



# AMRITA PMKVY - SPECIAL PROJECT

## Quarterly Report (September 2019)



Amrita PMKVY's integrated training methodology is inspired by Amrita Vishwa Vidyapeetham's Chancellor and world-renowned humanitarian, Sri Mata Amritanandamayi Devi's. Her vision for education is:

**"There are two kinds of education: education for living and education for life. While education for living is essential for success in the academic and economic sense, education for life equips young people with the knowledge, skills and values needed to lead an ethical, empowering and socially beneficial life."**

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## INTRODUCTION

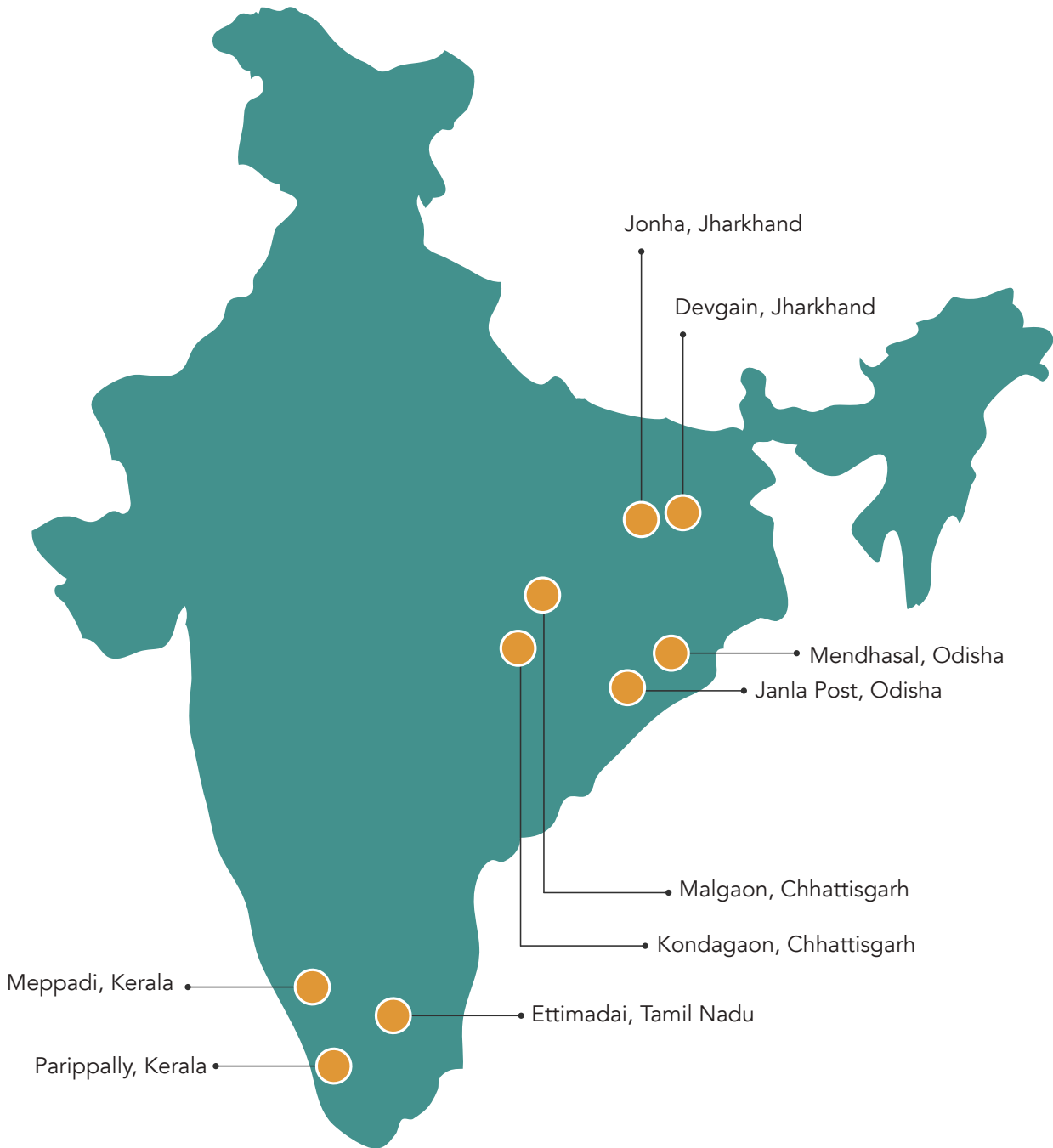
Amrita Vishwa Vidyapeetham was selected by the Government of India in 2019 to be an implementing agency of the PMKVY-Special initiative. Inaugurated in January 2019 by Sri Dharmendra Pradhan, former Minister of Skills Development and Entrepreneurship, Amrita PMKVY currently operates nine training centres in six districts in five states (see table below), to train 1000 youth by 2020.

### Amrita PMKVY Centers – Courses and Locations

State	District	Town/Village	Courses
Kerala	Wayanad	Meppadi	Plumbing, Tailoring
	Kollam	Paripally	Automotive Service Technician, Tailoring
Tamil Nadu	Coimbatore	Ettimadai	Plumbing, Domestic Data Entry Operator
Odisha	Khurda - Hub	Janla Post	Automotive Service Technician, Plumbing, DDEO
	Khurda - Spoke	Mendhasal	Tailoring
Chhattisgarh	Kondagaon - Hub	Kondagaon	Automotive Service Technician, General Duty Assistant, Domestic Data Entry Operator
	Kondagaon - Spoke	Malgaon	Tailoring
Jharkhand	Ranchi - Hub	Jonha	Automotive Service Technician, Domestic Data Entry Operator
	Ranchi – Spoke	Devgain	General Duty Assistant, Tailoring

As the PMKVY-Special initiative is designed to target youth often sidelined from formal training and employment opportunities, the Amrita PMKVY training centres are situated in communities easily accessible by rural youth. Amrita PMKVY operates as a “Hub and Spoke” deployment model.

## Amrita PMKVY Centers – Locations





(Pictured above) Sri Dharmendra Pradhan, Former Minister of Skills officially launches Amrit's PMKVY initiative alongside Dr. Bhavani Rao, Director of AMMACHI Labs, the implementing body of Amrita-PMKVY, Mr. Santhosh Gopinathan Amrita PMKVY Project Manager and Sri. Vijayamrita Chaitanya, representing Amrita's parent organization, the Mata Amritanandamayi Math.

**“Amrita-PMKVY will enable socially marginalized and economically disadvantaged youth to access skill development that will be free of cost. The methodology that we adopt in providing skill development not only improves accessibility but also raises the standard and quality of vocational education. After completing the course, our trainees gain the technical skills required for employment and receive life skills that transform them into more socially responsible citizens.”**

**Dr. Bhavani Rao, Director of Ammachi Labs and the Amrita-PMKVY Project**

Beyond the requirement to train, certify, and place youth in employment, Amrita-PMKVY holds the goal of personal empowerment and transformation of each student trained. Towards this objective, Amrita's technology-enhanced curriculum integrates life enrichment education (LEE) into every course. Our value and technology-based approach enables the high quality of vocational training offered through the Amrita vocational training model to be standardized, scaled, and replicated across geographies. Through Amrita's integrated computerized vocational and LEE curriculum, students receive the requisite theoretical knowledge and practical vocational training prescribed by the respective National Occupational Standards and National Skills Qualification Frameworks. Additionally, the integrated curriculum is designed to enrich the students' personal development and to inspire and demonstrate the value of community service.

This report provides an overview of Amrita PMKVY's progress to date, observations, lessons learned and best practices gathered thus far. The data presented in this report was obtained through the implementation of a monitoring and evaluation framework that is integrated into the Amrita PMKVY project. The evaluation methodology is unique in the adoption of an empowerment-driven lens, which consists of various socio-economic parameters as well as inter- and intrapersonal aspects of the student population. The presented data was gathered through pre-course surveys delivered between July and September 2019, which were administered at the start of the courses. By sharing these results and analyses, the intention of this report is to promote knowledge sharing, with the hope that a more comprehensive understanding of the student population will help enhance our collective capacities to design and deliver effective skill development programs.

**“Beyond the requirement to train, certify, and place youth in employment, the Amrita-PMKVY model holds the goal of personal empowerment and transformation of each student trained.”**



The following table indicates the progress of Amrita PMKVY to date:

Amrita PMKVY Training Outcomes to Date					
Course	Batches	Enrolled	Drop-Out Rate	Assessment Pass Rate	Placement Rate
Tailoring	8	172	3.24%	90.79%	36.87%
Automotive Technician*	5	86	3.95%	87.45%	25.85%
Plumbing*	5	83	0.00%	94.44%	40.38%
DDEO*	4	41	Ongoing		
GDA	2	46	Ongoing		

\*Indicates that a portion of those enrolled in these courses were male and female. Towards the objective of establishing a culture of gender equality and equal opportunity, Amrita PMKVY has reserved 50% of all seats for economically and socially disempowered women.

## MOBILIZATION AND OUTREACH



The task of mobilization and outreach is a crucial element to the initiation and sustainability of vocational training centers, particularly among communities where low aspiration for formal skill development and employment is the status-quo.

Qualitative data gathered through a daily reporting app developed by AMMACHI Labs revealed that the task of mobilization is in reality, not a one-time effort. Rather, mobilization continues into the training period as students that indicated plans to enrol do not always follow through, while others trickle into the course, delaying formal registration of the batch. The following statements were frequently mentioned during the mobilization phase by Amrita-PMKVY staff.



Statements shared by Amrita PMKVY staff during the mobilization phase using AM-MACHI Labs' Amrita PMKVY daily reporting app.



"Their [prospective students'] willingness for training is very high, but their living condition is very poor."

"Plumbing prospective students are asking to start class after their agricultural field work."

"We called them to attend the classes from Monday, but I think it would be difficult for them to attend from such a distant area."

"They do not show interest in doing a course, they just want a job."

"In the evening I had planned to visit the villages again where the students were told us to come, but they didn't come today. After waiting a long time, and having not met any of the prospective students, I informed their families and asked them to send their child to our centre tomorrow."

"During out-reach, all the people went to the field for their agricultural purposes [field work]. It's really challenging."

The experiences shared by Amrita-PMKVY staff during mobilization efforts reflect the inherent challenge of mobilizing for vocational training in the targeted communities, that are further characterized by poor connectivity, seasonal cultivation or erratic weather patterns making it difficult to maintain communication and scheduled plans.

## MOBILIZATION: OVERCOMING CHALLENGES

To meet the challenges of mobilization, the employees of Amrita-PMKVY used alternative approaches for outreach. In addition to community-based outreach programs, advertisements in local media (paper, radio) and public places (bus stops, car stands, schools), word-of-mouth also proved to be the most effective method among the members of the target community.



Registered Amrita-PMKVY students pictured here, are seen raising awareness within their communities on the benefits of formal vocational training and encouraging their fellow community members to avail of the opportunities being provided.

The students' inspiration for participating in mobilization efforts emerged through an in-class activity, called the Ideal Village, in which students collectively identified the absence of skilled employment as a problem.

Another critical factor to successful mobilization has been in identifying and adapting to the targeted community's need to balance the opportunity for vocational training with responsibilities at home and seasonal field work, as the following excerpt from an Amrita-PMKVY trainer helps to exemplify, "Due to the rainy season, students were not willing to come to the center. We motivated them and kept the timing according to their convenience from 7 am to 1:30 pm."

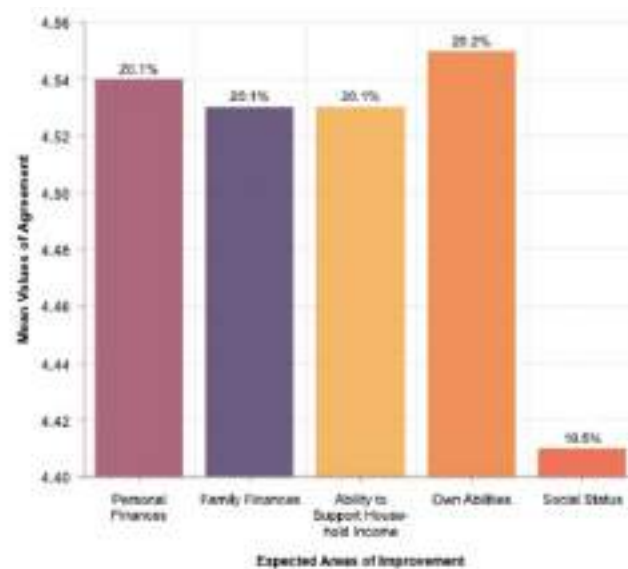
## MEETING STUDENTS' EXPECTATIONS

The successes gained through mobilization and outreach efforts is reflected in the high expectations of enrolled students.



Graph 1: I Expect This Course Will Improve My...

1 = I Don't Agree at All 3 = Uncertain 5 = I Totally Agree



Against the background of the low level of aspiration of the target communities and the challenges of mobilisation, it is interesting to note that enrolled and registered students expect a very high personal benefit through the course as the graph depicts.

## AMRITA-PMKVY STUDENT POPULATION: BASELINE DATA

This word cloud represents the most frequently used terms by Amrita PMKVY trainers, hub managers and facilitators while reporting on their daily activities, successes and challenges through Amri-

ta's Daily Reporting Mobile Application. From this depiction, it can be seen that students are quite literally at the heart of Amrita PMKVY's focus, all the way from mobilization to training to placement.



Word cloud analysis of most frequently used terms in the AMMACHI Labs's daily reporting app.

**“Students are at the heart of the Amrita PMKVY’s focus - from mobilization to training to placement. ”**

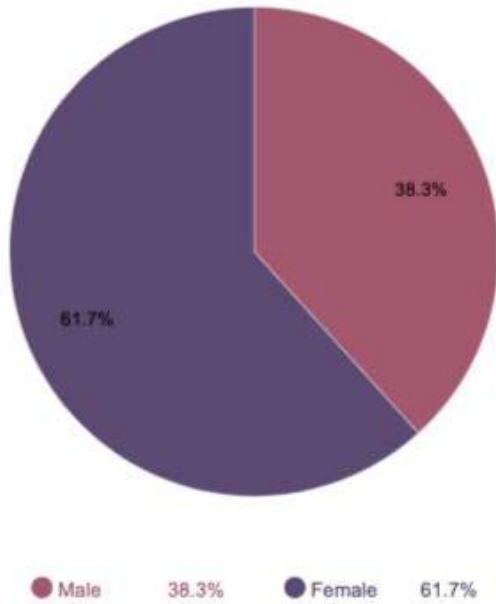
Given that students stand at the forefront of the Amrita-PMKVY initiative, this section presents an overview of the target population currently enrolled in Amrita’s PMKVY-Special training centers. The baseline survey assessed over 100 variables to comprehensively extract a profile of the target population trained

through Amrita PMKVY. The selected variables represent outcomes that the Amrita-PMKVY program seeks to impact through the course. The baseline data of this report consists of socio-economic parameters as well as inter- and intrapersonal aspects.

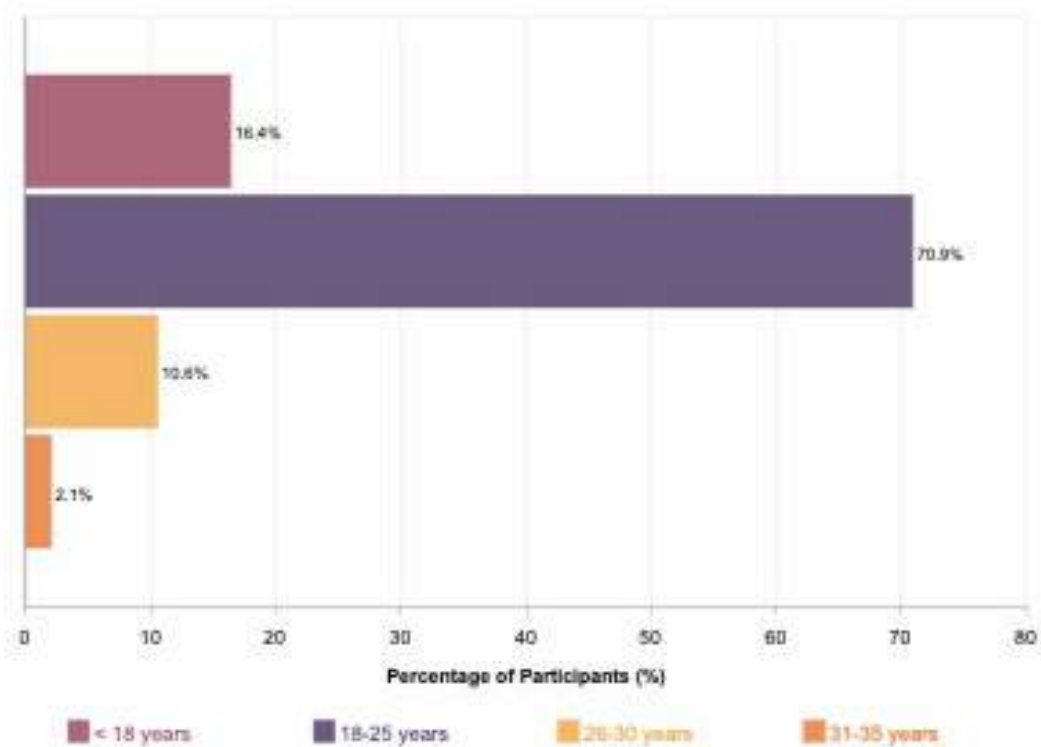
Monitoring and Evaluation Parameters of Amrita PMKVY	
Intrapersonal Parameter	Self-Efficacy, Expectations, Motivation, Optimism, Decision Making Theoretical Competency
Interpersonal Parameter	Self-compassion, Critical Thinking, Problem-Solving, Civic Responsibility, Teamwork
Behavioral Parameter	Communication, Teamwork, Vocational Practical Competency and Theoretical Knowledge

## SOCIO-ECONOMIC PARAMETERS OF THE TARGET POPULATION

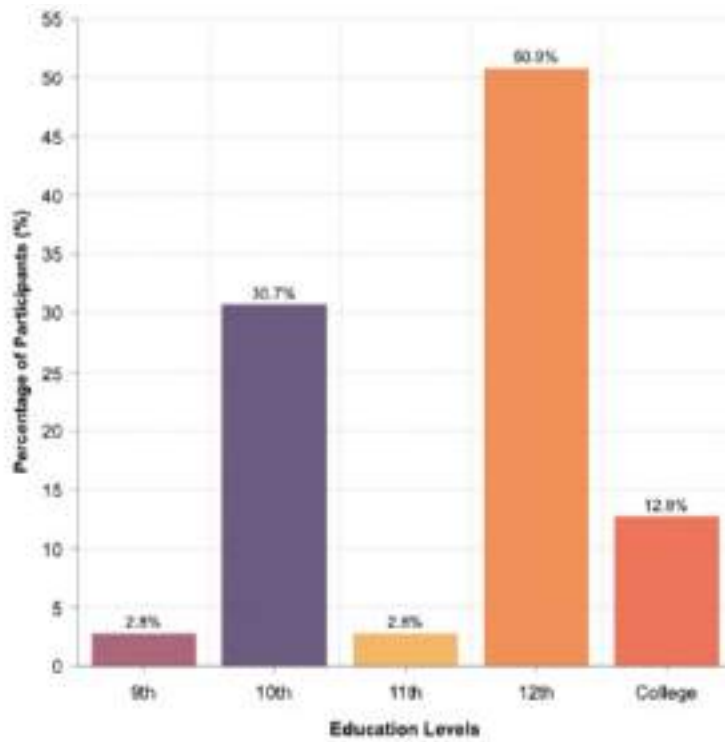
Graph 2: Gender Distribution of Participants



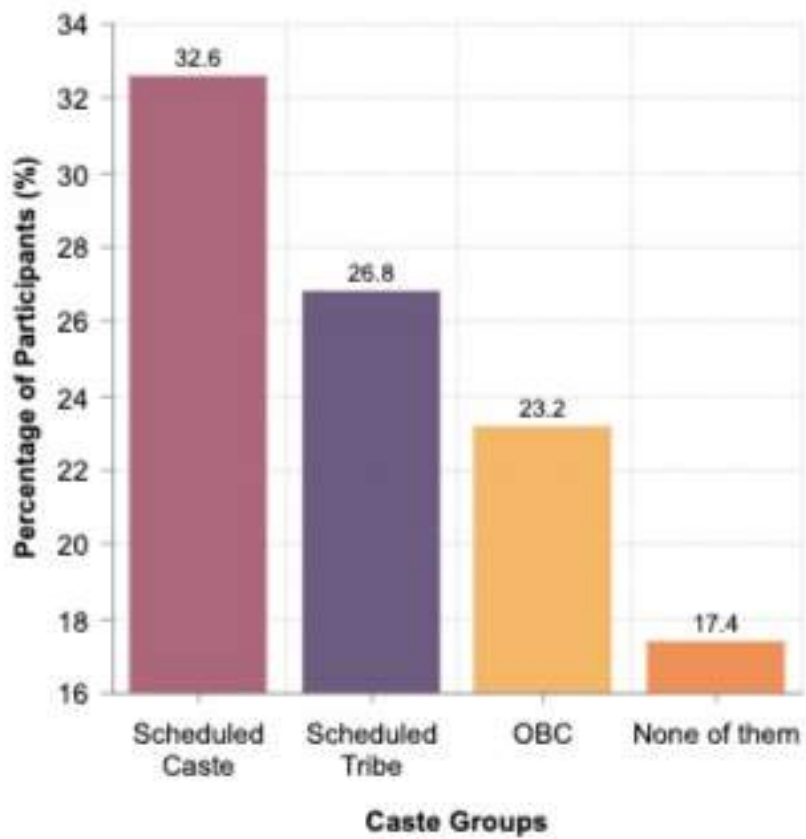
Graph 3: Age Groups of Participants



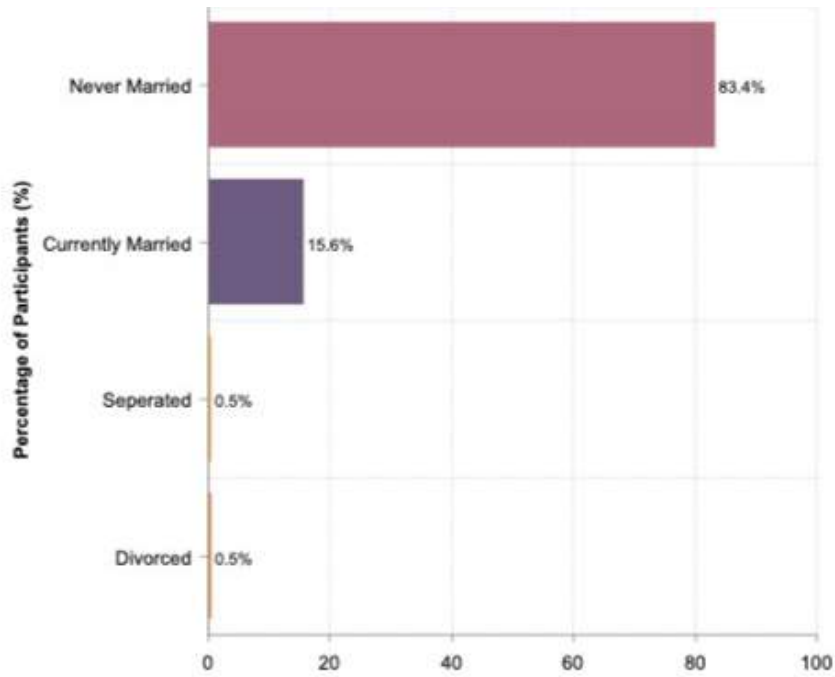
Graph 4: Educational Background of Participants



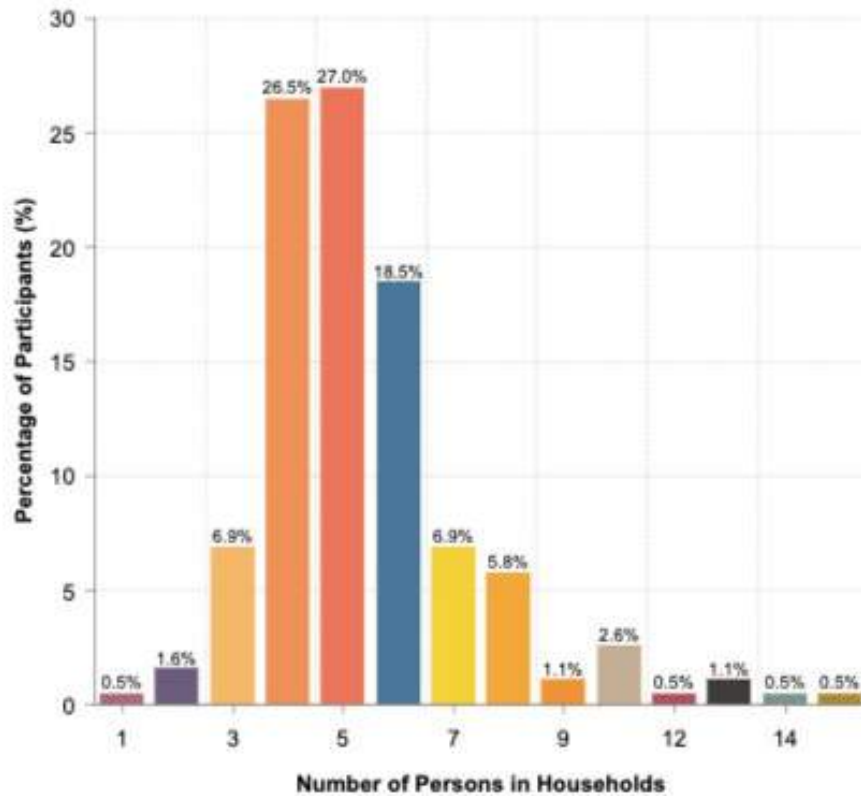
Graph 5: Caste Background of Participants



Graph 6: Marital Status of Participants



Graph 7: Household Size of Participants



The trends in the data indicate that a majority of participants are:

Graph 1: Female (62% vs. 38%)

Graph 2: Aged between 18 and 25 years old (at 70%)

Graph 3: Highest education levels: 12th standard (at over 50% of the total population)

Graph 4: Identify with the Scheduled Caste and Scheduled Tribe groups (55%)

Graph 5: Not currently married (over 80%)

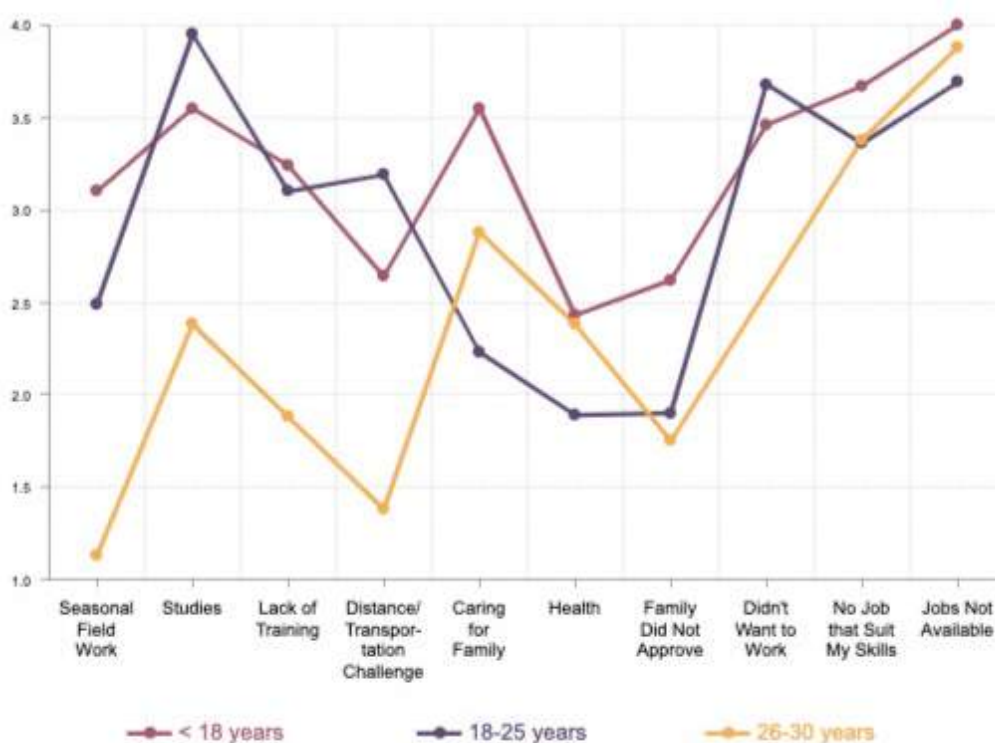
Graph 6: Members of households with 4 to 6 members

In line with the PMKVY-Special's objective to reach socio-economically underprivileged populations, one strong indicator of the mentioned categorization is the work status of individuals and consequently the strength of their income.

The results of our baseline data (n=191) show significant differences between the male and female participants with regard to their work status prior to enrolling in the course.

Graph 8: Reasons for Not Working Prior to Amrita-PMKVY Enrolment

1 = I Don't Agree at All 3 = Uncertain 5 = I Totally Agree

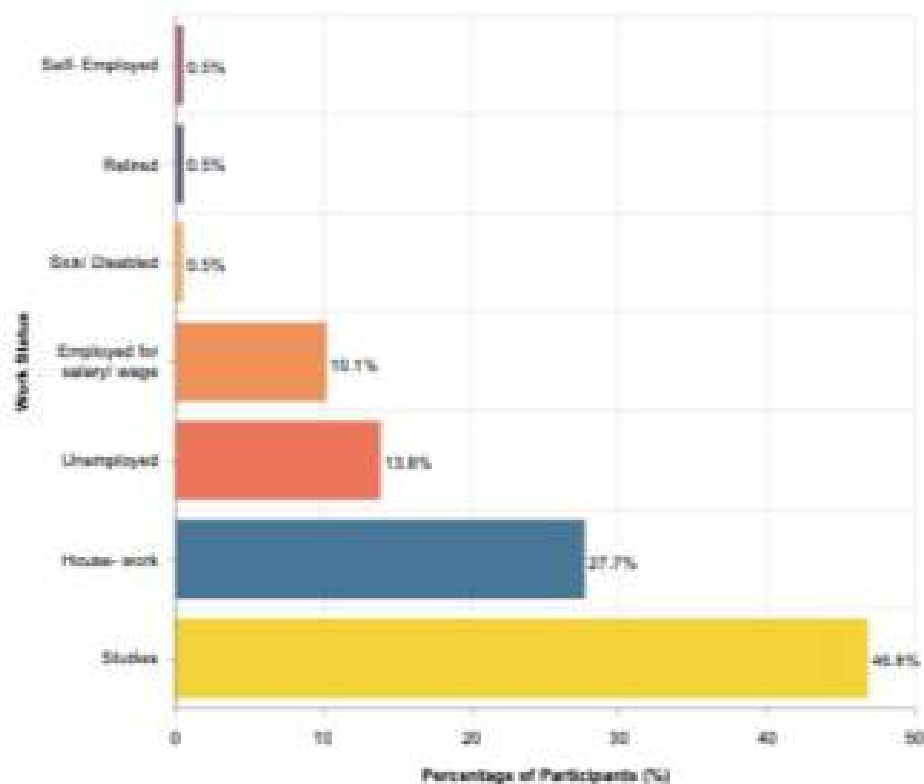




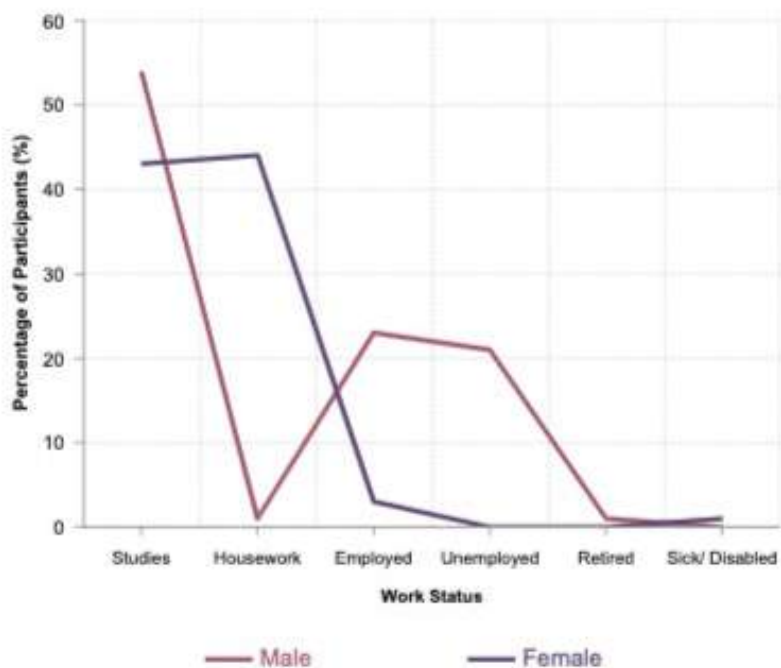
Significant differences were also detected in participants among the various age-groups regarding reasons for not working prior to the Amrita PMKVY-Special vocational training course. In this regard the male participants reported significantly higher values in the reasons not to work especially due to seasonal fieldwork periods, family duties, far distances and also a lack of motivation. Within the most populated age group (18-25 years of age), a majority of the participants reported that their work status was studies. Further analysis showed that within this group, male participants reported seasonal field work and lack of motivation to work as the predominant reasons for not working prior to enrolment.

Within the largest age-group of participants (18 - 25 years old), Distance/ Transportation Challenges and Low Motivation to Work were reported as major reasons for not working prior to enrollment in Amrita PMKVY. These reasons for not working prior to the course may also predicate reasons for not working following the course. To mitigate these potential risks, vocational training curricula and programs could incorporate course elements that motivate students to seek formal employment and also acclimate students to accessing public transportation, for example.

Graph 9: Prior Work Status of Participants



Graph 10: Prior Work Status of Participants by Gender



Graph 8: Students' reported work status indicate that a majority were in school just prior to enrolling in the course.

Graph 9: When broken down further by gender, the results reveal that a greater percentage of women than men reported that they were engaged in housework.

Graph 10: With respect to the population that indicated housework as their prior work status, there is a likelihood that participants in this category would have required household support and cooperation to attend the course and/or required a training routine that was flexible in accommodating their housework roles and responsibilities.

**“Amrita PMKVY-Special enables access to vocational education even if the family is not financially privileged.”**

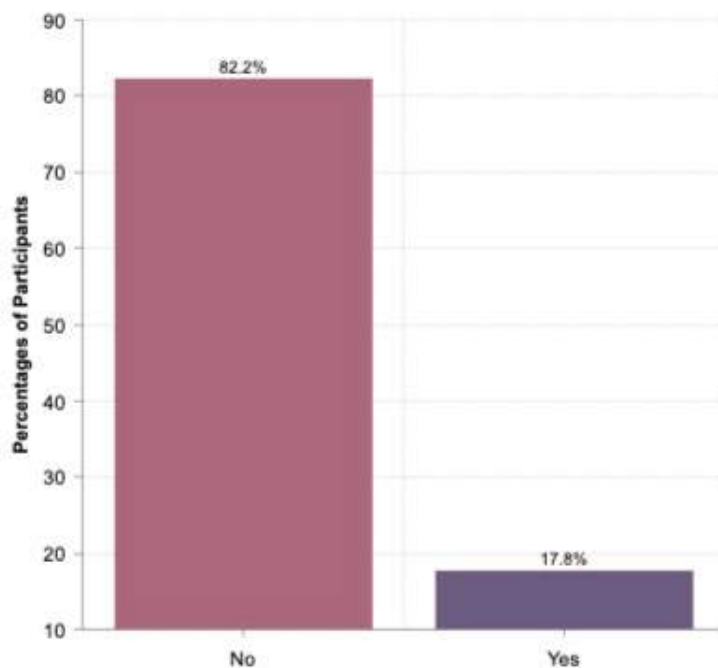
- Amrita PMKVY Plumbing Graduate September 2019

## AMRITA'S INTEGRATED VOCATIONAL TRAINING MODEL

Education literature recognizes that an individual's prior knowledge can influence their performance and output in an education program (cite). When targeting learners with diverse and often limited educational backgrounds, it follows that the design of the curriculum and delivery model must therefore cater to the requirements of a heterogeneous target group. AMMACHI Labs' experience in

training over 5,000 women in rural India with a majority of participants citing no education prior to enrolling in the vocational education program motivated the development and implementation of a vocational training model that demonstrated its efficacy in catering to learners of a heterogeneous educational background.

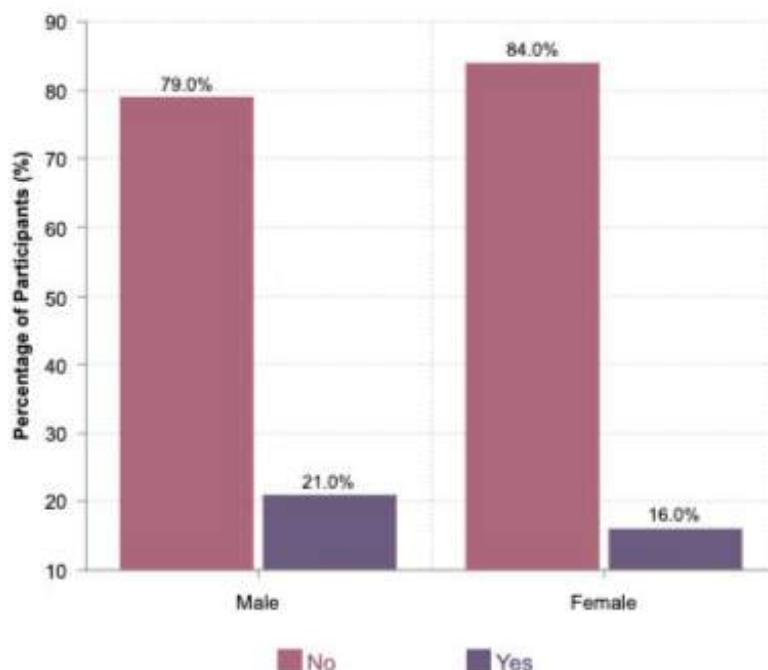
Graph 11: Prior Vocational Education



The charts demonstrate that nearly 80 percent of Amrita PMKVY participants did not have vocational training before entering Amrita PMKVY-Special. This

tendency is further confirmed, when the prior vocational education is distributed by gender.

Graph 12: Prior Vocational Education by Gender



Anticipating that a majority of Amrita PMKVY’s student population would report no prior vocational education based on Amrita’s previous experience with extending vocational training to rural communities in India, the Amrita-PMKVY course curriculum and delivery system were accordingly designed to meet the needs of the target group. While ensur-

ing that the courses delivered meet the requirements of national skills qualification framework and national occupational standards, Amrita-PMKVY’s training model is instructionally designed to also meet the needs of a target group that may not have prior educational of skill development.

## AMRITA CVET + LEE

Amrita PMKVY centers are designed to facilitate peer and group learning, addressing the interactional component. Students view video-based lessons and interact with the computer based skill

games together by sharing a digital device (laptop or tablet). Students further process theoretical content through facilitated discussion sessions following the computer based skill session.



Returning to a structured learning environment and learning through digital technology for the first time can often be an intimidating and disorienting experience among rural adult learners. Icebreaker activities to ease learners to

the new setting, a period of self-exploration where learners are encouraged to explore the technology on their own, followed by a guided orientation session help create an inclusive setting.

## INTEGRATED LIFE ENRICHMENT EDUCATION



The Amrita-PMKVY course integrates Life Enrichment Education into the fabric of every course taught through the centers. The LEE program includes an array of individual and socially relevant topics to current generation of youth in India such as: sanitation and hygiene, alcohol and substance abuse, nutrition, women's health & reproductive issues, child abuse and domestic violence, human

trafficking, disaster awareness and preparedness, environmental awareness, responsible internet usage, self-confidence, team work, leadership, effective communication, problem solving, critical thinking, etc. LEE sessions exercise students' intra and interpersonal abilities towards the objective of personal empowerment. In pairs or groups, learners engage in an activity or view a video on

a relevant social issue and are then encouraged to discuss their thoughts and observations amongst themselves, before discussing in the larger group. The video provides factual information on the social issue as well as perspectives and experiences shared by people directly impacted by the social issue.

With the viewing of each LEE video, participants are exposed to information and perspectives on social issues (i.e. domestic violence, child abuse, dowry, caste-based discrimination, etc.) that

are often considered taboo to discuss in public. The facilitated discussions throughout the course are designed to provide a “safe space” where learners are trained to share, listen and respect new/different opinions. The experience of being able to participate in an open discussion on sensitive social issues in a culture that tends to suppress such conversation publically (and at times within the home) allows the learner to explore their own perspective and exercises their ability to communicate meaningfully.

### Inspirational Discussion Sessions

At the Amrita-PMKVY centers, students begin every day with prayers for world peace and inspiring discussion sessions and end everyday by reflecting on what they’ve learned, helping to imbibe a sense of gratitude, accomplishment and dignity for their trade.



## Peer to Peer Learning



On a weekly basis, students engage in discussions with one another to review answers to the previous week's exams. The students are paired off to reflect on their answers and explain to one another the logic of how they arrived at their correct answers. The process ensures students develop a deeper understanding of the learned concepts, further supplemented by orally communicating their technical knowledge and understanding.

## Project Based Learning and Community



Students translate classroom gained knowledge into project based learning activities, designed to also enhance the larger training center community.

## Weekly Viva



In order to facilitate student engagement, leadership and peer-to-peer learning, student monitors are appointed to co-facilitate the LEE sessions, which are integrated into the curriculum. Pictured here students from the Domestic Data Entry Operator course and Tailoring course lead their classes in discussions about social issues important to them.

In order to facilitate student engagement, leadership, and peer-to-peer learning, a student monitor is appointed everyday to co-facilitate the LEE sessions, which are integrated into the course curriculum. In the picture below, students from the Domestic Data Entry Operator course and Tailoring course lead their classes in discussions about the pros and cons of city and village life, and child marriage, respectively.



## Digital Literacy



While Amrita-PMKVY students are automatically exposed to computer and tablet based learning given Am-rita's computer based training model, students were additionally provided training in essential Microsoft Office tools (i.e. MS Word, PowerPoint and Excel), and guided in the preparation of a Curriculum Vita to support and enhance their employability.





## Financial Literacy

Trainers leverage live classroom based learning in teaching practical life skills. Pictured here for example, students received training in how to open and operate their own bank accounts and navigate the ATM machine.

## Internal Assessment

Theoretical and practical exams were periodically conducted throughout the course. In order to prepare students for the external assessment, a final internal assessment was conducted and consisted of three parts: theoretical written exam, practical exam and a viva oral exam. External experts of the respective trades were invited to conduct the final internal assessment.



## Industrial Visits

The industrial visit is an experiential and immersive activity that is intended to provide real-world context to the skills that are being taught in the course. The industrial visit is essentially a field trip that all of the students take together, to an establishment that produces and sells products or services related to the course being taught. Through this exercise, students gain a broader understanding of the scope related to the vocational trade being studied. The industrial visit deepens the learner's perspective of the respective trade or vocation. Through the visit, learners observe the value of po-



tential products/services they may eventually produce, the importance of quality and customer care, etc. Interactions with professionals and experts actively employed in the field enables learners to ask questions and gain further insight into the field – the challenges they experienced and opportunities available. The industrial visit provides facilitates intensive critical reflection and rational discourse, which helps learners gain a clearer perspective on their own skills and the potential it may hold for their future. The group-learning atmosphere allows learners to discuss their observations with one another and also build a vision for what they could possibly do together.

In this industrial visit to the Chips Data Center in Kondagaon, Chhattisgarh, Domestic Data Entry Operator students received an opportunity to apply their learning in a practical and real-world setting. Students learned to enter critical personal identification data (ration card, aadhar card details, etc.) with tips from experts on working with the online server. Each student entered data initially with the support of Data Center staff and then on their own.



“The visit was a great learning experience for us - we had the opportunity to really learn how the Collectorate Office works!”

Domestic Data Entry Operator Student, Amrita PMKVY-Special Chhattisgarh Hub Center

## AMRITA PMKVY SOCIAL IMPACT & EMPOWERMENT

In line with Mata Amritanandamayi Devi’s vision, Amrita PMKVY not only focuses on factual knowledge and skill development but also on Life Skills. Education for living is critical towards meeting one’s basic needs such as food, shelter and clothing. Whereas Education for life leads the student to acquire knowledge, skills and values with an ethical, empowering and socially beneficial perspective. We believe that both are needed to lead a life of dignity.



The Amrita PMKVY Curriculum is designed to address both parts of Education. To enrich the theoretical and practical knowledge in each domain, we include Life Enrichment Education activities to empower our students specifically in terms of self-efficacy, critical thinking, decision making, teamwork, social service and compassion for ourselves and others.

**“There are two kinds of education: education for living and education for life.”**

**- Sri Mata Amritanandamayi Devi**

## **IDEAL VILLAGE**

Students work in groups to reflect on what their ideal village might look like, and then visually depict their detailed vision on paper. Learners are then asked to reflect on differences between their current village and ideal village, as depicted; the learners note down the differences. In the process of critically reflecting on the differences, the learners also introspect and discuss the degree to which the identified differences or problem areas could be addressed with the support of the group. Finally, the group pledges to address at least one village, prior to the completion of the course.



Students jointly participate in executing their action plan to address a community issue that they felt motivated and confident to conquer or draw attention towards. LEE in Community is a representation of the learner's increased awareness of their perspective as well as their heightened capacity to take action on an issue of personal and social relevance.



## LEE IN THE COMMUNITY



The Amrita PMKVY students at the Jharkhand centers identified Malaria as a pervasive problem that plagues their communities. In response, the Amrita PMKVY students (pictured above) conducted an awareness session on steps that community members could take to prevent Malaria. The community members in response, shared their appreciation to the students for providing them with new information and knowledge. The Amrita PMKVY students will follow-up on the community to evaluate how effective their awareness program was in preventing Malaria this season.



Amrita-PMKVY students from the Chhattisgarh centers came together to address the issue of waste management and sanitation - by taking a stand to clean up their community.

**“We aimed to improve community awareness on creating good environmental sanitation and community participation in spreading the message further.”**

**- Students of Amrita PMKVY Chhattisgarh Centers**



The Amrita PMKVY students at the Jharkhand centers visited Betoli village to spread awareness about the importance of having an Aadhar card.

## AMRITA-PMKVY VALUES IN ACTION

### Meppadi and Parippally Amrita-PMKVY Centers Respond to Kerala Flood Relief



In response to floods that ravaged nearby their districts and neighboring communities, the AMRITA PMKVY students at both the Meppadi and Parippally centers immediately responded to flood relief efforts.

Tailoring and Plumbing students collected cloth from their homes on 16th August, 2019, which were then sorted and ironed and delivered to relief camps and flood affected areas. All of the students demonstrated high interest and commitment to do whatever they could for those affected by the floods. AMRITA PMKVY Meppadi center students and trainers cleaned flood-affected houses in Puthumala along with parent organization's youth wing - AYUDH.

**"We started in the morning and worked till evening. All students are very active and interested. those families also feel well relaxed with our support. Government authorities appreciated our efforts and provided food for us. Overall it was a big experience for all students. We also looking forward to serving more in flood-affected areas in the coming days."**

**- Meppadi Center Hub Manager**

## Odisha Amrita-PMKVY Centers Recover and Respond to Cyclone Fani



Amrita-PMKVY students of the Odisha center participate in the recovery of their training center.

On May 3, 2019, Cyclone Fani hit the state of Odisha, completely ravaging the Amrita Vishwa Vidyapeetham PMKVY-Special Projects (Amrita PMKVY) Training Center in Janla, Odisha. The center's Plumbing General and 2&3 Wheel Automotive Technician students were just days away from completing their courses and final examinations, when they were suddenly without a training center at all.

The cyclone didn't just decimate the Amrita-PMKVY center, which students had come to regard as their second home; their communities and own homes were also seriously impacted. A team from Amrita, the PMKVY training partner visited the students' homes to survey the damage following the disaster. PMKVY students work together to clear debris from their training center after the disaster.

Not only were Amrita PMKVY students more determined than ever to return to class and complete their courses, but they also undertook a commitment to rebuild their communities in the immediate aftermath of the disaster.



PMKVY students use their newly learned skills and help rebuild their communities in the aftermath of Cyclone Fani



“It was incredible to witness their spirit not only of the students but even the family members — in encouraging their children to get back to their classes despite the immensity of destruction caused to most of the houses.”

- Prema Pillai, Coordinator AMMACHI Labs

While Fani left a trail of destruction, it most definitely did not destroy the confidence and spirit of the Amrita PMKVY students. On the contrary their motivation to succeed skyrocketed as the students of Amrita PMKVY not only completed their course successfully, but achieved a 100 percent pass rate in their external examinations and have already been placed at several reputed companies in the Plumbing and Automotive industry, respectively.



Students meet in front of their renovated Amrita-PMKVY Odisha Hub Center for their morning assembly.

## TRAINING, COMMUNITY & INDUSTRY: CRITICAL LINKS

### Community and Social Support

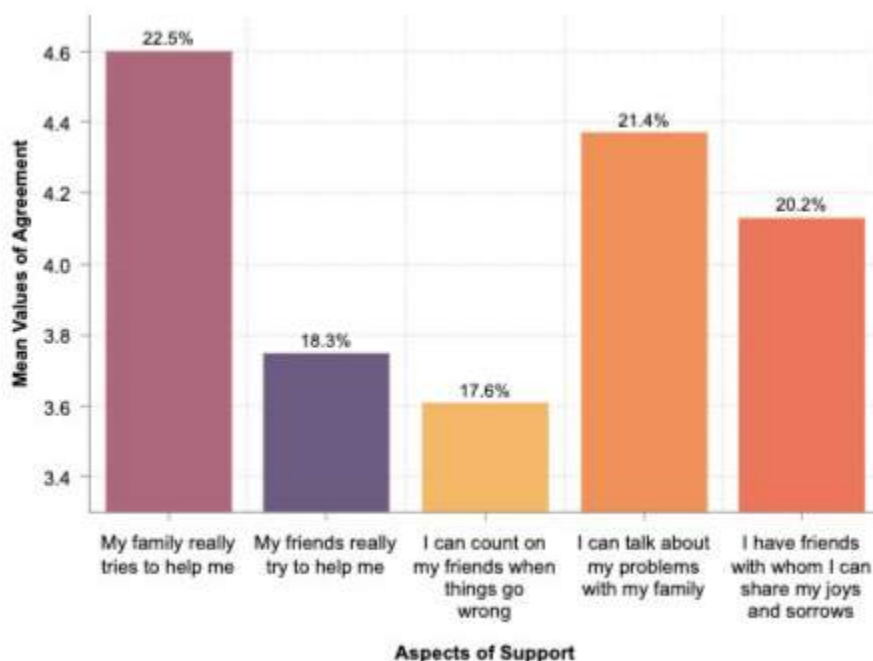
Our findings and observations from the field indicate that in general, family and social support are critical predictors of whether students enroll, complete and successfully transition into placement.

Results from the baseline study on Amrita PMKVY participants revealed that female participants as compared to their male counterparts, feel less supported

by their parents to participate in the course. This in turn translates to the challenges that females, in particular face while pursuing skilled employment after the course. In order to address this challenge our team of trainers and hub-managers at each center works closely with students' families to help ensure that a system of support is in place for students throughout their training experience.

Graph 13: Perceived Social Support of Participants

1 = I Don't Agree at All 3 = Uncertain 5 = I Totally Agree



## Parent-Teacher Meetings and Home Visits

Among the first batches of Amrita-PMKVY, centers saw an unprecedented 2 percent drop-out rate. However, this achievement was largely due to the efforts training center staff took to go above and beyond the call of duty, to visit the rural communities where their students lived, and conduct home visits and parent-teacher meetings. In these meetings, Amrita-PMKVY staff appreciated and recognized the support parents provided their children, as well as update them on the student's progress. The staff found home visits were essential in maintaining student attendance.



Graph 13: Our findings and observations from the field indicate that in general, family and social support are critical predictors of whether students enroll, complete and successfully transition into placement.

Female students, as compared to their male counterparts, feel less supported by their parents to participate in the course. Acknowledging the critical role community and family support plays, our team of trainers and hub-managers at each center works closely with students' families to help ensure that a system of support is in place for students throughout their training experience.

## INDUSTRY LINKAGES

The placement of students following successful completion of the course represents the final stretch in the formal vocational training journey. A fair percentage of students were successfully placed following course completion.



**“The sense of camaraderie and social bonding that developed over the duration of the training period served to support the placement process and help ensure graduates made a smooth transition into the world of work.”**

Committed to seeing successful employment outcomes, Amrita-PMKVY training personnel continued to stay in touch with students even after they were placed, to maintain contact and offer support as needed. The value of social support described in the previous section cannot be underestimated. The sense of camaraderie and social bonding that developed over the duration of the training period served to support the placement process and help ensure graduates made a smooth transition into the world of work.

Yet, despite achieving remarkably low drop-out and high assessment pass rates among the Amrita-PMKVY student population overall, un-anticipated challenges in the placement phase were experienced and reported by the training team across centers such as the following:

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- The process of negotiating students' placements often required several meetings with industry representatives, starting with the basics - introducing hiring managers to PMKVY-Special, as a general lack of awareness among industry of the skill development scheme was observed.
  - Campus interviews were accordingly arranged to introduce the industry to the training center and students.
  - Delays in company's disbursement of the formal offer letter, required repeated follow-ups by Amrita-PMKVY training personnel.
  - While industry representatives expected PMKVY-Special students to seamlessly conform to the world of work, there was little effort on the industry's behalf to understand, let alone appreciate the particular nature and needs of the PMKVY-Special employee. This lack of understanding made it difficult for new hires to feel a sense of acceptance and support in the new social setting.
  - Securing placements for female students that received the same training for the same job roles as their male counterparts, also proved to be a challenge in and of itself.
  - To address this widespread bias observed in the industry, the Amrita-PMKVY team extensively advocated on behalf of their female students and met with families to ensure their continued parental support.
  - Industry representatives cited reasons for not wanting to employ formally skilled women such as the difficulties the company faces in ensuring a safe and comfortable environment for women (which is required by law). Some hiring managers revealed their beliefs that women were not as skilled as men (despite having received the same training).
  - When female students were placed and started to work, they found that the working environment was not conducive to women. For instance, the absence of segregated sanitation facilities were reported in some companies where female students were placed.

## STORIES OF PERSONAL TRANSFORMATION & EMPOWERMENT



“At home, it is just me and my mom. Before this course, I used to roam around with my friends and would not spend any time at home with my mom. After seeing LEE videos, I was motivated to stop drinking and hanging out with those same friends. I used to get angry so easily before; not anymore. After completing this course, I hope to get a good job as an automotive technician and provide a good home for my mom.”

- Amrita PMKVY Automotive Technician Graduate

“Before this course, I was working as a steward for 3 years, earning Rs. 8,000 per month. Everyone wondered why I would leave that job and come to learn plumbing. But with my job, there was no way of advancing. I realized that I want a job where there is a lot of demand, and I have the freedom to do it anywhere. Since taking this course, I have seen positive changes in the way I communicate and handle customers with respect.”

- Amrita PMKVY Plumbing Graduate



“By completing this course [Plumber General], I hope to help change my family and society’s mentality about girls. I have the capacity to voice my views and make things happen.”

- Amrita PMKVY Plumbing Graduate - Female participant

“My parents are supportive because we are assured to get a job after the course. My plan is to become a good technician and then open my own workshop with my brother who is also in the course.”

- Amrita PMKVY Automotive Technician Graduate - Female participant

“I want to say thank you to my Amrita family. Because of Amrita-PMKVY, I got my first job and yesterday, I got my first salary. I am very happy.”

- Amrita PMKVY Automotive Technician Graduate



## LOOKING AHEAD

- Amrita PMKVY's integrated evaluation team completed the first level of analysis on the target population, enabling a deeper understanding of the students and their needs. Looking ahead, Amrita plans to:
- Further investigate the impact of the Amrita-PMKVY program on students' empowerment, performance and vocational training output.
- Leverage findings and observations from the data gathered to enable a greater collective understanding of the target population, at the community, training and industry levels.
- Utilize program evaluation data to improve Amrita PMKVY performance
- Effectively share and communicate evaluation findings with the larger vocational education ecosystem in an effort to enhance collective understanding and capacities in catering to the skill development needs of the target population.







# AMRITA PMKVY

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