL supported CSR initiatives play a pivotal role in addressing the critical needs of communities and contributing to their overall development. One crucial aspect of these initiatives is skill development, which includes technical training that generates employment opportunities. While skills and knowledge are integral to economic growth and social development, providing skill training to India's large and growing youth population has become a major challenge. Employment opportunities are primarily available in big towns and cities, and many youths from rural or semi-urban areas are reluctant to relocate. This reluctance leaves the youth in backward and rural areas deprived of opportunities.

Recognising this need, the Centre for Research, and Industrial Staff Performance (CRISP), with support from BPCL, has launched a program to provide technical skills to unemployed youth in eight aspirational districts of Madhya Pradesh, including Damoh, Chhatarpur, Rajgarh, Singrauli, Barwani, Guna, Vidisha, and Khandwa. This program aims not only to enhance the self-development and computer proficiency of the youth but also to equip participants with skills to improve their employability.

OBJECTIVE OF THE PROGRAM



To provide knowledge, skills, and attitude to work as a semi-skilled/skilled technician in the occupation according to the requirements of the employers or shop or business.

PROJECT ACTIVITIES



Creating awareness, sensitisation and conducting mobilisation activities to reach out to youths through various platforms and inform them about the skill development program.



Designing and developing training modules, including study materials and curriculum for students.



Provision of high-quality, full-time training of youth, focusing on various technical and soft skills.



Assisting all trainees with job placement, including promoting self-employment opportunities.



Providing handholding support post-placement to help candidates adjust to their work environment.

ABOUT BHARAT PETROLEUM CORPORATION LTD. (BPCL)

Bharat Petroleum Corporation Ltd. (BPCL) is a leading integrated oil and gas company in India, engaged in the entire spectrum of activities from exploration and production of oil and natural gas to refining crude oil and distributing petroleum products. Headquartered in Mumbai, Maharashtra, BPCL operates refineries across Maharashtra, Kerala, and Madhya Pradesh. The company's diverse portfolio includes a focus on renewable energy alongside its production of oil products such as light and middle distillates. BPCL markets its products through a vast network of retail outlets, dealers, and distributors under well-known brands like Mak, Speed, and Bharat Gas. Additionally, BPCL plays a crucial role in supplying fuel to both domestic and international airlines, contributing significantly to India's energy sector and economy.

ABOUT NGO PARTNER CRISP

The Centre for Research in Schemes and Policies (CRISP) is an organisation established by a group of civil servants and public service professionals with over three decades of experience. CRISP aims to give back to society by assisting governments in designing, redesigning, and implementing better schemes and policies. The organisation collaborates with central and state governments, CSR funds, and large NGOs to create a significant impact. Through a range of initiatives, CRISP has made notable progress in areas such as rural development and Panchayat Raj, as well as education, health, e-governance, and micro-enterprise programs.



CNC TRAINEES

CHAPTER 3

RESEARCH METHODOLOGY

BPCL commissioned SoulAce to assess the impact of its CSR initiative, which focuses on enhancing the employability of unemployed youth in eight aspirational districts of Madhya Pradesh during the period of 2019-20.

OBJECTIVES OF THE STUDY

The primary objectives of the study were:



To evaluate the impacts of the program implemented and assess the enduring impacts of the program.



To measure the extent to which the program has contributed to the well-being of the beneficiaries.



To provide insights into the strengths and areas for improvement of the program implementation.

USE OF MIXED METHOD APPROACH

This evaluation utilised a mixed-methods approach, incorporating both qualitative and quantitative research methods. The qualitative component delved into subjective experiences and perspectives of key stakeholders, including youth and program implementers, providing a nuanced understanding of participant views. Meanwhile, quantitative methods facilitated the collection and analysis of numerical data collected from the primary beneficiaries, i.e. youths, yielding statistical insights and identifying trends. A mixed methodology approach was employed. This approach combines qualitative and quantitative methods to collect robust and diverse data, providing a holistic understanding of the project's impact.

APPLICATION OF QUALITATIVE TECHNIQUES

Qualitative methods capture the experiences, perceptions, and narratives of beneficiaries, stakeholders, and project implementers. In-depth interviews engage stakeholders, such as youth, trainers, and project implementers. These methods enable a detailed exploration of changes observed in employability status, economic situation of the students, improvements in their skills and overall well-being.

APPLICATION OF QUANTITATIVE TECHNIQUES

Quantitative techniques are utilised to assess project impacts through objective data analysis. Surveys and questionnaires gather quantitative data on various indicators like demographic details, awareness about financial products and services, money management skills, social security schemes, sources of income, about the course they are enrolled in. By comparing pre-and post-intervention data, the projects' effects and enhancements are evaluated.

ENSURING TRIANGULATION

To enhance the reliability and validity of its findings, the study implemented various triangulation techniques. Data triangulation was achieved by gathering information from diverse sources, including field notes, interviews with beneficiaries, and interaction with stakeholders. This extensive data collection facilitated a comprehensive evaluation of the program's impact. Methodological triangulation was also employed, utilising a variety of research methods such as surveys and interviews. This approach allowed for cross-verification of information and helped mitigate potential biases. Through these triangulation strategies, the study ensured a robust and dependable analysis, reinforcing the trustworthiness of its findings.

RESEARCH DESIGN



Name of the project

Skill development of underprivileged youth from 8 aspirational districts of Madhya Pradesh



Implementing agency

Centre for Research and Industrial Staff Performance (CRISP)



Research design used

Descriptive research design



Sampling technique

Purposive sampling



Sample size

150 youth



Qualitative method used

Semi-structured interviews, testimonials with the key stakeholders and surveys with beneficiaries

KEY STAKEHOLDERS



Youth



Trainers



Project implementers

STUDY TOOLS



Questionnaires for primary beneficiaries:

Structured questionnaires were developed, reviewing the project details for each of the focus areas and indicators were pre-defined before conducting the surveys.



Questionnaires for secondary beneficiaries and stakeholders:

A semi-structured questionnaire guide was developed for each type of sample of this group. Stakeholders were identified across the focus areas.

ETHICAL CONSIDERATIONS

The impact evaluation research was guided by a strong commitment to ethical considerations, ensuring that the study was conducted responsibly and ethically. The study adhered rigorously to ethical principles, ensuring the rights and well-being of participants were paramount throughout. Informed consent was diligently obtained, with participants provided comprehensive information on the study's objectives, procedures, and potential risks and benefits. They were given the opportunity to ask questions and make informed decisions about their involvement. Confidentiality and privacy measures were rigorously upheld, with data securely stored and accessible only to authorised personnel and participant identities protected through anonymisation or coding. Importantly, participation was entirely voluntary, with no coercion or pressure exerted on individuals to take part, emphasising the importance of autonomy and respect for individual choice. Throughout the study, participants were treated with utmost respect, dignity, and fairness, with their well-being prioritised and necessary support or assistance provided whenever needed.

CHAPTER 4

KEY FINDINGS

This chapter delves into the initiatives of the Centre for Research and Industrial Staff Performance (CRISP), which are centred on providing skill training for youth to elevate their qualifications to a level suitable for employment. The programs aim to enhance youth income generation through employment-oriented skill training for unemployed youths. These efforts are aimed at alleviating poverty and promoting the economic advancement of youths, ultimately benefiting the overall well-being of the community.



GEOGRAPHICAL COVERAGE

The intervention was implemented in eight aspirational districts of Madhya Pradesh, including Damoh, Chhatarpur, Rajgarh, Singrauli, Barwani, Guna, Vidisha, and Khandwa.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were unemployed youth.



MACHINIST CNC OPERATOR-VERTICAL MACHINE

DEMOGRAPHIC PROFILE OF THE BENEFICIARIES

CHART 1: DEMOGRAPHIC PROFILE OF THE BENEFICIARIES

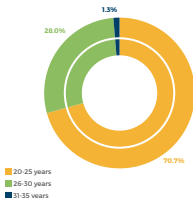


Chart 1 shows that the majority of respondents fall within the 20-25 age group, followed by the 26-30 age group, indicating a higher representation of younger individuals. There is lower representation among those in a group of 31 to 35 years.

CHART 2: GENDER-WISE DISTRIBUTION OF RESPONDENTS

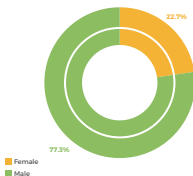


Chart 2 indicates majority of the respondents (77.3%) were male and the remaining were female.

CHART 3: SOCIAL CATEGORY OF RESPONDENTS

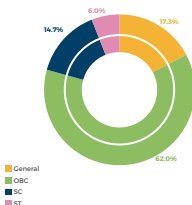


Chart 3 shows that the majority of respondents belonged to the OBC category, followed by those in the General category. The representation of respondents from Scheduled Caste and Scheduled Tribe categories were 14.7% and 6.0% respectively.

CHART 4: EDUCATIONAL QUALIFICATION OF RESPONDENTS

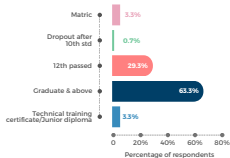


Chart 4 shows a higher representation of respondents with graduation, followed by those who completed 12th standard. The number of respondents from technical training programs and studies up to 10th standard is significantly lower.

CHART 5: APPROX MONTHLY FAMILY INCOME OF RESPONDENTS

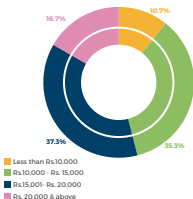


Chart 5 shows the income variation among respondents. A notable proportion reported earnings in the bracket of Rs. 15,001 to 20,000, followed by those in the Rs. 10,000 to 15,000 brackets. Additionally, respondents earning above Rs. 20,000 and below Rs. 10,000 are fewer.



ELECTRICIAN PRATICALS



LATHE MACHINE PRACTICAL

DEMOGRAPHIC PROFILE OF THE BENEFICIARIES

Discussions with stakeholders, including youth, have unveiled the pre-intervention status of the program:

CHART 6: OCCUPATIONAL STATUS OF RESPONDENTS BEFORE JOINING THE COURSE

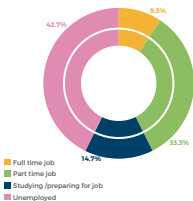


Chart 6 shows that the majority of respondents were unemployed before joining the course, followed by those who were engaged in part-time jobs. Close to one-fourth of the remaining respondents mentioned either studying, preparing for a job, or already being employed prior to joining the course.

CHART 7: INCOME OF RESPONDENTS BEFORE JOINING THE PROGRAM

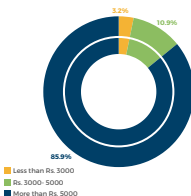


Chart 7 shows that the majority of the respondents who already had jobs before joining the program were earning more than Rs.5000, followed by respondents earning Rs. 3000-5000. Those who were earning less than Rs. 3000 were few.



CLASSROOM TRAINING

KEY IMPACTS



ENHANCED ECONOMIC EMPOWERMENT:

GRAPH 8: PRESENT EMPLOYMENT STATUS OF RESPONDENTS



Chart 8 shows that nearly half of the respondents are currently employed as a result of completing the course. Some respondents reported continuing the job they received after completing the course, while others have started their own work in a similar field. This has not only enhanced employability but also generated income opportunities, leading to economic stability and growth for individuals and thereby reducing poverty. Few reasons for unemployment were inability to stay away from home and family pressure to be with the family.

GRAPH 9: ACCESS TO REQUIRED SPECIALIST DURING HOSPITAL VISIT

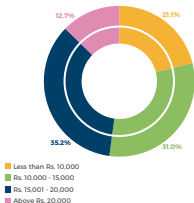


Chart 9 shows that after the skill development program, participants reported a heightened income among the respondents. Many of the respondents reported a monthly income of Rs. 10000-20000, followed by those who have less than Rs. 10000. This current income of the respondents suggested a significant improvement over their pre-training income levels.



CAMPUS PLACEMENT DRIVE

GRAPH 10: WHETHER RESPONDENTS COULD RELATE THE LESSONS TO ACTUAL PRACTICAL WORK IN THE WORKPLACE

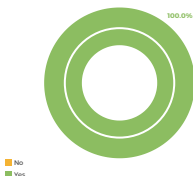


Chart 10 shows that all respondents reported being able to apply the lessons to practical work in their workplaces. This provision of practical guidance contributes to enhanced well-being by promoting job stability. The intervention helped youth gain control over their finances and effectively apply practical skills, leading to increased self-esteem and an overall improvement in quality of life.

ENHANCED INCLUSION AND EMPOWERMENT

The program has targeted youths from socio-economically disadvantaged communities, giving them opportunities to enhance their skills and gain more job prospects. By providing skills training and assisting these youths with interviews and post-placement support, the program has contributed not only to their empowerment but also ensured their inclusion, thereby achieving social cohesion.

CHALLENGES & BARRIERS

RETENTION OF THE PARTICIPANTS

GRAPH 11: REASONS FOR NOT COMPLETING THE COURSE

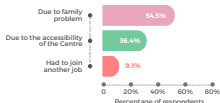


Chart 11 shows that more than half of the respondents were not able to complete the course because of family problems. This posed a significant challenge in their ability to fully engage with and benefit from the training program.



Consistently engaging participants posed a challenge due to the residential training format.



Many were reluctant to relocate to a city place post placement, hindering their retention in job places.

IMPACT CREATED ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

- The program has provided youth with income-oriented skills by providing training, leading to improved well-being, enhanced quality of life, and personal development.
- In addition to skills development, the program has equipped participants with job readiness, providing handholding in job placement broadening their job prospects, and increase in confidence to do the job.
- With the ability to earn income, it has contributed to greater confidence, independence, and better long-term economic stability for youth



HOUSEHOLD LEVEL

- The increased involvement of youth as earning members in the family has empowered them to make more significant contributions to household economic strategies.
- Additionally, the program has equipped youth with the skills to generate income, thus enhancing their financial resilience and contributing to the overall well-being of their families by fostering a healthier and more stable household environment.
- Youth from marginalised communities who have benefited from the program are serving as role models within their communities, inspiring others to pursue income-oriented skill training programs.



COMMUNITY LEVEL

- The program has included youth from marginalised communities in the skill training program, bridging the class divide and empowering community members to actively participate in the economy.
- By equipping youth with skills, the program has fostered a culture of self-employment, disrupted the cycle of poverty, and promoted upward social mobility. This culture of self-employability has also generated more jobs for the community



STATE LEVEL

- The program has catalysed the growth of the state's local economy, creating new opportunities for youth to start their own businesses, and become entrepreneurs.
- Contribution to state-level initiatives promoting skill development, thereby supporting broader efforts towards social and economic development

SUSTAINABILITY



THE PROGRAM HAS SEVERAL ELEMENTS OF SUSTAINABILITY EMBEDDED IN ITS DESIGN

The program's focus on providing skills training to youth to generate income opportunities ensures sustainability by empowering individuals to become self-reliant. By equipping them with skills and job readiness, the program contributes to their long-term economic independence and social inclusion, creating a sustainable impact.



MOBILISATION DRIVE IN VILLAGES



CASE STUDY 1

"I feel fortunate to have completed the Domestic Data Entry Operator Cum Office Executive course at CRISP. Originally from Khandwa, I faced challenges finding employment even after completing my graduation. However, I learned about the program through the gram panchayat office. CRISP established a training centre in my village, where I completed a 3-month course. Alongside the technical training, we also received basic personality development and English communication skills. Thanks to the placement drive, I now have a job that allows me to support my family. I am grateful to BPCL for sponsoring my training and helping me stand on my own feet."

Neha Kanade, Trainee: Domestic Data Entry Operator Cum Office Executive



APTITUDE TEST FOR CANDIDATES



CASE STUDY 2

"My name is Govind Vishwakarma, and I come from Rajgarh district. Life was challenging as I juggled a part-time job just to make ends meet. However, discovering the CRISP program was a turning point for me. Completing the Domestic Data Entry Operator Cum Office Executive course not only equipped me with technical skills but also improved my personality and English communication. Thanks to BPCL's sponsorship, I can now support my family with pride. It has been an incredible journey, and I am thankful for the opportunity."

Govind Vishwakarma, Trainee: Domestic Data Entry Operator Cum Office Executive





CASE STUDY 3

"I completed a 3-month training program in 4-wheeler automotive service at CRISP. During this training, I learned a lot and successfully passed the exam, earning a certificate. Thanks to CRISP, my confidence grew, and I secured a job at Team Lease Services Pvt. Ltd., where I now work. My monthly income is INR 16,300. This opportunity has significantly improved my family's financial situation."

Harish Vishwakarma, Singrauli, Madhya Pradesh





CASE STUDY 4

"After completing my graduation, I found myself unemployed. Fortunately, my teacher informed me about the program. I decided to enrol in the residential Helper Electrician Course. It was a big step for me, as it was my first time leaving the village to go to the city. The staff at the training centre were incredibly supportive. They taught us through practical hands-on sessions, arranged guest lectures, and even organised exposure visits. Thanks to this comprehensive training, I secured employment in my village, where I now work on electrical projects. I'm immensely grateful to BPCL and CRISP for this opportunity."

Priyanshu Singh Parihar, Helper electrician, Chhatarpur



**MOBILISATION DRIVE IN
ASPIRATIONAL DISTRICTS**



CASE STUDY 5

"I serve as a Trainer for Personality Development and Behavioural Science at CRISP. Our recent achievement was truly remarkable—we successfully trained students from various aspirational districts in Madhya Pradesh, all thanks to the invaluable support from BPCL. Many of these students had never ventured beyond their villages before. It was a challenging task for

us as well, considering their lack of exposure to such environments. However, through personalised admission counselling and parent meetings, we managed to ignite their interest in the field. We introduced them to soft skills and interview preparation, equipping them for job opportunities. Seeing these students prepare, succeed, and build their careers has been incredibly rewarding. We look forward to continued support in our mission to empower more lives."

Ms. Poonam Bohat, Trainer: Personality Development and Behavioural Science



ORIENTATION OF THE CANDIDATES

CHAPTER 5

RECOMMENDATIONS



PARTNERSHIP AND STAKEHOLDER ENGAGEMENT

The skill development intervention has proven effective in enhancing participants' confidence and employability, thereby improving their well-being and income generation. The successful outcomes underscore the potential for broader impact. To maximise these benefits, it is recommended to engage stakeholders and cultivate partnerships with companies and other employers to reach a wider demographic of youth.



MONITORING AND EVALUATION

Implementing a comprehensive monitoring and evaluation framework is recommended to assess the program's effectiveness. This includes tracking participant progress and program outcomes. Incorporating feedback from participants, employers, and community stakeholders will be valuable for continuously enhancing program delivery.



SCALABILITY AND REPLICABILITY

The intervention demonstrated significant potential for scalability and replicability. It successfully reached the target audience, particularly in aspirational districts where infrastructure and opportunities for skill development and livelihoods were lacking.



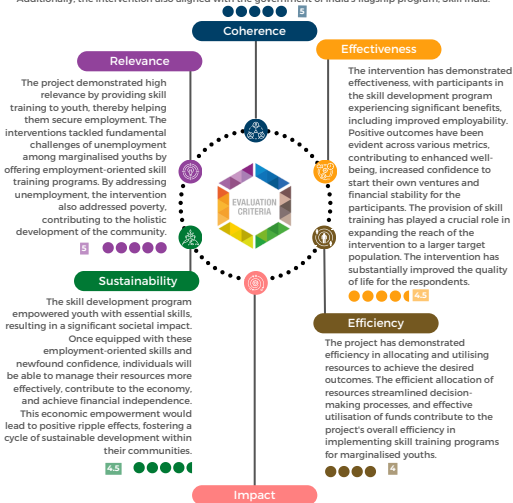
ORIENTATION OF THE CANDIDATES

06. OECD FRAMEWORK

The intervention is well aligned with SDGs:



Additionally, the intervention also aligned with the government of India's flagship program, Skill India.



The program has made a substantial positive impact across multiple levels, including individual, family, and community. Youth participating in the skill development program have experienced significant improvements in their income and employability, leading to enhanced financial stability and overall well-being. Additionally, the program has equipped youth with the skills to generate income, thus enhancing their financial resilience and contributing to the overall well-being of their families by fostering a healthier and more stable household environment.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 7

CONCLUSION

The collaboration between BPCL and CRISP aimed at enhancing the employability of unemployed youth through skill development training has been effective in equipping youths with essential skills for income generation. Implemented across eight aspirational districts of Madhya Pradesh, the program focused on enhancing employment-oriented skills to prepare participants for job readiness. Key activities included raising awareness about the training and delivering high-quality training sessions. By introducing skill development programs for youths, the initiative fostered a supportive learning environment that built confidence and facilitated financial independence, thereby contributing to poverty reduction.

STUDY TOOLS

BPCL SKILL DEVELOPMENT BENEFICIARY TOOL

BPCL Skill Development _Beneficiary Tool		
General information		
1	Name of the respondent:	
2	Age:	
3	Gender	a. Male b. Female c. Others
4	Marital status:	a. Married b. Unmarried
5	Social category of the beneficiary	a. SC b. ST c. OBC d. General
6	City/village:	Text fill
7	District (To verify whether the candidate was selected from the aspiration district or not)	
7	Contact number	Text fill
8	Total number of income holders	a. Male - a. Female -
9	Approx. Present Monthly Family Income:	a. Less than Rs.10,000 b. Rs.10,000 - Rs. 15,000 c. Rs.15,001- Rs. 20,000 d. Rs. 20,000 & above
Educational Background of the respondent:		
10	Qualification	a. Dropout after 8 th standard b. Dropout after 10 th std c. Matric d. Dropout after 11 th std e. 12 th passed f. Technical training certificate/Junior diploma g. Graduate & above
	In case of any technical training before joining the program, mention the name of the course and institution	Text fill
11	Occupational Status before joining the course:	a. Unemployed b. Part-time job c. Studying /preparing for a job d. Full-time job
12	What was your income before joining if you were previously employed?	a. Less than Rs. 3000 b. Rs. 3000- 5000 c. /More than Rs. 5000 d. Not employed

Sensitisation and Mobilisation Process		
13	What was the source of information about the skill development program you enrolled in?	a. Friends b. Relatives c. Teacher d. Through seminars e. Through leaflets f. Street Announcement g. Panchayat
Screening, counselling, and induction		
14	Did you sit for the selection test?	a. Yes b. No
15	What types of tests did you go through during the selection process for this program?	a. Written b. Viva c. Aptitude test d. All of them
16	What kind of information did you receive during the pre-placement process/ session?	a. Course Levels based on Candidate's Knowledge and Skills b. Facilities During Courses c. Associate Course Types d. Job Profiles After Training e. f. Not applicable if the candidate has not attended any pre-placement talks.
17	What was the name of the course you attended?	Text fill
Welcome Kit and Study Material Distribution		
18	Did you receive any books or tutorial materials?	a. Yes b. No
	If yes, mention the type of tutorial/study materials received	Text fill
Other facilities		
19	Did you receive any other additional courses?	c. Yes d. No
20.	If yes, mention the course	
Frequency of attendance during the course duration		
21	How frequently did you attend the classes?	a. Twice a week b. Once a week c. Thrice a week d. Five days a week

Infrastructure	
22	<div> <div>What were the facilities offered in the centre? (Multiple answers)</div> <div> a. Adequate seating arrangement b. Equipment for the practical classes c. Drinking water d. Toilets for the girls and boys separately e. Adequate arrangement for practical classes </div> </div> <div> <div>If any other facilities were provided, mention the same</div> <div>Text fill</div> </div>
23	<div> <div>What was the ratio of the theory and practical classes?</div> <div> a. Mostly practical classes b. Equally practical and theory classes c. Mostly theory classes </div> </div>
Exposure Visit (Industry related visit as part of the curriculum)	
24	<div> <div>I.) Did you attend any industry-led classes apart from the regular classes?</div> <div> a. Yes, representatives from different companies often took classes on multiple topics b. I did not attend any such class </div> </div>
25	<div> <div>Did you go for any exposure visits during your course tenure? (Industry-led visit)</div> <div> c. Once went for the exposure visit d. Twice went for the exposure visit e. More than twice went for exposure visits f. No </div> </div>
Assessment Process	
26.	<div> <div>Did you complete the full term of the course?</div> <div> a. Yes b. No c. Left in the middle of the session </div> </div> <div> <div>If no, reasons for the same-</div> <div> a. Did not like the course b. Due to family problem c. Due to the accessibility of the centre d. Had to join another job </div> </div>
27.	<div> <div>If yes, did you undergo any assessment after completing the course?</div> <div> b. Yes c. No </div> </div>
28	<div> <div>Did you receive the certificate?</div> <div> a. Yes b. No d. not applicable for those who did not complete the course </div> </div>
Learning and overall teaching pattern	
29	<div> <div>Ensuring effective learning (Please tick the relevant answers for both "a" and "b")</div> <div> <div>a. Difficulties in understanding the practical session</div> <div> <div>Always</div> <div>Sometimes</div> <div>Rarely</div> <div>Never</div> </div> </div> <div> <div>b. Difficulties in understanding the theory classes</div> <div> <div>Always</div> <div>Sometimes</div> <div>Rarely</div> <div>Never</div> </div> </div> <div> <div>c. Enough scope to interact with the teacher for doubt-clearing</div> <div> <div>Always</div> <div>Sometimes</div> <div>Rarely</div> <div>Never</div> </div> </div> <div> <div>d. Enough scope to participate in the practical class</div> <div> <div>Always</div> <div>Sometimes</div> <div>Rarely</div> <div>Never</div> </div> </div> </div>
Placement assistance (job-related)	
30	<div> <div>How frequently did you get training sessions on mock interview skills?</div> <div> a. During the mid-session (regularly) b. During the mid-session (once or twice) c. After the end of the semester (regularly) d. After the end of the semester (once or twice) e. No </div> </div>
31	<div> <div>What was the placement source for your 1st job?</div> <div> a. Own source b. CRISP c. Other NGO </div> </div>

	Name of your 1 st company after completion of the training and your job role	d. Outside placement agency Text fill		
32	In the case of getting placed through the centre's support, what was the waiting period for the placement after completing the course? (For the 1 st job after this course)	a. Within one month b. One to two months c. Two to three months d. More than three months e. Not completed the course		
33	What salary did you draw from your first job after completing this course?	e. Less than 10,000/- f. 10,000 – 15,000/- g. 15,001 – 20,000/- h. Above 20,000/- i. Not doing the job		
34	For how long did you continue with the job placed by the centre? (For the 1 st time, the job was placed through the centre)	a. Less than six months b. Six to one year c. More than one year d. Still continuing e. Not accepted the job placed by the centre f. Not applicable		
35	In case of the discontinuation or not accepting the job, the reason for the same	a. Did not like the company b. For better opportunity c. Marriage d. Distance from the residence		
36	If you faced challenges in your existing job, did you receive support through the centre after the first placement?	a. Yes, tried to place in a different job b. coordinated with the employers regarding challenges c. No such challenges faced d. Not applicable		
Perception of the beneficiary				
37	Satisfaction level of the beneficiary (Please tick '✓' the correct option)	Highly Satisfied	Moderately satisfied	Not satisfied
	Teaching process			
	Practical sessions			
	Screening process			
	Assessment process			
	Placement process			
	If not satisfied, reasons			
38	Could you relate the lessons to the actual practical work in the workplace?	a. Yes b. No		
Present status of the respondent after completion of the course (status at the time of the field visit)				

39	What is your present employment status?	a. Self Employed in a similar trade b. Continuing the same job which I obtained after completing the course c. Unemployed d. Higher Studies e. Shifted to the other company in the same trade f. Doing the job/self-employment but in a different trade				
40	What is your present salary/income?	a. Less than Rs. 10,000 b. Rs. 10,000-15,000 c. Rs. 15,001- 20,000 d. More than Rs. 20,000 e. Not doing the job				
	In case of more than 20,000/- kindly mention the amount	Text fill				
41	In case you are presently employed, how long have you been employed in the present job?	a. Last six months c. More than a year b. Six to one year presently d. not working				
42	Information about the contribution to the family income, personal savings, financial investment	Activity	Amount spent			
		Less than 2000/-	2000/- 5000/-	5000/- 7000/-	Above 7000/-	Not applicable
Family Income						
Personal savings						
Any other investment						

BPCL Skill Development Stakeholder's Tool - Implementing Organisation

1	Name of the respondent	
2	Designation	
3	Contact Number	
4	When was the centre established?	
5	When did the program start?	
6	Where is the centre located?	
7	What was the centre's student enrolment capacity?	
8	How many aspirational districts were covered under this project?	
9	How many trainees were enrolled from the aspirational districts?	
		Course
1	What courses were offered to the project beneficiary by the implementing agency?	-
2	How many seats were there for each course?	
3	How many seats were filled up during the assessment period?	

4	What was the male and female ratio for each course?	-
5	How do you conduct the classes?	-
6	What was the total strength of teaching and non-teaching staff during the project?	-
7	What is the selection process for the trainer, and what is the minimum qualification required for the trainer post?	-
8	What is the process for student mobilisation, and what are the basic enrolment criteria?	-
9	What is the selection process for the students? How did you conduct the selection process?	-
10	Was pre-enrolment counselling conducted during the project period? Share the details about the counselling process.	-
11	How did you conduct the practical classes?	-
12	Share the brief about the course contents.	-
13	Were these courses affiliated with NSDC?	-
14	Share about the centre – Reference points for discussion- 1. Ownership of the centre 2. Total number of classes 3. Total area 4. Location of the centre 5. Residential or non-residential program 6. Whether affiliated with NSDC or not 7. Overall infrastructure set-up	-
15	How did you conduct the exposure visit and industry-led classes?	-
16	How did the implementing agency conduct the placement interviews?	-
17	How do you collaborate with the different companies for student placement?	-
18	What was the average group size of each training batch?	-
19	Did you customise the training content as per the market requirements?	-
Attendance, Course content, Assessment, Placement		
1	What was the average class attendance ratio during the project period, and did all enrolled students complete the courses?	-

2	How did the curriculum and training contents develop?	
3	How was the assessment conducted during the project period?	
4	Were certificates provided to all students?	
5	How were placements conducted during the project period?	
6	How many students were trained during the assessment period?	
7	How many students were placed in different companies?	-
8	How many students were retained after receiving their jobs through the program?	
9	How many students left their 1 st placement? Reasons for leaving their jobs.	-
10	What were their average salaries?	-
11	Which positions were the students placed in or absorbed in following their training/education?	-
12	How was the post-placement process tracked?	-
13	How does the program team keep in touch with the Alumni?	-
14	Are you in touch with the employers? What parameters do you monitor?	-
15	What unique factors differentiate this program from other training programs in skill development areas?	-
16	What challenges did the institution face in conducting classes during the project period, and are there any recommendations for scaling up the project	-
17	Is the program still functional?	-
18	What are the sustainability strategies?	-
19	Any Recommendation	-

Skill Development Stakeholder's Tool - Trainer

1	Name of the respondent	
2	Designation	
3	Contact Number	
4	How long have you been associated with this institution?	
5	Mention the trade-	
6	What are your qualifications and previous work experience?	
7	Are you employed as a full-time or part-time employee?	
9	What challenges did you face?	o
10	Do you think that the course curriculum is aligned with market demand?	
11	Were trainees able to secure jobs in the trade they attended, and were the salaries and positions offered in line with market trends?	-
12	How many trainees continue working in the same trade?	-
13	Are you satisfied with your job role?	
14	What would you like to include in the module in the future?	
15	What areas of the training can still be improved?	
16	Did you receive a complete overview of the training program from the training team?	
17	Are you aware of who is funding the program? If yes, please mention the name of the company.	
Any recommendation about the training program		

ABBREVIATIONS

BPCL	Bharat Petroleum Corporation Limited
CSR	Corporate Social Responsibility
CRISP	Centre for Research and Industrial Staff Performance
FY	Financial year
NGO	Non-governmental organisation
SDGs	Sustainable development goals