

Impact Assessment Report

(Skill Development Project)



**Skill Development Project (2016-19) sponsored by Hindustan Zinc Limited
(A Vedanta group of companies), Udaipur**

Study Conducted During: January 2023

Acknowledgement

It gives me immense pleasure in submitting this Impact Assessment Study and Evaluation report for one of the flagship skill development project conducted by the Skill Council for Mining Sector (SCMS) for Hindustan Zinc Limited (HZL) for the period 2016 to 2019. Ostensibly, this study evaluates the impact of the training program through quantitative and qualitative data inputs from various stakeholders who participated in it such as the Project Sponsoring Agency, Training Partner, Assessment Agencies, Trainers, Assessors, Family, Friends & Relatives of Trainees, Dropout Trainees, Successful Trainees who completed the training objectives and presently working in the mining sector. The immense knowledge and educational support provided by the training partner, Indian Institute of Skill Development (IISD) and project monitoring agency, SCMS are key factors for successful execution of the study.

Sincere thanks to Mr. Sanjay Sharma, Chief Executive Officer and Mr. Deepak Mishra, Head Training of Trainers and Partner Affiliation of Skill Council for Mining Sector for their valuable time and inputs throughout the duration of this research project and continued support and guidance especially during data collection stage, identifying the various stakeholders and getting us in touch with them for collecting the qualitative and quantitative data at each stage of the fieldwork component.

We sincerely hope this report helps all stakeholders in their endeavor of providing skilled manpower especially Jumbo Drill Operators (JDO) and Winding Engine Operators (WEO) and charts out the way forward for further training enhancements and really makes a positive difference in their lives.

We wish them the very best in life and all their future endeavors.

Birendra Raturi
(International Director)
SR ASIA



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List of Abbreviations

AA	Assessment Agency
CSR	Corporate Social Responsibility
HZL	Hindustan Zinc Limited
JDO	Jumbo Drill Operator
LPDT	Load Haul Dump/Low Profile Dump Truck
MSDE	Ministry of Skill Development and Entrepreneurship
NSDC	National Skill Development Corporation
OJT	On The Job Training
SCMS	Skill Council For Mining Sector
TOA	Training of Assessor
TOT	Training of Trainers
TP	Training Partner
WEO	Winding Engine Operator

Executive Summary

This report details the impact evaluation and assessment study for one of the flagship skill development project conducted by the Skill Council for Mining Sector (SCMS) during 2016 to 2019 for Hindustan Zinc Limited (HZL), a Vedanta group company and the world's largest producer of zinc and leading producer of lead and silver. Hindustan Zinc Limited (sponsor) and Skill Council for the Mining Sector came together and managed the CSR developmental training project to skill rural youth as Jumbo Drill Operator (JDO) and Winding Engine Operator (WEO). A training academy under aegis of HZL was set up and SCMS was entrusted with the task of designing and implementing this training academy's flagship skill training program.

Methodology

The study sought to gauge the skill program's impact on the trainees enrolled at three centers, their parents and the community. It also sought to determine the Program's impact on other stakeholders and partners.

The research was conducted for three training centers which were established in Gulabpura in Bhilwara district, Railmagra in Rajsamand district and Zawar in Udaipur district. As part of the project, 388 candidates were enrolled for the training out of which 62 trainees dropped out during the course and finally 326 got trained as JDO or WEO. SR Asia's sampling plan was carefully formulated to interview eleven stakeholders with nine different questionnaires covering nine key evaluation factors.

The qualitative analysis focused on in-depth personal interviews with semi-structured questionnaires that had both open-ended and closed-ended questions. The open-ended questions and answers were recorded verbatim in both English and Hindi with respondents' acknowledgement and confirmations.

Key Findings

The major findings were as follows:

- The beneficiaries were widely spread across various districts of Rajasthan. Since the skill training completed in the year 2019, many of them had relocated and hence, reaching out to the beneficiaries was a rigorous task to do.
- Though the main focus of program was to mobilize and train ITI Holders, Diploma Engineers comprised for more than 50% of the total candidates.
- Majority, 67% of the candidates were either student or were working as wage employee before joining the training program. Since 90% of trainees were in the age group of 23-32 years, majority of them (75%) were married.
- OBCs constituted 52% of the trainees, whereas General - 35%, SCs - 10% and ST's comprised only 2% of the total trainees.
- **A huge number, 92% of trainees found the skill development course useful in up-skilling them.**
- **The majority, 89% of the trainees reported that the skill training program has indeed improved their income levels.**

Satisfaction% with various training related components were found as per the chart below:

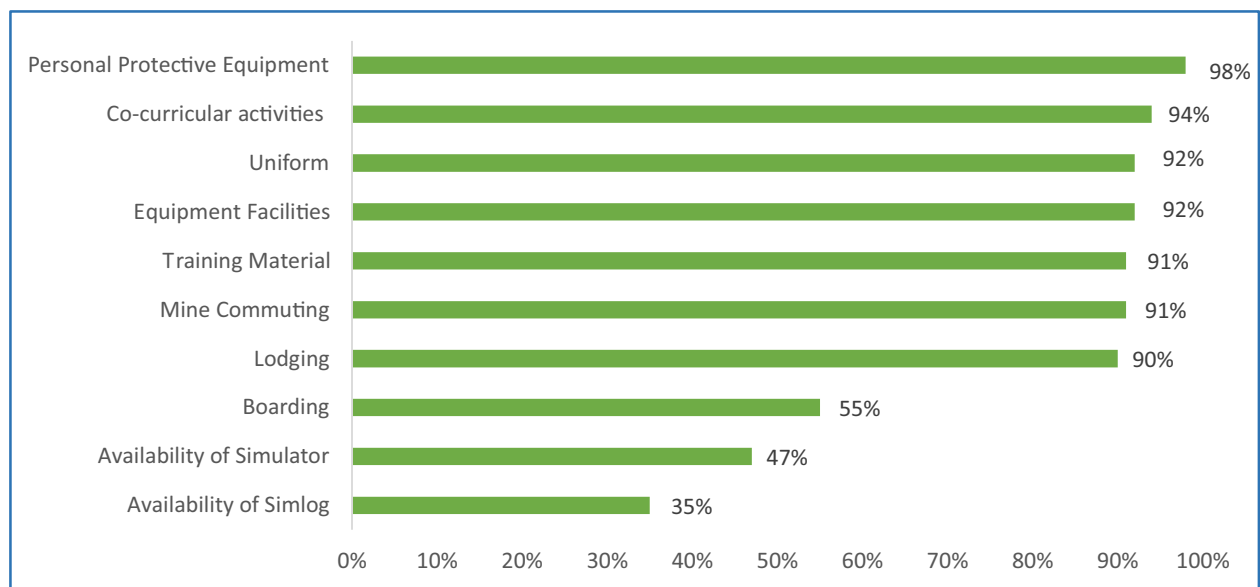


Figure 1: Satisfaction with training components

- According to the data, 90% of trainees were completely satisfied and mentioned that they are recommending about the program to others.
- The trainers were extremely satisfied with training schedule, implementation and hands on training equipment and machine operating trainings provided to the trainees.
- The Employers of the trainees reported that they observed new trainees adequately trained on JDO or WEO machine handlings and are more productive than existing employees. Overall they have increased the organisational productivity.

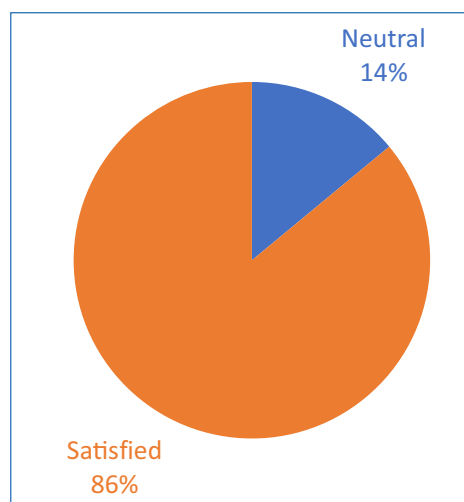


Figure 2: Satisfaction with overall training

Overall, the program was very demanding from the point of view of candidates' aspirations, the requirements of skilled operators for heavy machinery and equipment from the mining sector. The program was supported by the Government Policy – 'Atmanirbhar Bharat', to train the youth to fulfill the trained manpower requirements within India and also find avenues for placement of such highly skilled youth abroad.

1. Background and Rationale

Hindustan Zinc Limited (HZL), a Vedanta group company is one of the world's largest producers of zinc and one of the world's leading producer of lead and silver. HZL's Sindesar Khurd mine is one of India's largest underground mines having very powerful underground machineries being used. For certain trades such as Jumbo Drill Operator, Long Hole Driller Operator and Load Haul Dump/ Low Profile Dump Truck (LPDT) Operator the mining operations require specialized underground mining equipment and highly qualified personnel. Therefore, in lack of such competent mining manpower, the mining organizations including HZL are forced to import the necessary workforce from abroad.

In consideration of above challenge and high cost of importing such highly specialized skilled workforce for running these heavy machines from abroad, HZL in collaboration with SCMS took the lead and established India's first Mining Academy, which offered training in Jumbo Drill Operator and Winding Engine Operator to ITI graduates during 2016 to 2019. Skill Council for Mining Sector and Hindustan Zinc Limited formalized a 24 months training program to acquire expertise in Jumbo Drill Operations and 8 months for Winding Engine Operations. The program was envisaged to reduce the dependence on expats and create in-house capacities within India considering cost saving and risk minimization. The program was named as 'YUVANTARAN', i.e. youth transformation with the following objectives -

- To select and train eligible, willing and ambitious youngsters from Rajasthan for employment with HZL and other mining organizations in India and abroad.
- Integrate innovative training methods with robust industry support to create competent and highly skilled Indian workforce at par with international standards on specialized job roles.
- Replace foreign labourers in Indian mines with local workforce so as to conserve valuable foreign exchange and develop India as the world's skill capital to meet international/global demand of such highly skilled manpower.

Through an open advertisement and transparent process, over 10,000 local youth applied, out of which 388 were selected and post drop outs during the course, 326 trainees completed the trainings successfully and received Government of India skill certification.

Table 1: Trade wise details of student enrolment

Sr. No.	Trade	Batch ID/ Name	Nos. Enrolled	Dropout Nos.	Total Trained
1.	Jumbo Drill Operator	JDO-III	120	12	108
2.	Jumbo Drill Operator	JDO-IV	109	23	86
3.	Jumbo Drill Operator	JDO-VI	107	22	85
4.	Winding Engine Operator	WEO	52	5	47
Total		4	388	62	326

2. Impact Assessment Methodology

SR Asia is an ISO 9001 Certified international organization, headquartered in India and has a presence in over 12 countries in the Asian region. SR Asia promotes sustainability through advisories, project management, and third-party assurance services. This impact assessment was conducted using mixed methods (quantitative and qualitative research).

2.1 Objectives of the study

The impact assessment study was to evaluate and ascertain the socio-economic impact of skill development training provided to the trainees of 3 batches trained on Jumbo Drill Operator (JDO) and 1 batch trained on Winding Engine Operator (WEO) trade.

2.2 Sampling Techniques

The assessment was carried out in three training centers located in the districts of Bhilwara, Rajsamand, and Udaipur in Rajasthan, namely Gulabpura, Railmagra, and Zawar Mines. According to the scope of the project, evaluation indicators were developed. It consisted of variables such as employability, quality of employment, income and working conditions among others. The questionnaires were developed with an emphasis on key evaluation questions which included both quantitative and qualitative questions with open-ended answers.

Table 2: Sampling plan-SR Asia

S. No.	Stakeholders Type	Total Stake Holders	Minimum Recommended Sample	Covered Sample	Minimum Face to Face Interview	Covered Face to face sample
1.	Project Funding Agency (Industry)	1	2	1	2	1 (virtual interview)
2.	Project Monitoring & Certification Body	1	1	1	1	1
3.	Training Partner (TP)	1	3	3	1	3 (virtual interview)
4.	Assessment Agency (AA)	1	1	1	1	1 (virtual interview)
5.	Successful Trainees Completed Course	326	160	170	80	80
6.	Dropout Trainees	62	30	30	15	13
7.	Employers (Industry or its Contractors)	10	7	7	4	7
8.	Trainers	37	4	4	2	4
9.	Assessors (Examiners)	4	2	3	1	3
10.	Family & Friends of Successful Trainees	326	15	15	10	9
11.	Family & Friends of Dropout Trainees	62	3	4	2	3
Total		831	228	239	119	125

2.3 Approach and Methods

A holistic approach was followed for inclusiveness, independence, involving subject matter experts and deriving sustainability for the program.

Research Methods and Tools included Desk Research, Questionnaires (Online/Offline), Field Survey, visit the employers, stakeholder consultation, semi- structured interviews, focused group discussions and case studies with ethical considerations.

2.4 Evaluation Questions

The following key criteria were established for the achievement of the study's objectives:

1. Have job prospects improved as a result of access to training?
2. Has training improved skill sets and how has it affected job wage growth?
3. What might be the regional manpower requirements with training trades in next 3 years?
4. Perceptions and expectations of the non-participating population (local residents) with regard to current and upcoming projects respectively?
5. Evaluation of the training quality using quantifiable criteria?
6. What were the challenges and motivations for the trainees, trainer, and organizing committee during the training?
7. What are the gaps of this program and suggestions for bridging same in future trainings?
8. To determine whether similar trainings would be in demand?

The quantitative and qualitative data had been analyzed using statistical and econometric tools to understand the factors influencing training completion, output, and outcomes. the quantitative data had been obtained from filled questionnaires whereas qualitative data is from interviews, focus group discussions, and thematic analysis. The overall analysis is carried out with respect to the entire program implementation policy, processes, and outcomes.

2.5 Research Team

The teams comprise of domain and subject experts were involved for contemplating this study and the person contributed significantly were Dr. Lakshmi Rani, Dr. Swati Bhatt, Mr. Ajay Kumar Singh and Ms. Rameen Anjum including field surveyors.

3. Socio- Economic Profile- Trainee

The successful trainees who completed the course were all from the state of Rajasthan. All the findings stated herein are a result of the survey in legitimate responses.

3.1 Social Profile

The figure below shows that the program was inclusive of various social groups from the state. They included OBC's, General category, SC's and ST's.

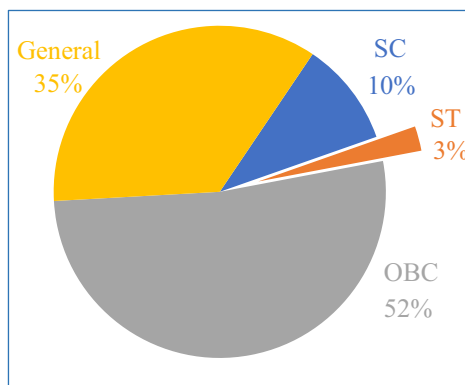


Figure 3: Social profile of trainees

3.2 Religion

The majority of the respondents, 95% were Hindu and rest 5% Muslims.

3.3 Age Group

Maximum interviewed respondents were in the age group of 23-27 years constituting 47% (81) whereas the 29-32 years' age group constituted 42% (72). More than 32 years' age group had 9.9% (17) of the respondents and those belonging to the 18-22 years' age group had 0.6% (1).

3.4 Marital Status

The majority of the trainees 55% were married and had at least 1 child while those married were 20%. Singletons or unmarried made up 25% while there were no divorcees enrolled in the program.

3.5 Educational Qualifications

The figure below illustrates that no other educational profiles were found in the respondents other than these two. This indicates that all the trainees selected were as per the prescribed criteria.

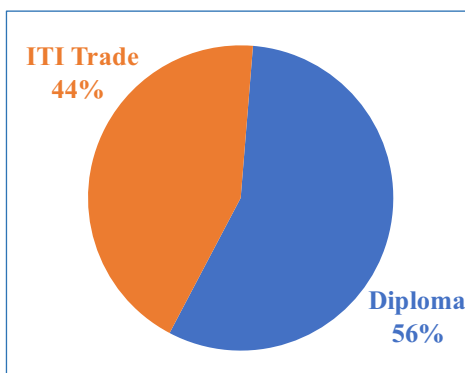


Figure 4: Educational qualification of trainees

3.6 Prior Occupation

Majority of the beneficiaries were students, some were wage employed, a quarter were unemployed and a very small number were self-employed as shown in the figure below

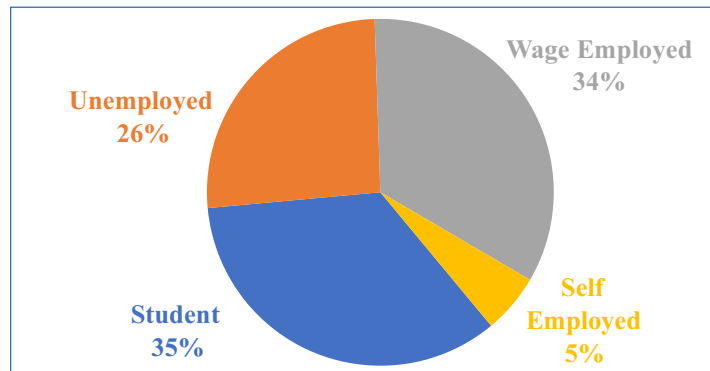


Figure 5: Trainees occupation details-before training

3.9 Family type, occupation and monthly family income of trainees

All trainees were living in Joint families (parents, self, spouse, and kids). The figure below depicts the income range of the family of trainees and their income sources were largely from private jobs 65% while 16% were engaged in agricultural activities. Only, 10% were in government job.

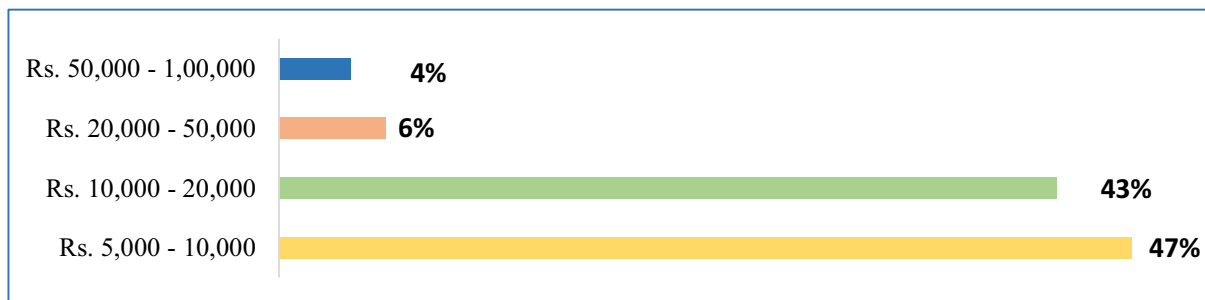


Figure 6: Distribution of monthly family income of trainees

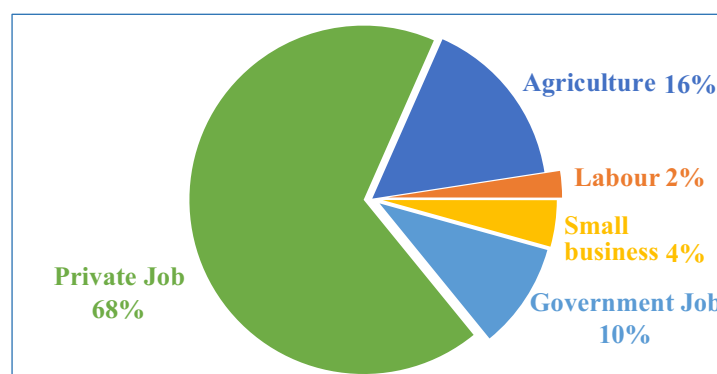


Figure 7: Primary family occupation of trainees

4. Program Implementation: Analysis & Result

4.1 Program awareness and mobilization

The effectiveness of the mobilization process shaped the awareness that the candidates had about the scheme and its benefits.

The program was launched by SCMS within the institutional mechanism of the National Skill Development Council (NSDC). The program required building awareness and campaigns through various media to make reach out. Large majority of the trainees learnt about the training opportunity from newspaper and website advertisements. In less than half the cases they came to know about the program from friends and relatives. Posters and banners did not have much significance.

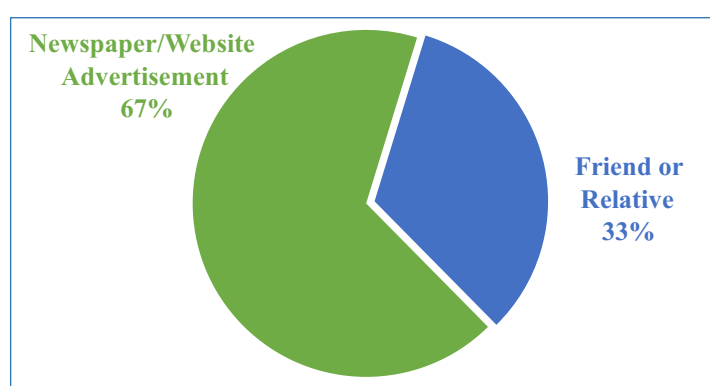


Figure 8: Mode of outreach of training program

All other sources of information like mobilizers, panchayat representatives, school and college teachers and others were not the enabling sources for enrolment as per the survey.

Financial support was the prime reason for taking up this course as pointed out by most of the trainees. The nature of job prospects was liked by many and stated as a reason by one fifth of the trainees. A little less than ten percent of the cases were recommended by friends, families and neighbors.

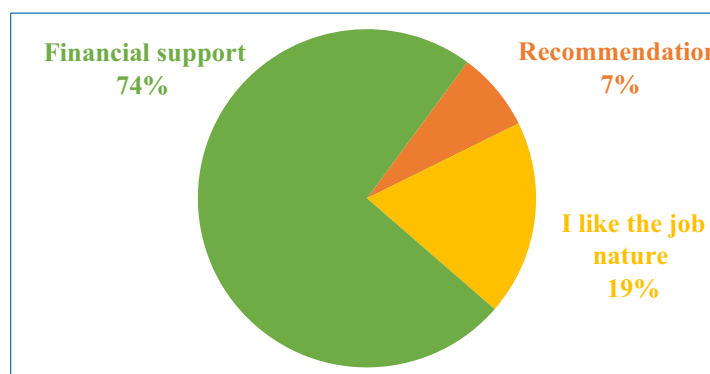


Figure 9: Reason of participating in the training

4.2 Initial assessment, screening and selection

Selection of trainees was a very rigorous process. It included entrance test followed by medical examination and other verifications. 76% trainees found the selection process very good out of which 22.56% trainees rated it as good. While 24% trainee found it to be excellent.

4.3 Quality and quantity of the training components

The quality of training was appreciated by almost all the trainees. They were very happy with equipment's and facilities.

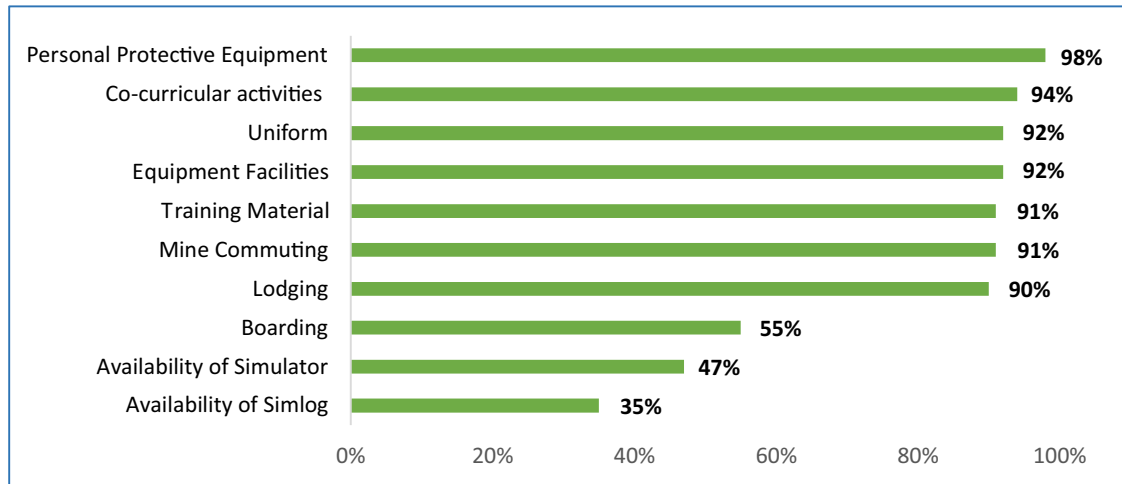


Figure 10: Satisfaction with quality of training components

4.4 Difficulty level of the training course

One third of the trainees enjoyed the course and found it to be a good learning opportunity. However, one fifth of the trainees found it to be very difficult.

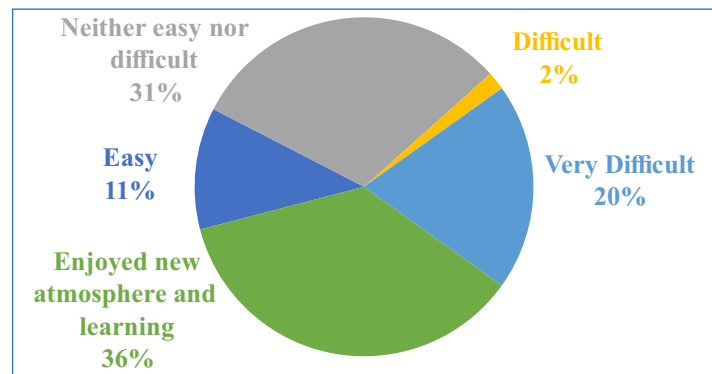


Figure 11: Difficulty level of course

Almost all the trainees found their trainers to be very knowledgeable and skilled.

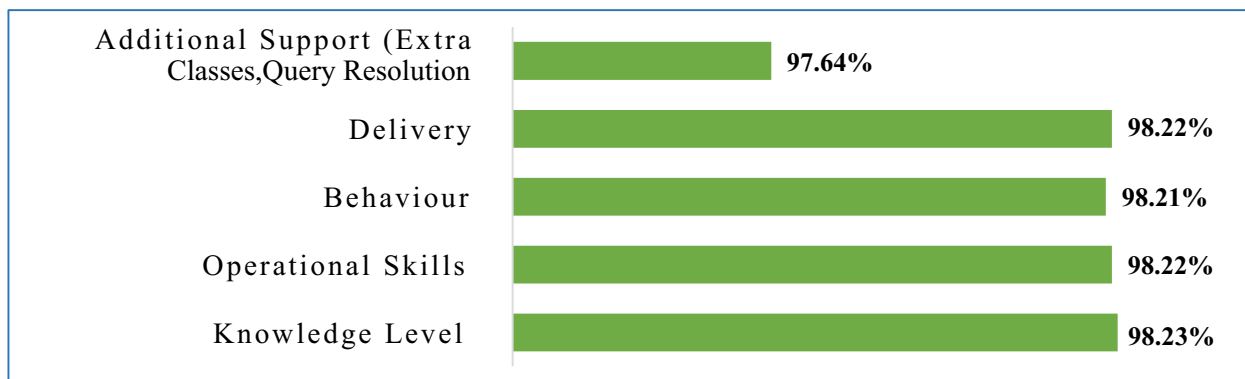


Figure 12: Satisfaction level of the different factors related to trainers

4.5 Skill training in terms of equipment practice and industry relevance

The skill training imparted in terms of hands-on practice on equipment was found to be adequate by majority 60.7% of the trainees and excellent by 37.5% trainees. A majority 98.8% trainees found the training to be relevant in terms of industry utility and relevance. Out of which 39.8% trainees found it to be highly relevant.

4.6 Placement

When placement of trained youth was studied it was found that more than two thirds of the trainees got the placement and a small number of them got more than one offer.

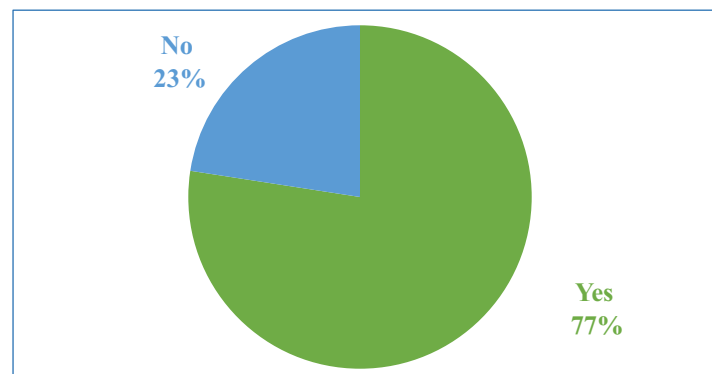


Figure 13: Placement offered to trainees

Majority 74% of the trainees joined the organization that offered them job placement despite hazardous working conditions and low salaries in some cases. This demonstrated motivation to work and that spoke of the training program.

52% trainees who were placed in the same job role in which they were trained in. The rest had to make the adjustments.

4.7 Training enhanced employability and income

Vast majority 95% of the trainees agreed that the skill training imparted to them actually increased their employability. Similarly, for the majority of the trainees the skill imparted indeed improved their income levels. Only a miniscule number of trainees felt that the skill training did not improve their income.

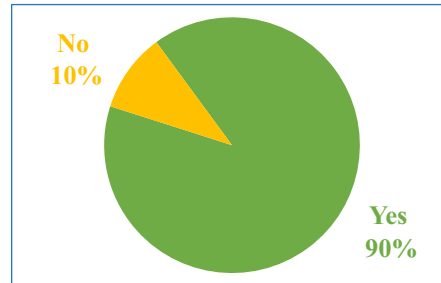


Figure 14 Training enhanced income

This is evident from the analytics that a majority of beneficiaries were earning less than Rs 15,000 per month moved on to a salary range of 20,000 to 45,000 per month which had been approximately a jump of over average 80% income growth.

4.8 Occupational Health and safety

Occupational health and safety at the workplace were recognized as a priority area to prevent any kind of health hazards and loss of any nature. Mining was very prone to safety issues and challenges and working conditions were always challenging. A large majority of trainees 96% said that they had not met with an accident during or after training.

4.9 Current Employment status

Analysis of the current employment status of the beneficiaries who successfully remained in employment for more than a year.

Almost half of the trainees were employed in a related job or were found to be continuing with the same job. Further, one fourth of the trainees were employed in the mining sector but in other job roles. The rest followed in smaller numbers. It was observed that those who remain in work for one year were successful in making the transition and very rarely slipped back into unemployment.

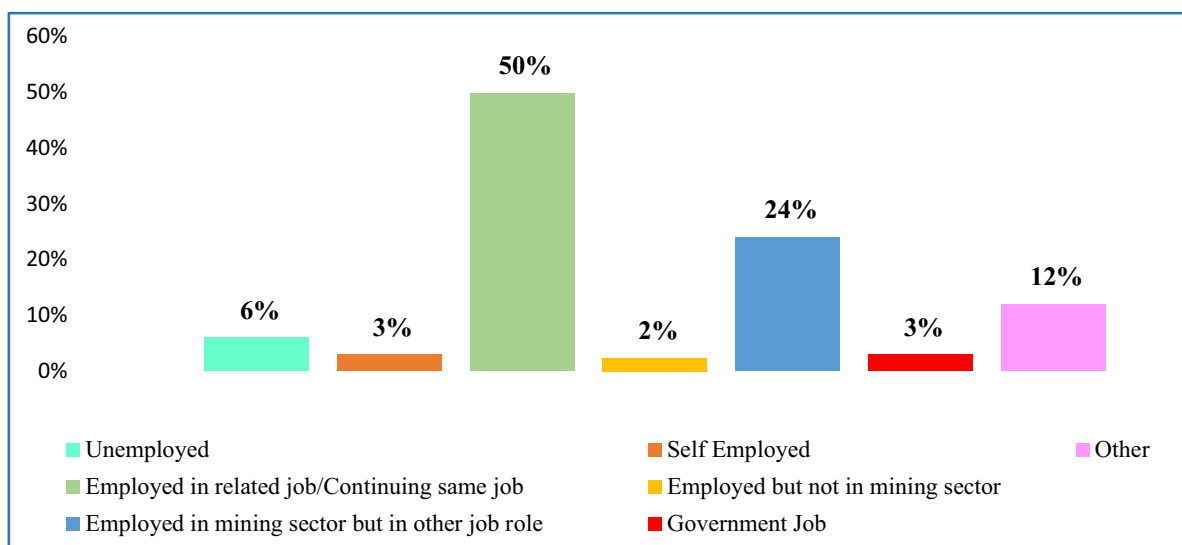


Figure 15: Current employment status of trainees

4.10 Place of job and role

About 46% trainees had their place of job within the district while 44% had it within the state. Only 3% trainees had their place of job outside the state. A whopping 89% trainees enjoyed and felt fully engaged in their current role on the job.

4.11 Job satisfaction

This section examined the satisfaction of trainees with placement jobs, in terms of the match of actual salary with expected salary, satisfaction with job role/type of work, work shift, and working conditions.

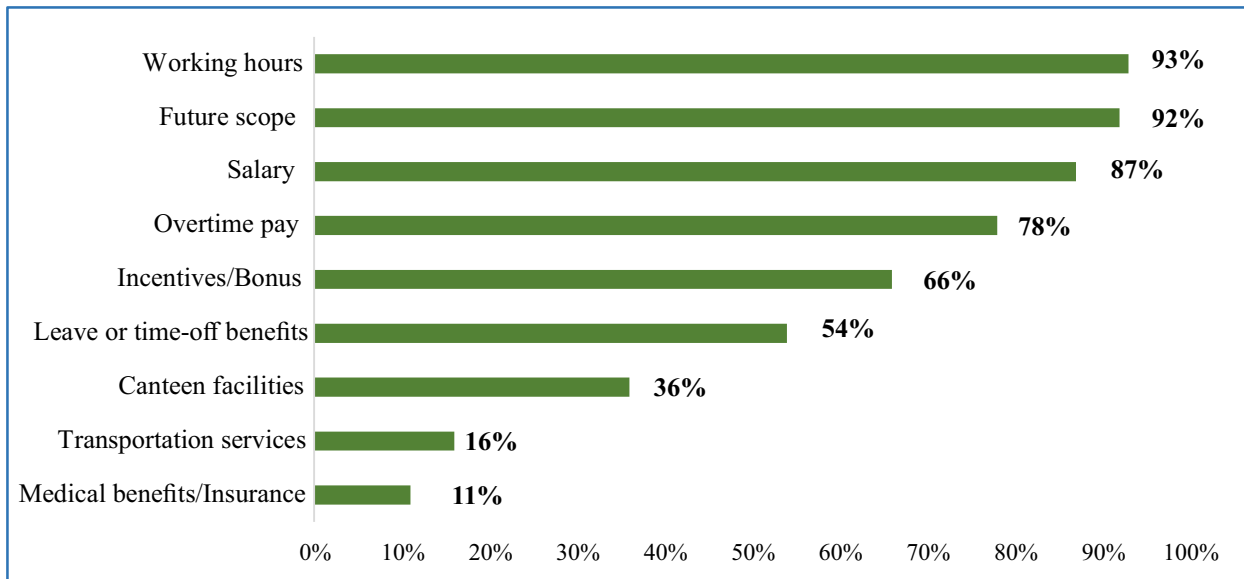


Figure 16: Satisfaction of trainees with their current job

4.12 Course usefulness

A huge 95% of the trainee found the skill development course useful and rest 5% trainees thought otherwise.

4.13 Recommend to others

A high majority of the trainee recommending the course to others indicated that they received desired benefits they had anticipated before enrolling in this skill program.

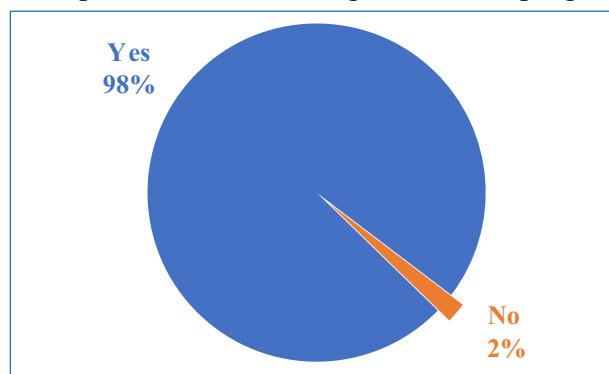


Figure 17: Recommend training to others

4.14 Overall Training experience

A substantial two third of the trainees were satisfied with the overall training experience imparted to them in the course while one fourth of them were highly satisfied. Only few trainees stated the overall training experience as neutral.

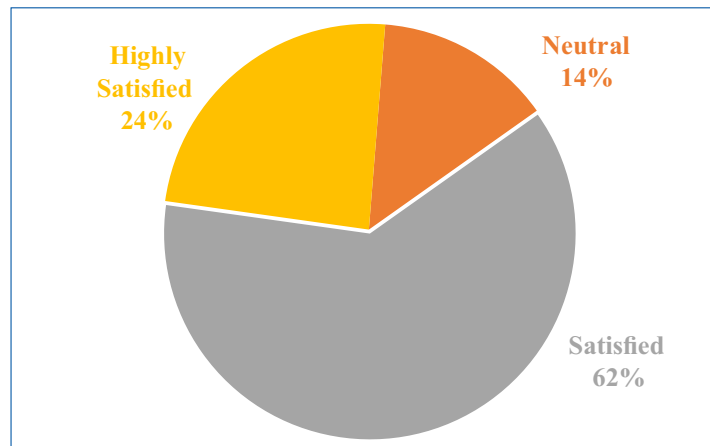


Figure 18: Satisfaction level with the training

Table 3: Suggestions from trainees

Major benefits from the training	Suggestive Feedback from trainees
Lifestyle changed	More practical training should be provided
Income increased	Machine should be made available
Soft skills improved	Mechanical knowledge should be provided
Increased job opportunity	Improve Simulator training
Gained good knowledge about mining sector	100% placement should be provided
Economic condition improved	Operator should give more time to train trainees
Personality Development	Maintenance & electrical training to be provided
Social condition improved	Revise Stipend rule

5. Dropout: Analysis and Result

The dropout research findings were most interesting as they gave veritable clues as to what is going wrong in their own lives and what can possibly be improved in the training course so as to make it more central to the lives of the trainees so that dropout rates come down drastically and there is no wastage of resources on such dropout candidates.

5.1 Prior Occupation

The majority of the dropout trainees 40% were wage employed. 17% of the dropout trainees were in the student category. Only 33% were unemployed.

5.2 Program awareness, mobilization and enrolment

Newspaper and website advertisements informed majority of the dropout trainees about enrolment in the course while friends or relatives were the sources of information for only few of them.

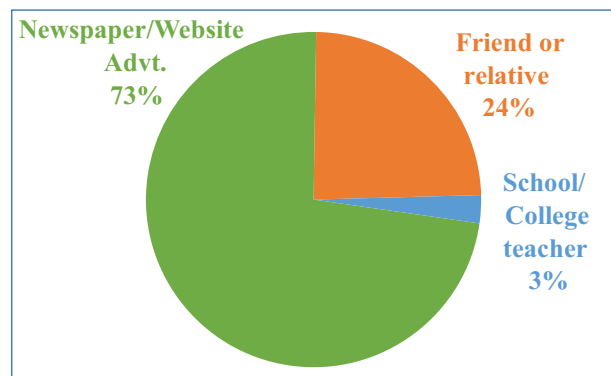


Figure 19 Mode of outreach for training

Drop out trainees covered in the study were from different batches. More than half of the drop respondents were from JDO-4 while over one third were from JDO-6 and JDO-3 trainees were one in ten.

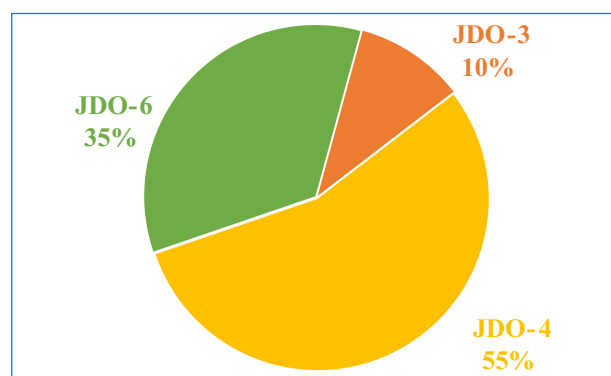


Figure 20 Distribution of drop out trainees

Financial support was the primary reason for taking up this course as pointed out by 65%. The nature of the job was liked by and stated as a reason by 35% of the dropout trainees.

5.3 Rating of quality and quantity of the training components

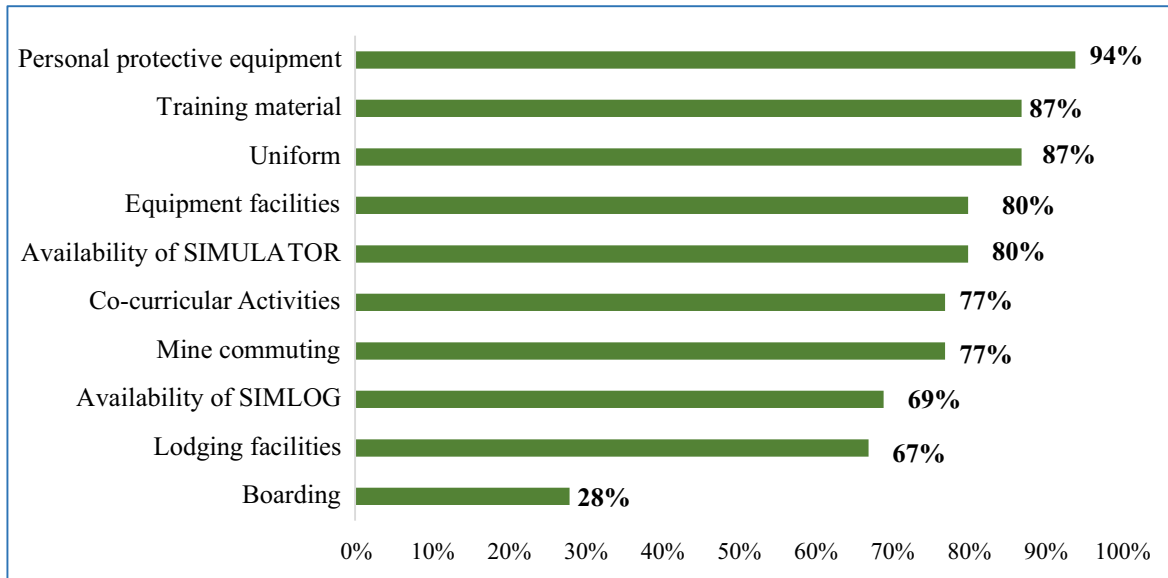


Figure 21 Satisfaction of drop out trainees with training components

5.4 The difficulty level of the course

A majority 66% of dropout trainees found the course to be neither easy nor difficult. However, 22% of the respondents found it to be very difficult. Another 12% enjoyed the new atmosphere and learnings imparted by the course.

This showed that overall training experience, quality of training, training content, training infrastructure, and support system were not the reasons for dropping out of the program.

5.5 Drop out stage

Ironically in mid of the training program, over one third of the trainees dropped out of the training program. The vast majority of about two thirds did so at another specific point ostensibly because of personal reasons which could not be generalized here. This was evident from the data that most of the trainees dropped out before appearing to the final examination or certification exam.

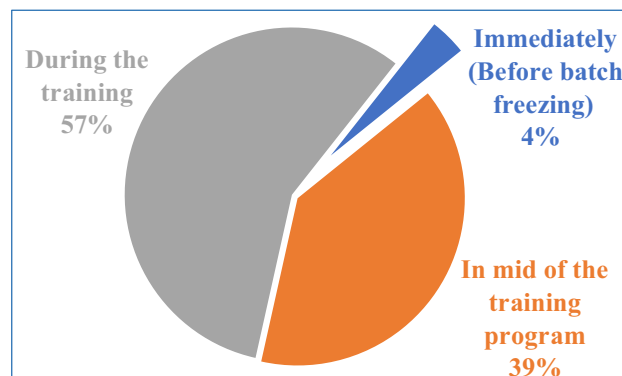


Figure 22 Stage of leaving the training

5.6 Reasons for leaving the skill training program

A substantial number of the dropout trainees “got better job opportunities” and so obviously took them up. Some left the training due to personal reasons. “No job assurance” was also stated by many trainees. Reasons like medical problems, inability to work night shifts, claustrophobia, or fear of enclosed spaces were not cited as reasons for dropping out of the training course.

5.7 Current employment status

A vast majority 73% of dropout trainees were found to be employed elsewhere whereas 27% were in fact unemployed presumably post leaving the training program.

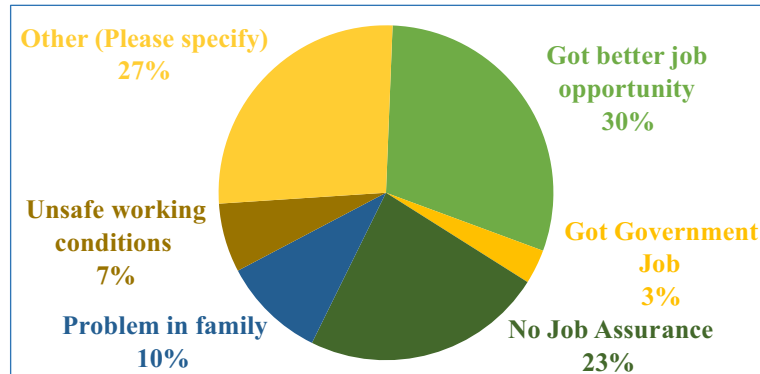


Figure 23 Reason for leaving the training

6. Stakeholders: Analysis & Result

6.1 Assessor: Analysis and Result

Assessments were conducted via written test, Practical test, and Oral interview. According to assessors, “the candidates needed to be assessed in a time-bound manner and the availability of winding engines for taking the practical test was a bottleneck as it increased waiting time.

Overall, the conduct of the trainees was found to be good. Further, assessors did not face any challenges from the trainees and or their parents during the program. Thus, candidate discipline was exemplary. Assessors believed that the efficiency/productivity of the trainees before program completion to be, “Very Good - +90%.” Some suggestions provided by the assessors for the training program were as follows

- The training imparted at Rajpaura-Dariba could have been better, by a more dedicated trainer. Zavar training was excellent as per assessment results. The focus needed to be provided more on domain training for fresh trainees or TOT and or TOA with special impetus on job role numbers.
- More practical operational skills were required to be imparted so as to develop familiarity and more skills in machine operations.
- Assessments at the completion of each training module should be there for gaining proficiency.

Assessors were in favour of these skill development trainings. They suggested that “the corporate world should continue to support such training, especially with reference to local unemployed youth”.

6.2 Training Partner: Analysis and Result

Training programs were reviewed and monitored by IISD and weekly reports, monthly reports, as well as individual (trainee) reports, were maintained and submitted periodically. IISD even had an internal training program (ToT) conducted for their trainers like a “Training of Trainers” program. The only challenge in executing the program was related to the unavailability of machines for imparting training. IISD's safety records were impeccable as no trainee or trainer ever met with an accident and or casualty during the conduct of the program. The placement pool needed to be developed by coordinating with local vendors for trainees' placements preferably within districts as trainees did not want to leave their hometowns. SIMLOG and SIMULATORS training was a must with dedicated machine hours of trainees on these machines for operational excellence. Nonetheless, this skill development program made trainees efficient and effective in their work.

According to IISD, the success of a skill training program depends on supportive staff, theoretical and practical training schedules, and onsite support.

6.3 Employer: Analysis and Result

According to various employers, "the trained youth recruited by them possessed adequate skills for the JDO and WEO roles and that there was a positive impact on productivity after hiring trained manpower, but they were not getting enough opportunities to showcase their skills. Although, this skilling project had helped in reducing dependency on expatriates but not completely.

All trainees selected by employers were performing the role of JDO and WEO. However, due to inadequate staffing sometimes trainees were put on the job as helpers due to a manpower crunch. This should have been done only on a need basis as trainees could get demotivated in lower-level job responsibilities. In general, these trainees were more "skilled and deliver safely" than older employees. Practical training needed to be strengthened. Employers were open to skilled manpower for future needs as and when they arise.

6.4 Trainers: Analysis and Result

The response to the course curriculum was good overall, except for the usage of difficult terminology (language) in the Hindi version. The trainers suggested that there should be the provision of separate machines for trainers to teach practical operations.

Trainers suggested "refresher course for skill improvement". All employers recalled best candidates whom they trained as JDO and WEO. The highest growth that these trainees experience was that they had been promoted to better positions (ex- JDO to Solo operator). These trainees had received awards and incentives as another recognition measure due to better performance. Every trainer cited course curriculum, course content, pedagogy and assessment process as "good". The trainers shared that they gained experience and learnt to work as a team in this project.

6.5 Friends, relatives, and families of successful and dropout trainees: Analysis and Result

Family and friends of trainees felt that their ward/friends gained self-confidence and self-belief in them as the training enhanced their skillsets and employment status. Now, they were able to contribute in the family household expenses and budget. Economic well-being was a desired positive outcome along with the upgradation of lifestyles. Positive behavioural tendencies and self-motivation to do well in their job and life are a by-product of the training module. The ability to overcome obstacles in the job and consequently in life situations was also enhanced. A 360-degree improvement in personality development and skilling was seen in the trainees who completed the course. More perseverance, resilience, participation, and career orientation were also observed by their family members and friends.

Friends and relatives of dropped out trainees appreciated all aspects of the skill-building training and stated that their wards and friends would have continued with the training had family problems and personal difficulties not cropped up. Hence, leaving the training mid-way was the only recourse open to them which was a difficult choice to exercise. Given a chance their friends would like to be part of this training in future.

6.6 Project Monitoring and certification agency: Results & Analysis

All primary stakeholders were satisfied with its planning and delivery as envisaged. There was further scope in repeating this training program for imparting real on-ground skill development programs wherein skillset meet the industry requirement and provide them skilled manpower. As per the mandate, SCMS tracked trainees for 12 months and was happy with their progress on the job and satisfaction levels with the organizational climates where they had been placed. More than 70% of trainees who successfully completed the training were placed in those mines. The monitoring process of the training program was done monthly and later bi-monthly and quarterly. The trainees were a disciplined lot, and this was the high point of the training.

Thus, SCMS's experience with HZL was exemplary. SCMS had got an appreciative positive response from the trainees who completed the course. All passed-out trainees engaged with multiple agencies brought admirable credibility to SCMS and serve as “brand ambassadors”.

6.7 Project Funding and sponsoring agency: Results & Analysis

Funding agency was satisfied with this skill development program as the objective to bridge the skilling gap to equip the youth with the necessary skills to enhance their standard of living and secure the employment was achieved. They believed that the program had positively impacted the life of trainees and their families.

But they did not want to launch such new skill programs in future because openings were very limited. The trainees engaged with multiple agencies bring creditability for them and their performance was at par to the Expatriate operators engaged with HZL. Artificial Intelligence and advanced technology usage in mines could be explored in next skill training programs. Preparation of proper road map for getting trainees placed, short term course opportunities for youths and additional weightage to locals were some suggestions provided by funding agency.

7. Potential Demands

The course and training program was conceived, designed, structured, and implemented with great accuracy and skills and organizational capabilities by both SCMS and HZL. Employers also joined in and took an active part in the placements of the trainees and absorbing those who could not get campus recruitment. This was big tribute to all concerned stakeholders and a compliment to their sincere and hardworking efforts.

The specific demands are as follows:

1. More hands-on training is required on machines and equipment. The theory is important but this being a practical skill-building program, the **real test is how well the trainees can handle the machines in real-life underground mine situations without causing any damage to the equipment** or to the mines that can jeopardize safety issues in the mines. A lot of companies have idle machines which are lying unutilized due to missing parts that can be sourced and repaired and made available to trainees so that they do not have to wait for machine idle hours to get hands-on training. This will provide more exposure to working with machines as this is one of the biggest demands of all stakeholders – trainees, trainers, and employers.
2. **All stakeholders need to be compensated with recognition and awards** and not necessarily monetary benefits for putting in sincere and hardworking efforts. Giving a “Certificate of Appreciation” is one way of doing this.
3. Food quality is satisfactory and extremely good and considers the nutritional requirements of the trainees. Also, while trainees hail from rural backgrounds their intake of food is much more than those who hail from urban backgrounds. The menus must be worked out to give as much diversity as possible so that everybody is happy with food servings and tasty preparations. Trainees and trainers are the most stressed workers, and their nutritional needs are important since both these stakeholders are working away from their homes and families and their **motivation must be always kept upbeat**.
4. **Simplification of course design, content, and pedagogy in English and Hindi** can also be investigated while preparing new training docket or upgrading and enhancing old ones.

8. Suggestions & Recommendation

The JDO and WEO training had a lot of positive features, including its attention to process, quality assurance framework in the form of a detailed procedure that provided great clarity for implementation partners and placement for candidates. The quality of training and support provided by the trainers has been rated high by the beneficiaries. Significant shares of those who have benefited are from the different sections of society. The following are the recommendations based on multivariate data analysis of the study for specific stakeholders:

Program Management

1. The project had succeeded in providing placement jobs to a significant share of beneficiaries with job retention for longer period of time. It is also a matter of concern that few trainees are also currently unemployed.
2. The number of aspiring candidates who applied for the program was close to 10,000, however only 388 were selected and trained. The program may be repeated to accommodate a greater number of candidates considering job market requirements.
3. Critically review the non-placement of trained candidates for job absorption and support opportunities. The new courses or advanced courses may be conceptualized in view of high-tech equipment's availability and increased demand for occupational health and safety standards.
4. The training program should ensure that certified manpower is ready for production and provision should be made for effective placements.
5. Providing training in Language as a vocational skill, not just as a soft skill to the rural youth needs to be considered.
6. Strengthen industry involvement at all stages and encourage the captive model. The captive model of training/employment provides a model of strong employer-linkage with skill development.
7. Incorporate significant practical or hands-on components in the pedagogy or the teaching-learning method of the course. In fact, there should be greater reliance on ("Inside Mining") training or simulation of the work environment in the training centre. As HZL continues to source Expat, the further gap analysis of the curriculum should be evaluated to meet one of the prime objectives of the mining sector.
8. Continuing skilling program (CSP) for each of the courses offered may be designed with respect to each program offered under the SCMS umbrella. Placement support, and tracking can be extended for a longer time for ensuring job absorption for candidates.
9. It is suggested that unemployed and unmarried youth or fresher (ITI/diploma) finds the priority in the future rollout training as they will stick to the training.

The training schedule should be designed in such a manner that it does not put too much stress on learning outcomes for the trainees. Typically, practical classes should be more, and the schedule can be half a day of theoretical classroom training in the first half of the day and hands-on practical training to understand theory in practice in the second half of the day, if possible. This will make the learning process more fruitful as trainees will demonstrate what they have imbibed in theory and see how it translates in practical terms. If companies can arrange for dedicated machines to be used only for training purposes, it will be better. Similarly, each trainee must put in machine hours like the flying hours of pilots in the aviation industry before they are certified as fully fit to run the machines. This will prevent any mishaps and accidents on the job and HZL will gain more appreciation from the mining industry companies.

With respect to the training of TOTs / TOAs, it has been observed that just one/two days are earmarked for domain training, which is far from adequate thus trainer is not able to do proper justification to his job, for want of time. On several occasions, many varied Job Roles are handled by a single Trainer for imparting training to different trainees, in one sitting and all are trained in a single classroom. This factor should be more thoroughly assessed.

SCMS can sign MoU's with Employer organizations for future direct trainee recruitment as this will save advertisement costs and fill vacancies quickly without any disruptions and manpower vacuum. A reserve pool of stand-in employees can be also investigated especially amongst those trainees who have not found employment. Sector Skill Council may investigate issues of timely release of certifications. Trainers' inputs on course content, schedule, pedagogy, practical work, and simple language manuals need to be incorporated into the Training Dockets which are to be handed over to trainees at the time of the training. Visual communication should be stressed, and "Do's and Don'ts" highlighted with tick marks and crosses for easy recall and imbibing of the message by the trainees.

Employers tend to disregard the training and certification that these trainees have earned in the training academy. The trainees are sometimes not put in JDO and WEO job profiles but instead are pushed into "helper" roles or assigned different duties as per the company imperatives. This should be avoided, or assurance should be given that this is only a "temporary assignment." Employers must make timely payments and in case of trainee operators leave the organizations, their full and final settlements should be done quickly from the date of leaving the employee. This will generate goodwill for the company. In case no dues are payable, then reasons must be explained in writing to the departing trainees. Employers must scrutinize the employee turnover rates and ascertain if there are any dissatisfaction factors within the organization that is pushing these trainees to leave their jobs or search for other jobs. Organizational climate surveys from time to time should be conducted to measure satisfaction levels.

9. Conclusion and Way Forward

The Training was a huge success, and all stakeholders went out of their way to ensure the success of this endeavour. The sponsoring organization Hindustan Zinc Limited and the skilling agency Skill Council for Mining Sector had done commendable job in bringing this training project to fruition and training exceptional youth by giving them not only the right skill sets but also the right mindsets and providing them a lifelong means of employment and learning.

All stakeholders be it sponsoring agency, skilling agency, trainers, assessors, employers, and finally all successful trainees who were part of this exceptional training program for fulfilling the mining sector's specific industry needs, need to be complimented. Ostensibly this will reduce the dependency on expatriate workers. This is in keeping with our Prime Minister's Mission and Vision statement for the youth – To skill them and make them “Atmanirbhar” so that the “Make In India” program gets a definite boost.

For a long, the mining sector conjures up notions of difficult work conditions, and challenging circumstances and often gets headlines only when things go wrong such as mining disasters due to cave-ins and miners getting trapped due to flooding of underground mines. While these disasters are not desired at all, they serve to remind one and all of how difficult the working conditions are for people involved in the mining sector. Their need for skilled manpower who are young, hardworking, and have sound theoretical knowledge and practical hands-on experience with equipment and machinery knowledge and how to operate them in live situations was a much-needed intervention as part of the Corporate Social Responsibility of the patrons. It is a tribute to both HZL and SCMS for conceiving, designing, implementing, and executing this training academy program in such a short duration with all-around appreciation and satisfaction levels of all stakeholders.

Looking into the future, more such training programs not just in Rajasthan but all other states like Bihar, Jharkhand, Orissa, and Madhya Pradesh are also required maybe with the same sponsors or by bringing new sponsors and training partners for effective rollout in all other states. The Mining Ministry can be approached for title sponsorships and mining companies for co-sponsorships of such training programs.

Success Stories



My financial situation significantly improved after completing this training programme and joining the new job. Currently, I am currently working as a Winding Engine Operator Reliant Drilling Pvt. Ltd. at Dariba and earn between 50,000 and 60,000 rupees every month.

I am grateful to all of my institute's trainers, particularly HZL, for ensuring that all WEO trainees are well-placed and settled. Me and my friends are earning more than anticipated.

-Prakash Giri

I had a private job with salary of Rs. 10,000 which insufficient was insufficient to support my large family. I came to know about skill development training by Skill Council for Mining Sector in collaboration with Hindustan Zinc Ltd. through newspaper advertisement and got myself enrolled in 2017.

Post training, I was offered job as a Assistant Jumbo Drill Operator at Zawar mines, I am currently earning Rs. 35,000 per month and contributes to my family's finances. I am extremely happy with the training program and my placement.

-Pritam Singh



I had a private job which insufficient was insufficient to support my large family. I came to know about skill development training by Skill Council for Mining Sector in collaboration with Hindustan Zinc Ltd. through newspaper advertisement and got myself enrolled in 2017.

Post training, I was offered job as a Assistant Jumbo Drill Operator at Zawar mines, I am currently earning Rs. 35,000 per month and contributes to my family's finances. I am extremely happy with the training program and my placement.

-Irfan Mohammad Pinjara

I came across an advertisement for JDO training organised by Skill Council for Mining Sector and learned about the job prospects that follow. As my family income was meagre, I decided to enrol in this training programme. I was selected for Conceptual Drilling Rampura, Agucha Mines during placement drive, and I am currently working as JDO with monthly salary of Rs 90,000. I am in a better financial position now.

I would like to request SCMS to organise more such trainings in the future to increase the employability of young people.

-Sandeep Soni



I was dissatisfied with my low income. Few of my friends informed me about the Winding Engine Operator training advertisement in the newspaper. I really enjoy working in underground mines.

During campus placement drive, I was selected to work at the Dariba mines. As I gained new skills, currently I am working as Winding Engine Operator at Gross Match Engineers Pvt Ltd, Agucha Mines, with a monthly salary of Rs. 40,000.

I am grateful to the organisers for their assistance. My family is also extremely pleased with my position and income.

-Dwarka Prasad Gujjar

Photo Gallery



Glimpses of Training of Jumbo Drill Operator & Winding Engine Operator

Assessment of trainees at HZL Mining (Zawar Mines) through Skill Council for Mining Sector



Engagement Activities at training centre : Mining Academy



Placement drive at Zawar Mines Center of HZL Mining Academy



Convocation Ceremony @Hindustan Zinc Mining Academy



Dr. K P Krishnan, former Secretary -Ministry of Skill Development and Entrepreneurship distributing certificates to the trainees (2018)

Annexure: Survey Tools 1

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR SUCCESSFUL TRAINEES- COMPLETED COURSE /1

CONSENT FORM (Optional)

SR Asia, an international agency, has been appointed by SCMS New Delhi India to carry out an impact assessment of the Skill Development project conducted by IISD for HZL in the trades of JDO & WEO during 2016-19.

This survey is being conducted among project beneficiaries and other stakeholders in order to prepare an Impact Assessment report and submit it to the SCMS.

SELF-DECLARATION:

I hereby declare that I have read the above information and I confirm my voluntary participation in the study. I understand that the information collected will be strictly confidential and will be used only for the Impact Assessment study and by the SCMS only.

Name:	
Father's Name:	
Mobile	
Batch:	
Training Centre:	
Village:	
District:	
State:	
1. Socio Economic Profile	
1. Age (in years) of the trainee:	<input type="checkbox"/> 18-22 <input type="checkbox"/> 23-27 <input type="checkbox"/> 29-32 <input type="checkbox"/> more than 32
2. Educational Qualification:	<input type="checkbox"/> Below 10 th <input type="checkbox"/> 10 th and above <input type="checkbox"/> ITI (Trade: _____) <input type="checkbox"/> Diploma <input type="checkbox"/> Graduate <input type="checkbox"/> Technical Graduate
3. Social group:	<input type="checkbox"/> SC <input type="checkbox"/> ST <input type="checkbox"/> OBC <input type="checkbox"/> General
4. Religion:	<input type="checkbox"/> Hindu <input type="checkbox"/> Muslim <input type="checkbox"/> Sikh <input type="checkbox"/> Christian <input type="checkbox"/> Jain <input type="checkbox"/> Others
5. Marital Status:	<input type="checkbox"/> Married <input type="checkbox"/> Unmarried
6. Family type:	<input type="checkbox"/> Joint (Parents, Self/Spouse & Kids) <input type="checkbox"/> Extended (Uncles, Aunts, Parents, Self/Spouse & Kids) <input type="checkbox"/> Nuclear (Self/Spouse & Kids)
7. Family Occupation:	<input type="checkbox"/> Agriculture

	<input type="checkbox"/> Animal Husbandry <input type="checkbox"/> Labour <input type="checkbox"/> Small business <input type="checkbox"/> Government Service <input type="checkbox"/> Private Job
8. Monthly family income:	<input type="checkbox"/> Less than Rs. 5,000 <input type="checkbox"/> Rs. 5000-10,000 <input type="checkbox"/> Rs. 10,000-20,000 <input type="checkbox"/> Rs.20, 000-50,000 <input type="checkbox"/> Rs.50,000-Rs. 1,00,000 <input type="checkbox"/> More than Rs.1,00,000
2. Training and Placement Information	
9. Trainee occupation before joining the program	<input type="checkbox"/> Student <input type="checkbox"/> Unemployed <input type="checkbox"/> Wage Employed <input type="checkbox"/> Self Employed <input type="checkbox"/> Other
10. How did you come to know about the training program?	<input type="checkbox"/> Friend/Relative <input type="checkbox"/> Course Mobilizer <input type="checkbox"/> Panchayat Representative <input type="checkbox"/> Poster/Banner <input type="checkbox"/> School/ College teacher <input type="checkbox"/> News Paper/Website <input type="checkbox"/> Other
11. Why did you decide to take this course?	<input type="checkbox"/> Recommended by someone <input type="checkbox"/> I like the Job nature <input type="checkbox"/> Financial need
12. How do you rate the quality of the selection process?	<input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent Reason:
13. How do you rate the quality of medical examinations done at the time of selection?	<input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent Reason:
14. For which batches did you appear for exams?	<input type="checkbox"/> JDO-3 <input type="checkbox"/> JDO-4 <input type="checkbox"/> JDO-6 <input type="checkbox"/> WEO
15. Please rate the quality and quantity of the training components on a scale of 1 to 5. (Highly unsatisfied) 1 - - 2 - - 3 - - 4 - - 5 (Highly satisfied) /NA (Not Applicable)	<input type="checkbox"/> Training material <input type="checkbox"/> Equipment facilities <input type="checkbox"/> Availability of SIMLOG <input type="checkbox"/> Availability of SIMULATOR <input type="checkbox"/> Lodging facilities <input type="checkbox"/> Boarding <input type="checkbox"/> Mine commuting <input type="checkbox"/> Co-curricular Activities <input type="checkbox"/> Uniform <input type="checkbox"/> Personal protective equipment (Helmet, Shoes, etc.)

16. Based on your expectations, how difficult was this course? (Can choose multiple answers)	<input type="checkbox"/> Easy <input type="checkbox"/> Very Easy <input type="checkbox"/> Neither easy nor difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult <input type="checkbox"/> Enjoyed new atmosphere and learning
17. What is your average drilling (metres) in a shift (8 hours)	
18. What is the benchmarking drilling pattern for shift? (Maximum)	
19. How satisfied are you with the overall training experience?	<input type="checkbox"/> Unsatisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Satisfied <input type="checkbox"/> Highly satisfied
20. Rate the satisfaction level of the different factors related to trainers (Highly unsatisfied) 1 - - 2 - - 3 - - 4 - - 5 (Highly satisfied)	<input type="checkbox"/> Knowledge Level <input type="checkbox"/> Operational Skills <input type="checkbox"/> Behaviour <input type="checkbox"/> Delivery <input type="checkbox"/> Additional Support (extra classes, query resolution, etc.)
21. Who was the best trainer in your opinion and why? Name and reason	
22. How do you perceive skill training in terms of equipment practice?	<input type="checkbox"/> Excellent <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
23. How do you perceive the skill training in terms of Industry relevance?	<input type="checkbox"/> Highly relevant <input type="checkbox"/> Relevant <input type="checkbox"/> Not relevant
24. Did you qualify for final assessment/certification in your first attempt?	<input type="checkbox"/> Yes <input type="checkbox"/> No
25. How long did it take to organise a placement drive after the training? (In weeks)	
26. Did you get more than one offer post certification and during placement drive?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what was the highest salary offered?
27. Did you get placement through the training partner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
28. If yes, did you join the organisation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable <input type="checkbox"/> If no, state reason:
29. Were you assigned the role on which you have been trained? (JDO/WEO)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If not, reasons and what role was offered?
30. Nature of your first job after training	<input type="checkbox"/> Regular <input type="checkbox"/> Contractual <input type="checkbox"/> Other
31. Have you changed your job after first placement?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, why
32. Has the skill training increased your employability?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, state reasons thereof
33. Has skill training improved your income?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, state reasons
34. Your monthly gross income detail:	<input type="checkbox"/> Before joining the training

	<input type="checkbox"/> After placement <input type="checkbox"/> Current
35. Please tell us the 3 things you like the most about this training program.	
36. Please tell us the 3 things which you didn't like in this training program.	
37. Comment briefly about your training experience and how future training could be improved.	
38. Have you ever been appreciated by your supervisor/contractor for jobs rendered?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain
39. Have you ever met accident during or after training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain
40. Have you ever reported "near miss" incidents?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, details
41. Do you have any estimate on the training cost incurred on you by HZL?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please guess
42. Do you feel there is a need for a more advanced course?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, why <input type="checkbox"/> Please suggest the duration of training?
3. Post Placement Survey	
43. What is your current employment status?	<input type="checkbox"/> Unemployed <input type="checkbox"/> Self Employed <input type="checkbox"/> Employed in related job/Continuing same job <input type="checkbox"/> Employed but not in mining sector <input type="checkbox"/> Employed in mining sector but in other job role <input type="checkbox"/> Government Job <input type="checkbox"/> Other
44. If unemployed, what do you feel is the most appropriate reason?	<input type="checkbox"/> Low educational level <input type="checkbox"/> Lack of skills <input type="checkbox"/> Low wages <input type="checkbox"/> Lack of jobs available <input type="checkbox"/> Unsafe working conditions <input type="checkbox"/> Other
45. Place of Job	<input type="checkbox"/> Within district <input type="checkbox"/> Within state <input type="checkbox"/> Outside state <input type="checkbox"/> Not Application
46. Do you enjoy and feel fully engaged in the current role?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
47. Rate the satisfaction level of the different factors of your current Job (Highly unsatisfied) 1 - - 2 - - 3 - - 4 - - 5 (Highly satisfied)	<input type="checkbox"/> Working hours <input type="checkbox"/> Future scope <input type="checkbox"/> Salary <input type="checkbox"/> Overtime payments <input type="checkbox"/> Medical benefits/Insurance <input type="checkbox"/> Canteen facilities <input type="checkbox"/> Transportation services <input type="checkbox"/> Leave or time-off benefits <input type="checkbox"/> Incentives/Bonus

48. Do you find this skill development course useful?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reason:
49. Would you recommend this course to anyone else?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please share your inputs?
50. Name any 2 persons who had the greatest influence on you during your training or after your placement.	

Annexure: Survey Tools 2

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR DROP OUT TRAINEE /2

SR Asia, an international agency, has been appointed by SCMS New Delhi India to carry out an impact assessment of the Skill Development project conducted by IISD for HZL in the trades of JDO & WEO during 2016-19.

This survey is being conducted among project beneficiaries and other stakeholders in order to prepare an Impact Assessment report and submit it to the SCMS.

SELF-DECLARATION:

I hereby declare that I have read the above information and I confirm my voluntary participation in the study. I understand that the information collected will be strictly confidential and will be used only for the Impact Assessment study and by the SCMS only.

Name:	
Father's Name:	
Mobile	
Batch:	
Training Centre:	
Village:	
District:	
State:	
1. Socio Economic Profile	
1. Age (in years) of the trainee:	<input type="checkbox"/> 18-22 <input type="checkbox"/> 23-27 <input type="checkbox"/> 29-32 <input type="checkbox"/> more than 32
2. Educational Qualification:	<input type="checkbox"/> Below 10th <input type="checkbox"/> 10th and above <input type="checkbox"/> ITI (Trade: _____) <input type="checkbox"/> Diploma <input type="checkbox"/> Graduate <input type="checkbox"/> Technical Graduate
3. Social group:	<input type="checkbox"/> SC <input type="checkbox"/> ST <input type="checkbox"/> OBC <input type="checkbox"/> General
4. Religion:	<input type="checkbox"/> Hindu <input type="checkbox"/> Muslim <input type="checkbox"/> Sikh <input type="checkbox"/> Christian <input type="checkbox"/> Jain <input type="checkbox"/> Others
5. Marital Status:	<input type="checkbox"/> Married <input type="checkbox"/> Unmarried
6. Family type:	<input type="checkbox"/> Joint (Parents, Self/Spouse & Kids) <input type="checkbox"/> Extended (Uncles, Aunts, Parents, Self/Spouse & Kids) <input type="checkbox"/> Nuclear (Self/Spouse & Kids)
7. Family Occupation:	<input type="checkbox"/> Agriculture

	<input type="checkbox"/> Animal Husbandry <input type="checkbox"/> Labour <input type="checkbox"/> Small business <input type="checkbox"/> Government Service <input type="checkbox"/> Private Job
8. Monthly family income:	<input type="checkbox"/> Less than Rs. 5,000 <input type="checkbox"/> Rs. 5000-10,000 <input type="checkbox"/> Rs. 10,000-20,000 <input type="checkbox"/> Rs.20, 000-50,000 <input type="checkbox"/> Rs.50,000-Rs. 1,00,000 <input type="checkbox"/> More than Rs.1,00,000
2. Training and Placement Information	
9. Trainee occupation before joining the program	<input type="checkbox"/> Student <input type="checkbox"/> Unemployed <input type="checkbox"/> Wage Employed <input type="checkbox"/> Self Employed <input type="checkbox"/> Other
10. How did you come to know about the training program?	<input type="checkbox"/> Friend/Relative <input type="checkbox"/> Course Mobilizer <input type="checkbox"/> Panchayat Representative <input type="checkbox"/> Poster/Banner <input type="checkbox"/> School/ College teacher <input type="checkbox"/> News Paper/Website <input type="checkbox"/> Other
11. Why did you decide to take this course?	<input type="checkbox"/> Recommended by someone <input type="checkbox"/> I like the Job nature <input type="checkbox"/> Financial need
12. How do you rate the quality of the selection process?	<input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent Reason:
13. How do you rate the quality of medical examinations done at the time of selection?	<input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input type="checkbox"/> Excellent Reason:
14. For which batches did you appear for exams?	<input type="checkbox"/> JDO-3 <input type="checkbox"/> JDO-4 <input type="checkbox"/> JDO-6 <input type="checkbox"/> WEO
15. Please rate the quality and quantity of the training components on a scale of 1 to 5. (Highly unsatisfied) 1 - - 2 - - 3 - - 4 - - 5 (Highly satisfied) /NA (Not Applicable)	<input type="checkbox"/> Training material <input type="checkbox"/> Equipment facilities <input type="checkbox"/> Availability of SIMLOG <input type="checkbox"/> Availability of SIMULATOR <input type="checkbox"/> Lodging facilities <input type="checkbox"/> Boarding <input type="checkbox"/> Mine commuting <input type="checkbox"/> Co-curricular Activities

	<input type="checkbox"/> Uniform <input type="checkbox"/> Personal protective equipment (Helmet, Shoes, etc.)
16. Based on your expectations, how difficult was this course? (Can choose multiple answers)	<input type="checkbox"/> Easy <input type="checkbox"/> Very Easy <input type="checkbox"/> Neither easy nor difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Very Difficult <input type="checkbox"/> Enjoyed new atmosphere and learning
17. How satisfied are you with the overall training experience?	<input type="checkbox"/> Unsatisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Satisfied <input type="checkbox"/> Highly satisfied
18. Rate the satisfaction level of the different factors related to trainers (Highly unsatisfied) 1 - - 2 - - 3 - - 4 - - 5 (Highly satisfied)	<input type="checkbox"/> Knowledge Level <input type="checkbox"/> Operational Skills <input type="checkbox"/> Behaviour <input type="checkbox"/> Delivery <input type="checkbox"/> Additional Support (extra classes, query resolution, etc.)
19. Who was the best trainer in your opinion and why? Name and reason	
20. How do you perceive skill training in terms of equipment practice?	<input type="checkbox"/> Excellent <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate
21. How do you perceive the skill training in terms of Industry relevance?	<input type="checkbox"/> Highly relevant <input type="checkbox"/> Relevant <input type="checkbox"/> Not relevant
22. Did you drop the training program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
23. If yes, when did you drop the training program?	<input type="checkbox"/> Before batch freezing <input type="checkbox"/> In mid of the training program <input type="checkbox"/> Other (Please specify)
24. What are the reasons for leaving the training program? Please explain	<input type="checkbox"/> Got better Job opportunity <input type="checkbox"/> Medical problems <input type="checkbox"/> Got Government Job <input type="checkbox"/> No Job assurance <input type="checkbox"/> Problem in family <input type="checkbox"/> Unsafe working conditions <input type="checkbox"/> Cannot work in night shifts <input type="checkbox"/> Claustrophobic (Fear of enclosed spaces) <input type="checkbox"/> Other (Please specify)
3. Current Status	
25. What is your current employment status?	<input type="checkbox"/> Unemployed <input type="checkbox"/> Self Employed
26. If unemployed	<input type="checkbox"/> What is your current job profile? <input type="checkbox"/> What is your salary?
27. If given a choice again would you like to enrol in the similar training program?	
28. Do you think if you had completed the course you would have been better placed?	

Annexure: Survey Tools 3

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR PROJECT SPONSORING/ FUNDING AGENCY (INDUSTRY)

Name of the Funding Agency: Hindustan Zinc Limited	
Name of the Respondent:	
Designation:	
Mobile No.:	
Email Id:	
1. What was the core objective/thought behind to fund Skill Development Program like this?	
2. Has the project met your overall objectives? Please elaborate	
3. How satisfied are you with the tri party MOU model?	<input type="checkbox"/> Satisfied <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Other
4. Were you involve in key decisions of Skill Mining Academy?	
5. How satisfied are you with the quality of the selection process of the trainees? Please rate on a scale of 1 to 5. (Highly unsatisfied) 1 -- 2 -- 3 -- 4 -- 5 (Highly satisfied)	
6. How satisfied are you the quality and quantity of the training components? Please rate on scale of 1 to 5. (Highly unsatisfied) 1 -- 2 -- 3 -- 4 -- 5 (Highly satisfied)	<input type="checkbox"/> Training material provided <input type="checkbox"/> Equipment facilities <input type="checkbox"/> Availability of SIMLOG <input type="checkbox"/> Availability of SIMULATOR <input type="checkbox"/> Availability of Jumbo Drill <input type="checkbox"/> Lodging facilities <input type="checkbox"/> Boarding facilities <input type="checkbox"/> Commuting to Mines <input type="checkbox"/> Co-curricular Activities <input type="checkbox"/> Uniform <input type="checkbox"/> Personal protective equipment (Helmet, Shoes, etc.) <input type="checkbox"/> Any motivation/reward scheme
7. Are you satisfied with the quality of trainers appointed?	<input type="checkbox"/> Satisfied <input type="checkbox"/> Unsatisfied
8. Rate the satisfaction level of the different factors related to trainers (Highly unsatisfied) 1 -- 2 -- 3 -- 4 -- 5 (Highly satisfied)	<input type="checkbox"/> Knowledge Level <input type="checkbox"/> Operational Skills <input type="checkbox"/> Behaviour <input type="checkbox"/> Delivery <input type="checkbox"/> Additional Support (extra classes, query resolution, etc.)
9. Are you satisfied with the overall reporting mechanism?	
10. How was your experience overall with SCMS in this project?	
11. Do you think the program has positively impacted the life of trainees and their families?	
12. Are you satisfied with the placement service provided to the trainees?	<input type="checkbox"/> Satisfied <input type="checkbox"/> Unsatisfied
13. Do you want to launch such new skill programs in future?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, in which trades?
14. Please provide any remarks/recommendations related to this training program and how future training could be improved?	
15. Do you think your funding was adequate and worthwhile?	
16. Do you think the trainees engaged with multiple agencies bring creditability for you?	
17. Did this training program meet your expectation of quality of trainees?	

18. As per your observation, what is the performance of these trainees in general –	<input type="checkbox"/> Better than old operators engaged with HZL <input type="checkbox"/> At par to the old operators engaged with HZL <input type="checkbox"/> Not so good as compared to the old operators engaged with HZL
19. As per your observation, what is the performance of these trainees in general –	<input type="checkbox"/> Better than Expat operators engaged with HZL <input type="checkbox"/> At par to the Expat operators engaged with HZL <input type="checkbox"/> Not so good as compared to the Expat operators engaged with HZL
20. Open comments on the process and improvement areas.	
21. Did you re-engage with such skilling projects again? If No, why?	
22. What strategies would you propose for women/transgender participation?	
23. In your opinion, which other skills should be imparted to make youth employable?	
24. What are the new skill training programs you want to launch in future?	
25. Has the program created a brand building and repo of HZL among the community and other representation forums?	
26. What are the tentative trades and numbers of skilled workforce you require in next 3 years?	
27. What are the futuristic job rolls for which you wish to get the trained manpower in future?	
28. Would you like to get your trainees trained from abroad also in your next projects?	

Annexure: Survey Tools 4

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR PROJECT MONITORING & CERTIFICATION BODY/ 4

Name of the Project Monitoring & Certification Body: Skill Council for Mining Sector	
1. Name of the Respondent:	
2. Designation in SCMS:	
3. Mobile No.:	
4. Sex:	
5. Are you satisfied from the services rendered by training implementation partner? (Yes/No/If no, please elaborate)	
6. Has the program run as planned with reference to Timelines, Budget, Processes and Output? (Related to Training Provider)	
7. Has the program run as planned with reference to Timelines, Budget, Processes and Output? (Related to: Assessment Agency)	
8. How many people were part of the project steering committee from SCMS?	
9. How satisfied are you with the delivery of this assignment?	<input type="checkbox"/> Not satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Needs improvement <input type="checkbox"/> Other
10. Would you like to repeat such training program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Give reason:
11. Please provide recommendation (if any) for the current training module.	
12. Do you track the placement of students?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what measure do you take for those who did not get placement?
13. Do you initiate and monitor any specialized training for trainees? (First aid, fire safety, rescue training)	
14. Do you encounter any difficulties getting trainees placed after certification from your end?	
15. Do you face any difficulties with regard to monitoring and certification procedure?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, reason
16. How often did you monitor the progress of the training program?	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Annually
17. Did you receive any complaints or feedbacks from trainees?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please brief
18. How satisfied are you with the training partner and their delivery? Please rate on scale of 5.	
19. How satisfied are you with the assessment agency and their delivery? Please rate on scale of 5.	
20. How was your experience with this training program?	
21. How was the conduct of trainees during your visits?	
22. How satisfied are you with the payment terms and actual delivery from HZL?	
23. How was your experience with HZL?	
24. Do you think additional training was required for trainees?	
25. Have trainees provided any positive feedback? If so, please elaborate.	
26. Do you think the passed-out trainees engaged with multiple agencies do bring creditability for you?	
27. What are the three main suggestions for improving the quality of skill development training?	
28. What are the new skill programs you want to launch in future?	

- | |
|---|
| 29. What are your plans in terms of expanding outreach of the future training programs? |
| 30. Do you think there is adequate infrastructure available for expanding skilling initiatives? |
| 31. What will be the likely new job roles that can emerge in the sector? |
| 32. What kind of technological advancements will take place in future and what impact will it have on employment avenues for youth? |

Annexure: Survey Tools 5

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR TRAINING PARTNER (TP)/5

Training Partner: Indian Institute of Skill Development	
1. Name of the Respondent and Designation:	
2. Mobile No:	
3. Email:	
4. District:	
5. State:	
6. How long you have been associated with SCMS?	
7. For how many sectors do you undertake training & skilling assignments?	
8. How many trainers did you appoint for JDO/WEO training program?	
9. How did you source these specific domain skilled trainers?	
10. What was the average experience they had?	
11. What was your training duration, schedule, delivery type etc.?	
12. How were candidate mobilization, selection and on-boarding carried out?	
13. What were the additional components of trainings?	
14. How was the program reviewed/ monitored by you/HZL/SCMS?	
15. Did you ever face any challenge from the trainees/their parents during the program?	
16. What were the other challenges in executing the program?	
18. Did ever any trainee/trainer met with an accident/casualty during the program?	
19. What was the efficiency/productivity of the trainees before program completion?	
20. Please rate the facilities provided during the program on scale of 5. (1- Very Good, 2- Good, 3- Average, 4-Poor, 5- Very poor)	<input type="checkbox"/> Food quality <input type="checkbox"/> Hostel facility <input type="checkbox"/> Transportation facility <input type="checkbox"/> Safety kits <input type="checkbox"/> Uniforms
21. Did you get any inputs from Trainees regarding difficulty in understanding course?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, did you take any action?
22. Do you think the curriculum was adequate to prepare the trainees for jobs?	
23. How many trainees (JDO/WEO) got placed?	
24. What was the average salary paid to JDO/WEO trainees?	
25. What efforts being made for trainees who did not get placement?	
26. How was the availability of modern tools?	<input type="checkbox"/> SIMLOG <input type="checkbox"/> SIMULATOR <input type="checkbox"/> Actual Machines
27. Name two best trainees with reasons.	
28. Name two best trainers with justifications.	
29. How was your experience with SCMS/HZL?	
30. How satisfied were you with the payment terms and actual delivery?	
31. Did you face any challenge in hiring qualified trainers for this particular assignment?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please elaborate
32. Is there any demand for any new course from the students?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please mention
33. According to you what are the three main reasons for the success of skill training program? (Please elaborate)	
34. Did you extend support in placement of trainees?	

35. Do you think a continuous engagement with trainees post placements is advisable? If yes, what activities did you do in this regard?
36. How do you rate this program as compared to all other programs you do in skilling?
37. On scale of 5 please rate your satisfaction level for this training program? (1- Very Good, 2-Good, 3- Average, 4-Poor, 5- Very poor)
38. Do you think additional training was required for trainees?
39. Do you think the passed out trainees engaged with multiple agencies do bring creditability for you, HZL & SCMS and are the brand ambassador of your skilling capabilities?
40. Did you have internal training program (ToT) conducted for your trainers?
41. Please provide any remarks or recommendation related to this training program.
42. Which other skills should be imparted to make youth employable?
43. What are the new skill training programs you want to launch in future?
44. If given a chance, would you like to repeat such training programs?

Annexure: Survey Tools 6

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR ASSESSMENT AGENCY (AA) /6

Assessment Agency: Skill Mantra Edutech Consulting India
1. Name of the Respondent and Designation:
2. Email:
3. Mobile No:
4. How long you have been associated with SCMS?
5. How many sectors you work for?
6. On an Average how many assessments per year your organization does?
7. What is generally the profile of an assessor?
8. What are their roles and responsibilities?
9. What is your assessment process?
Project Related
1. How was your experience with HZL assignment?
2. How many assessors were assigned for this assignment?
3. What evaluation criteria did you use?
4. How was the conduct of the students?
6. How many students were able to pass the examination in first attempt?
7. How was your experience of working with SCMS?
8. How were your payment terms?
9. Do you have any remarks or recommendation related to such assignments?
10. Do you think this type of training helps youth develop their skills?
11. Do you think there is need for these kinds of training program in India?
12. Would you like to continue your association with SCMS?
13. Was there any influence (direct or indirect) from S CMS/Training partners to relax the assessment criteria and qualify most of the trainees?

Annexure: Survey Tools 7

IMPACT ASSESSMENT STUDY FOR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR ASSESSORS (EXAMINERS)/7

1. Name of the Respondent and Designation:
2. Mobile No:
3. Email:
4. District:
5. State:
6. Qualification of the Examiner:
7. Years of Experience:
8. How long have been associated with the Assessment Agency?
9. How was the assessment conducted?
10. How was the responses evaluated?
11. What are the key skills in which students fail the assessment?
12. What are the challenges experienced by you with respect to this assignment?
13. How was the conduct of the trainees?
14. Did you ever face any challenge from the trainees/their parents during the program?
15. What was the efficiency/productivity of the trainees before program completion?
16. Please provide remarks or recommendations on the assessment process of JDO/WEO training program?
17. Please elaborate on your role in assessment process?
18. Was there any (direct/indirect) influence from SCMS/Training partners to relax the assessment criteria and qualify most of the trainees?
19. On a scale of 5, how would you evaluate this training program? Please justify your rating.
20. How was your experience with this assignment?
21. How satisfied were you with the payment terms and actual delivery?
22. What are your suggestions to increase the effectiveness of the curriculum of the training program?
23. Do you have any suggestion for SCMS for increasing effectiveness of overall skill development program?
24. According to you what are the three main reasons for the success of skill training program? (Please elaborate)

Annexure: Survey Tools 8

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR TRAINEE SUPERVISOR (EMPLOYER) /8

1. Name of the Employer:	
2. Name of Respondent/Supervisor:	
3. Employer ID:	
4. Designation:	
5. Mobile No:	
6. District:	
7. State:	
8. Do you feel that there is shortage of skilled/trained manpower?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.1. If yes, please elaborate list the trades, levels & projected requirements for next 3 years?	
9. Do you conduct in house trainings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.1. If yes, please specify category –	<input type="checkbox"/> Own workforce <input type="checkbox"/> New Inductees <input type="checkbox"/> Outside persons <input type="checkbox"/> None
9.2. If Yes, What training infrastructure/system/process are available with you?	<input type="checkbox"/> Dedicated Training Facility <input type="checkbox"/> Training Equipment <input type="checkbox"/> Training SOPs, Curriculum & Material <input type="checkbox"/> Skilled Trainers
10. Do you provide the following benefits to employees? (Yes/No)	<input type="checkbox"/> Health insurance and medical benefit <input type="checkbox"/> Paid leave <input type="checkbox"/> Transportation services <input type="checkbox"/> Incentives/Bonus <input type="checkbox"/> Overtime payment
11. What is your mode of recruitment?	<input type="checkbox"/> Through advertisement <input type="checkbox"/> Campus placement <input type="checkbox"/> Direct recruitment <input type="checkbox"/> Other mode:
Project Related	
1. How many trainees (JDO/WEO) are employed by you from HZL mining academy?	
2. Do you think the trained youth recruited by your organization possess adequate skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reason:
3. Did you notice any different major attitude or behavioral aspect in these trainees?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Is there any impact on productivity after hiring trained manpower?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reason:
5. Has this skilling project helped in reducing dependency on expats?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. How safely these trainees are discharging their duties?	
7. Has any trainee met with an accident due to non-adherence to SOPs or unsafe practices?	

8. Are all trainees performing the role of JDO/WEO?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If not, what is their current role?
8.1. Reasons for not allocating the role of JDO/WEO:	
9. Would you like to run a refresher course and re-engage them in main stream as JDO/WEO?	
10. Name 2-4 best candidates on their performance as JDO/WEO or may be in other role.	
11. Please specify what has been the highest growth of these trainees so far in terms of role.	
12. What is the average range of salary including all incentives these trainees earn?	
13. Have these trainees received any other recognition due to better performance?	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. In general, are these trainees more productive than older employees?	
15. What are three main suggestions for improving the quality of skill development training? (Please elaborate)	
16. How many trainees have left the job (in %) and why?	
17. Do you wish to recruit more such skilled manpower if trained & provided?	
18. Would to like to fund or extend support in terms of providing infrastructure, equipment etc. for such skill development projects?	
19. Would you like to conduct Up-skilling/ Re-skilling/ Multi-skilling programs for your existing workforce?	
20. Would you like to establish & run a similar academy/ training centre for your manpower requirements/ existing workforce up-skilling?	

Annexure: Survey Tools 9

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR TRAINERS /9

General Information:
1. Name of the Trainer:
2. Name of the Center: Zawar/Dariba/Agucha
3. Mobile No-
4. Courses taught: JDO/ WEO
5. Qualification of the Trainer:
6. Years of Experience:
7. How long have you been a trainer?
8. How long you been a trainer at this centre?
9. Where were you employed prior to joining IISD?
10. Which organizations have you previously worked for?
11. Please indicate when and for how long you have been affiliated with the training partner/IISD.
12. Did you take a break from this project? If so, why and for how long
13. Was the training curriculum appropriate in your opinion?
13.1. If no, please explain:
14. Do you believe that the training resources you have received were adequate?
14.1 If no, please explain:
15. How was the conduct of the pupils?
16. How did you handle trainees who were disobedient?
17. Were you satisfied with the food's quality?
18. What was your schedule for training?
19. How was the process of monitoring? Do IISD/SCMS or HZL staff often monitored or evaluated the progress of the program.
20. How was your overall experience including payment part?
21. On a scale of 1 to 5, how would you evaluate this training program? Please justify your rating.
22. Please specify whether you believe additional training is required for trainees.
Course Delivery:
1. Please provide feedback on course curriculum (Example - Guidelines of the chapters, the intended knowledge, attitude, behavior, manner, performance and skills that are imparted or inculcated in the trainee through the training, the teaching methods, lessons, assignments, exercises, activities, projects, learning objectives of the trainings).
2. Please provide feedback on course content (Example: Chapters, text and images in the books, documents and presentations shown in the classroom, intended message of each lesson, designing of the course as per the target audience).
3. Please provide feedback on pedagogy (The method of teaching in the class, through a mix of theoretical and practical input, audio visual means, trainee interaction etc.)
4. Please provide suggestion or feedback on the process of executing the JDO & WEO program.
5. Please specify the records and documents maintained at the classroom level and at the center level.
6. Please elaborate on your role in assessment process.
7. Any other feedback or comment on the program?
8. Provide the names of two to four best trainees together with information on their learning graph and where they were placed.
Current:
1. Where do you currently work?
2. What is your current position?
3. How do you compare your former position and experience to your current position?

Annexure: Survey Tools 10

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT QUESTIONNAIRE FOR FRIENDS/ RELATIVES/FAMILY OF DROP OUT TRAINEES

1) Name of the Respondent:	
2) Relationship with trainees (Relation/ Friend, Neighbor):	
3) Age:	
4) Sex:	
5) Mobile number:	
6) District:	
7) State:	
8) Did you know that your friend/ relative have received HZL skill development training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not A ware <input type="checkbox"/> If yes, Name of training center where enrolled
9) Did you already know about this training's advertising?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, did you recommend him to enroll in this course?
10) If no, how did he come to know about this training program?	<input type="checkbox"/> Course mobilize <input type="checkbox"/> Panchayat Representative <input type="checkbox"/> Poster/Banner <input type="checkbox"/> School/College teacher <input type="checkbox"/> Newspaper/Website <input type="checkbox"/> Other friend
11. What did he do prior to enrolling in the training?	
12. When did you learn that he is participating in this training program?	
13. Did he drop out?	
13.1 What circumstances led him to drop the course?	
13.2. What is his current employment status?	<input type="checkbox"/> Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Not A ware
13.3. Did he regret his decision of dropping out?	
14. Did he get placement through the training partner?	
15. How did he celebrate his job and first salary?	
16. Does he financially support his family?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. Did his socio-economic condition changed following the placement?	
18. Are you satisfied with his salary and job profile?	
19. Is he married/ Unmarried?	
19.1. If married, how many kids?	
19.2. What type of school do they attend?	<input type="checkbox"/> Government <input type="checkbox"/> Semi-Government <input type="checkbox"/> Private <input type="checkbox"/> Other

19.3. Is it an English or Hindi medium school?	
20. Did you observe any change in his personality and behavior during and post the training program?	
21. Do you think this type of training is useful for the youth?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reason:
22. Would you recommend others to do this type of training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reason:
23. Do you have any suggestions regarding this training program?	
24. In your opinion, does this kind of skill training program increase employability of youth?	

Annexure: Survey Tools 11

IMPACT ASSESSMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR FRIENDS/ RELATIVES/FAMILY OF SUCCESSFUL TRAINEES

1. Name of the Respondent:	
2. Relationship with trainees (Relation/ Friend, Neighbor):	
3. Age:	
4. Sex:	
5. Mobile number:	
6. District:	
7. State:	
8. Did you know that your friend/ relative have received HZL skill development training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not A ware <input type="checkbox"/> If yes, Name of training center where enrolled
9. Did you already know about this training's advertising??	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, did you recommend him to enroll in this course?
10. If no, how did he come to know about this training program?	<input type="checkbox"/> Course mobilize <input type="checkbox"/> Panchayat Representative <input type="checkbox"/> Poster/Banner <input type="checkbox"/> School/College teacher <input type="checkbox"/> Newspaper/Website <input type="checkbox"/> Other
11. What did he do prior to enrolling in the training?	
12. When did you learn that he is participating in this training program?	
13. Did he drop out?	
13.1 What circumstances led him to drop the course?	
13.2. What is his current employment status?	<input type="checkbox"/> Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Not A ware
13.3. Did he regret his decision of dropping out?	
14. Did he get placement through the training partner?	
15. How did he celebrate his job and first salary?	
16. Does he financially support his family?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. Did his socio-economic condition changed following the placement?	
18. Are you satisfied with his salary and job profile?	
19. Is he married/ Unmarried?	
19.1. If married, how many kids?	
19.2. What type of school do they attend?	<input type="checkbox"/> Government <input type="checkbox"/> Semi Government <input type="checkbox"/> Private <input type="checkbox"/> Other
19.3. Is it an English or Hindi medium school?	
20. Did you observe any change in his personality and behavior during and post the training program?	
21. Do you think this type of training is useful for the youth?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No <input type="checkbox"/> Reason:
22. Would you recommend others to do this type of training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reason:
23. Do you have any suggestions regarding this training program?	
24. In your opinion, does this kind of skill training program increase the employability of youth?	



United Nations
Global Compact



About SR Asia

We are an international not-for-profit organization registered in **2012** with a vision of working for Sustainable Asia. The founders are subject experts and certified on subjects by **APO Japan, CBI the Netherlands Govt.** The ambition of the organization is to promote Responsible Business Conduct (**RBG**) and Sustainable Development Goals (**SDGs**) by involving private sectors and government. The activities of SR Asia focus on two major operational frameworks: **(1) Innovation Development and (2) Knowledge Management.**

Our presence is in **six Asian countries (Bangladesh, India, Indonesia, Malaysia, Vietnam, and the Philippines)**. We work with the **Ministries, the Public and private sector, Inter-Governmental, and NGO** sectors in India and **overseas.**

SR Asia has a presence in over **26 states in India** and is a pioneer in the field of applied and desk research and has profound experience in **Project Implementation & Management, Baseline, Monitoring & Evaluation, Impact Assessment, feasibility studies, and Sustainability Reporting & Assurance services using conventional and advanced research tools and techniques.** Some Developmental projects (**CSR**) are implemented in the domain of **Skill Development and Ecological restoration** through the **plantation.**

SR Asia organizes **National and International Conferences** around sustainability themes and subjects of prime time to mobilize knowledge and experience sharing and networking among various stakeholders.

We are a member of **UNGC, IPLA Japan, and Confederation of Indian Industry (CII) No.N7559P** and the **Alumni** of the **Asian Productivity Organisation Japan.**

Corp office:4th Floor-CS-25 &26 , Ansal Plaza Mall,
Vaishali sector-1, Ghaziabad UP-201010 India
Email: info@sr-asia.org, srasia.india@gmail.com
Ph:91-120-4103023, 91-9810059109







**Corp. Office: 4th Floor, 4CS-25&26, Ansal Plaza, Vaishali,
Ghaziabad, UP-201010 India
Email :info@sr-asia.org, info.srasia@gmail.com**

Ph :91-120-4103023, +91-9810059109