Chapter 3

Research Methodology

This chapter outlines the aims and objectives, research design, sampling design and instrument design adopted in this study, and also the process of collecting the data and the statistical procedures used to analyse the data. The methodology has been specifically developed to facilitate the fulfilment of the objectives of the present study.

3.1 Statement of the Problem

Even though the Indian government had undertaken many measures and launched many schemes, programmes and projects for the removal of poverty through vocational/livelihood skill training in the form of non-formal education, the problem of poverty and unemployment persists. Jan Shikshan Sansthan (formerly known as Shramik Vidyapeeth) is one such popular scheme in non-formal education sector crafted by government of India. The Scheme started in response to the vocational needs of migrated population in search of employment. The main objective was to provide skill training to workers and their dependents. Initially the focus of the Scheme was to cater to the needs of the industrial workers and urban slum dwellers.
Chapter 3: Research Methodology

The major concern of Jan Shikshan Sansthan sponsored by the Ministry of Human Resource Development with about 221 units across India is to render skill training to the youth and women belonging to Below Poverty Line (BPL) families.

Development of skills is perhaps the best form of investment for the economic development of a nation. It is therefore necessary that vocational training should be properly planned and developed so that both the individual and the society could be benefited by it. To keep pace with rapidly changing technology, human resource development has also to be improved simultaneously by upgrading and updating skills by modular as well as advanced training systems.

Despite several initiatives the government takes, the issue of poverty is the same but the magnitude and gravity have changed over the years. Therefore, there is a need to study the success of skill trainings offered by the Institute. While provision of vocational training programme is important the concern is also that how far the Jan Shikshan Sansthan vocational training programmes had helped the beneficiaries to go up from Below Poverty Line (BPL) to Above Poverty Line (APL) families.

This is a self-initiated move of the research scholar to study the utilization of the vocational training programmes offered by Jan Shikshan
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Sansthan in Chennai. This Study relies on the theory (Myrdal, 1957) of cumulative and cyclical interdependencies as its framework. This provides an opportunity to understand the context of the courses conducted, learn the programme impact, ascertain suggestions if any to improve the vocational training programmes being offered and analyse whether the goal is reached. This study would also help to ascertain the need of the community in terms of new self-employable skill/trade.

In other words, whether the Jan Shikshan Sansthan vocational training programme/skill had provided an appropriate employable opportunity to meet the real needs/earning capacity of the beneficiaries. Therefore, it has become essential to study the vocational training programmes of Jan Shikshan Sansthan.

3.2 A Short Profile of Jan Shikshan Sansthan

The Jan Shikshan Sansthan offers about 150 training programmes in Tamil Nadu and some programmes are based on the resources available in each district. In Tamil Nadu, Jan Shikshan Sansthan is established in ten districts namely Chennai, Coimbatore, Tiruchi, Madurai, Thiruvarur, Ramanathapuram, Kundra kudy in Sivaganga, Sivakasi in Virudunagar, Namakkal and Kancheepuram. The Jan Shikshan Sansthan units in Tamil
Nadu with categories according to the funding pattern (see in the funding pattern in Chapter 1) is presented in Figure 3.1.

**Figure 3.1**

*Jan Shikshan Sansthan Units and Their Categories in Tamil Nadu*

*Source: www.nlm.nic.in*
This research study has been carried out to understand the vocational training in detail, the vocational training offered by Jan Shikshan Sansthan to its target group and also to understand the beneficiaries’ responses to the same. The livelihood skill training programme is a pioneering effort in the field of vocational training. The target group or the unemployed equip with the vocational skill training to earn an income or to make their livelihood. All the same, it is essential to study the adequacy, relevance and satisfaction of the vocational training offered through the Scheme from the point of view of the targeted beneficiaries.

The purpose of the study of the vocational training at Jan Shikshan Sansthan Chennai helps to identify reasons that persuade people to join and those that dissuade them by affiliating. It also provides supporting evidence which can be incorporated into decisions that affects the care of populations and individuals.

3.3 Background of the Study

Though India is regarded as a developing country, the problem of poverty persists in spite of the various economic developments. India has not become free from the stronghold of the problems such as poverty, overpopulation, unemployment, illiteracy, and so on. Poverty and unemployment, the twin social problems are found throughout the length
and breadth of this land. Population explosion, industrial development and migration of people from rural to urban areas have resulted in the very fast growth of the urban sector in the country. Rapid urbanization has created many socio-economic problems making life miserable, particularly for migrants and deprived communities who normally live in inhuman conditions in the slums, on pavements, in settlement colonies, labour colonies, and so on. Many are first-generation migrants exposed to the stark realities of complex urban life and the industrial milieu. Similar conditions affect people living in the peripheral rural areas who have links with the neighbouring urban agglomerations for employment, business and services. Adult education plays an important role to improve the conditions of their lives, decrease their dependency, increase their work efficiency and sharpen their capabilities for adaptation to social, economic and technological changes in the midst of their lives and work. The educational and vocational needs of these deprived sections constitute a specialized area of continuing education demanding its own strategy, institutional arrangements and techniques. Relating this need and growing urbanization to the coming decades, the then Ministry of Education and Culture, Government of India, started a scheme of Shramik Vidyapeeths – a programme of Adult Education for Workers in Urban and Industrial areas. In the context of the country’s
overall development, this programme was conceived as responding to the educational and vocational training needs of numerous groups of adults and young people. Men and women belonging mostly to the unorganized, urban informal sector, living and working in urban and industrial areas and persons who have been migrating from rural to urban settings, were expected to derive substantial benefits from such a scheme.

3.4 Field of Study

Jan Shikshan Sansthan in Tamil Nadu was first established in Chennai in the year 1982. As mentioned earlier, it was initially established as Shramik Vidyapeeth and then renamed as Jan Shikshan Sansthan in 2000. The first unit in Chennai was at Egmore and is presently located in Choolaimedu. The Institute is a two-floor building. Along with administration, Jan Shikshan Sansthan Chennai conducts regular vocational training programmes in the two-floor premises at Choolaimedu in Chennai. The regular courses conducted at Choolaimedu are ‘Dress Making Designing and Embroidery’, ‘Beauty Culture and Health Care’, ‘Typewriting’, ‘Desktop Publishing’, ‘Computer Applications’, ‘Computerized Accountancy’, ‘Electronics and Electricals’ and the other occasional courses are ‘Fast Food Preparation’, ‘Soft Toys Making’, ‘Helpers for Hospitals and Nursing Homes’ and awareness programmes on social issues.
The Institute collaborates with expert agencies, with essential infrastructure and resources (course material and resource person in the specialized skill) for long-term courses and also extends services through establishing extension centres across Chennai. The extension centres are those community centres or venue offered by non-governmental organizations in areas where the need for the training is identified through the Jan Shikshan Sansthan programme functionaries. In Chennai, the programmes are conducted in North, Central and South zones within Chennai Corporation geographical limit. Jan Shikshan Sansthan Chennai also networks with other government agencies namely Tamil Nadu Slum Clearance Board, Chennai Corporation, Tamil Nadu Corporation for Development of Women, State Resource Centre and Tamil Nadu Open University. The Institute is also the study centre for National Institute of Open School (NIOS) and Indira Gandhi National Open University (IGNOU).

The research scholar has taken Jan Shikshan Sansthan Chennai unit located in Choolaimedu for the study to understand the vocational training programmes being offered by the Institute both in-campus and off-campus. The courses conducted in-campus and off-campus are monitored by the programme staff. The trainings are given in a course of duration ranging
from five days to one year. All trainings are given two hours a day through a week (Monday to Friday).

3.5 Aims and Objectives of the Study

This research work aims to study the vocational training programmes conducted by Jan Shikshan Sansthan in Chennai, and the beneficiaries’ views thereof.

The research objectives are listed below:

1. To understand the demographic background of the Jan Shikshan Sansthan beneficiaries.

2. To study the vocational training programmes undergone by the beneficiaries.

3. To assess the effectiveness of the vocational training programmes based on personal factors.

4. To solicit the beneficiaries’ view and suggestions towards improving the vocational training programmes offered.

3.6 Null Hypotheses

In continuation of and in connection with the aims and objectives, the following null hypotheses were tested:
Chapter 3: Research Methodology

\( H_01. \) There is no association between the gender of the beneficiaries and the effectiveness of the vocational training programme.

\( H_02. \) There is no association between the educational qualification of the beneficiaries and the effectiveness of the vocational training programme.

\( H_03. \) There is no association between the marital status of the beneficiaries and the effectiveness of the vocational training programme.

\( H_04. \) There is no association between the duration of the vocational training programme taken by the beneficiaries and its effectiveness.

\( H_05. \) There is no association between the occupational status of the beneficiaries and the effectiveness of the vocational training programme.

\( H_06. \) There is no association between the working shift of the beneficiaries and the effectiveness of the vocational training programme.
H₀7. There is no association between the income of the beneficiaries and the effectiveness of the vocational training programme.

H₀8. There is no association between the beneficiaries’ contribution to household expenses and the effectiveness of the vocational training programme.

H₀9. The duration of the vocational training will not serve to predict the effectiveness of the vocational training programme.

### 3.7 Research Methodology

#### 3.7.1 Research Design

The study design is descriptive in nature. This study will describe the Jan Shikshan Sansthan beneficiaries’ ability to sustain skill/trade employability.

#### 3.7.2 Universe and Unit of Analysis

The universe of the study comprises the beneficiaries of Jan Shikshan Sansthan Chennai who completed the training in-campus and off-campus during the years 2008 and 2009 and working (employed and self-employed) as in the success story records of the Institute, from where better cooperation was accorded were interviewed with a structured Interview Schedule. The
success story records are the employment details of those beneficiaries who are employed and self-employed, maintained by Jan Shikshan Sansthan. Within the population of 3,615 beneficiaries, 33.89 per cent or 1,225 were male and 66.11 per cent or 2,390 were female.

Individual beneficiaries of Jan Shikshan Sansthan Chennai during the years 2008 and 2009 constituted the unit of Analysis.

3.7.3 Sample Design

From the success story records, 3,615 individuals were identified as being eligible to be covered in the study. As a preliminary step, the research scholar sent out letters to these individuals explaining the purpose of the study and the intention to carry out an interview with them shortly regarding the research topic. This exercise also purported to confirm the availability of the beneficiaries in the addresses given in the database. Of the 3,615 letters sent, 610 letters were returned with the remark ‘addressee not found’. Accordingly these 610 entries were eliminated from the pool of individuals eligible to be covered in the study. The remaining 3,005 were subject to the sampling technique.

The 3,005 names were listed alphabetically, which constituted the sample frame. This was stratified on the basis of gender for better representation. From this list every tenth name was systematically selected
for detailed interview. Among the 300 selected, a 10 per cent or 30 beneficiaries were not available despite two revisits. Therefore, these names were systematically replaced by others whose names were found in the list just before or after the selected names. Thus the selection procedure adopted for the study is stratified, systematic random sampling technique.

The proportions of men and women in the final sample turned out to be 42 per cent (n = 126) and 58 per cent (n = 174) respectively.

The assistance of the Institute personnel namely the programme staff was fully tapped in selecting the sample. The Jan Shikshan Sansthan programme staff as well as the collaborating agencies staff were familiar with many of the trainees and their whereabouts. Their help was sought in contacting beneficiaries as respondents for the study.

Table 3.1 provides the course-wise and gender-wise details of the selected beneficiaries for the various courses of Jan Shikshan Sansthan.

3.7.4 Source of Data

The beneficiaries who completed the vocational training programmes from Jan Shikshan Sansthan in-campus and off-campus programmes in 2008 and 2009, who were working/making income, and where better cooperation was accorded were interviewed with a structured Interview Schedule.

Two sources of data have been collected for the present investigation.
### Table 3.1

**Distribution of Sampling Units among Occupational Categories**

<table>
<thead>
<tr>
<th>Training Programmes</th>
<th>Beneficiaries</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpers for Hospitals and Nursing Homes</td>
<td>1</td>
<td>40</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Dress Making, Designing and Embroidery</td>
<td>-</td>
<td>35</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Radio and TV Mechanism</td>
<td>32</td>
<td>1</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Beauty Culture and Health Care</td>
<td>-</td>
<td>24</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Refrigeration and A/C Mechanism</td>
<td>23</td>
<td>-</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Servicing VCD, TV and Telecommunication Equipment</td>
<td>13</td>
<td>8</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Fast Food Preparation</td>
<td>-</td>
<td>17</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Acupressure Therapist</td>
<td>10</td>
<td>6</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Computerized Accountancy</td>
<td>6</td>
<td>9</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>6</td>
<td>8</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Soft Toys</td>
<td>-</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Food Production</td>
<td>13</td>
<td>-</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Two-wheeler Mechanism</td>
<td>8</td>
<td>-</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Computer Application</td>
<td>-</td>
<td>8</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Typewriting</td>
<td>6</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Jute Products Training</td>
<td>-</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Food and Bakery</td>
<td>3</td>
<td>-</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cell Phone Repairing and Servicing</td>
<td>2</td>
<td>-</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Electrical Work</td>
<td>2</td>
<td>-</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Computer Hardware</td>
<td>1</td>
<td>-</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>126</td>
<td>174</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>
3.7.4.1 Primary Sources
Data were primarily obtained from beneficiaries of Jan Shikshan Sansthan vocational training programmes. In addition, inputs from current trainees and resource persons were sought to have a holistic understanding of the research issue. Data from beneficiaries was solicited to understand about programme effectiveness while data from current trainees solicited to understand the present status of the course content. Feedback from resource persons helped get inputs regarding adequacy of teaching learning material – one of the lacunae highlighted by the beneficiaries.

3.7.4.2 Secondary Sources
Published and unpublished literature and documents from Jan Shikshan Sansthan Chennai records were referred for collecting information.

3.7.5 Tool of Data Collection
The tool for collection of data is a semi-structured Interview Schedule. The Schedule included both closed and open-ended questions keeping in view the research objectives. The interview schedule was reviewed by some of the experts in the vocational training field. They are (i) the Director in-charge, Jan Shikshan Sansthan Chennai (ii) Community Development Officer, Slum Clearance Board and (iii) District Project Coordinator, Chennai Arivoli Iyakkam, Corporation of Chennai. Based on their comments, the tool was
modified and revised for the study. Beneficiaries who had completed both short-term and long-term courses were interviewed.

3.7.5.1 Components of the Tool

1. Demographic background of the beneficiaries
2. Educational qualification of the beneficiaries
3. Vocational training programme undergone and post-training employment
4. Effectiveness of the vocational training programme undergone
5. Beneficiaries’ views and suggestions to improve the training programmes offered.

Part 1 – The demographic background of the beneficiaries: In this section, information regarding the beneficiaries’ age, gender, caste, religion, marital status, type of family, ownership of dwelling, family income, beneficiaries’ income per month, other source of income and so on were sought.

Part 2 – The educational qualification of the beneficiaries: The educational qualification of the beneficiaries, the reasons for not pursuing higher education, and activity before joining the training programme were sought.
Part 3 – Vocational training programme undergone and post-training employment: The training programme undergone, reason for choosing the training, training content, work reference, practical and theory sessions undergone, type of work, the methods adopted for imparting training and so on were sought.

Part 4 – Effectiveness of the vocational training programme undergone: the beneficiaries’ ability to make income, improvement in skills/ability, their savings, their confidence, satisfaction with programme content, methodology and so on were sought.

The final item of the tool was open-ended statement to solicit the beneficiaries’ views and suggestions to improve the vocational training offered by Jan Shikshan Sansthan Chennai.

The tool was pretested on 30 beneficiaries and based on the feedback necessary modifications were incorporated to increase the effectiveness of the tool.

3.7.5.2 Qualitative Data

Qualitative data was also obtained during discussions with resource persons, beneficiaries and current trainees on a single instance to understand various facets of the training programme and to ascertain their views and suggestions regarding the same. The research scholar made brief notes
unobtrusively for later use. In the text of the present report, significant facts that emanated from the discussions held are included in the following pages at appropriate places.

3.7.6 Data Collection

The data was collected from 300 beneficiaries over a period of eight months during late 2009 among those who had successfully completed the courses in-campus and off-campus (based on 2008–2009 Success Story Records of Jan Shikshan Sansthan Chennai). Since the size of data was planned for 300, the research scholar had to plan meticulously to collect data. The contribution of the existing collaborating agencies, the Jan Shikshan Sansthan Chennai programme team, collaborating agencies and the extension centres in facilitating the data collection is significant.

As the training programmes are conducted in places where the youth and women in the surrounding are covered, it was feasible for the research scholar to organize and interview the beneficiaries through the collaborating agencies and extension centres in the locale.

Discussions were held with the beneficiaries and resource persons to gather insight into the prevailing conditions and problems in the structure and implementation of the training programmes offered. The research scholar had to explain to the beneficiaries the purpose of the study. The
information gathered and suggestions received were noted down for compilation.

3.7.7 Problems Faced by the Research Scholar

The Institute maintains two records: one where details of the candidates are recorded during admission known as ‘data sheet’ and the other ‘success story’ collected from the beneficiaries by the programme staff through the programme in-charge after completion of the training programme. The records are maintained in a predefined format. Usually the success stories are collected in two months period after completion of the training programme from those beneficiaries who are employed and self-employed. This database was used to identify the respondents for the study.

The difficulties in data collection were owing to logistical reasons. The research scholar found it difficult to find the beneficiaries in the given address available as in the Institute’s record. For instance, the pilot study took about two months as majority of the beneficiaries were not available during the time of visit. In some cases the research scholar had to fix up an appointment with the available members at home to meet the beneficiary in their convenient day and time.
3.7.8 Data Analysis

The collected data were analysed by using Statistical Package for Social Sciences (SPSS) version 11.5. In the present study ‘p’ values of equal or less than 0.05 was considered as the acceptable level of significance. The Statistical tests applied in this study are Chi-square, Factor Analysis and Regression Analysis.

Since one of the specific objectives of the Jan Shikshan Sansthan training programmes is to cater to the needs of Scheduled Caste/Scheduled Tribe and the weaker sections (vide: Jan Shikshan Sansthan Guidelines) on a priority basis, this aspect will be given importance while analysing the data. Such an exercise will throw light on the realization of the Jan Shikshan Sansthan’s objectives as mentioned earlier.

3.8 Concepts

3.8.1 Beneficiaries

The beneficiaries in this study are the respondents who had successfully completed the vocational training programmes from both in-campus and off-campus programmes.
3.8.2 Employability

Employability is the capacity of the individual to prepare for, enter into and progress within occupations in which he/she can find economic and personal satisfaction (Hamilton, 1950).

3.8.3 Equipments

Essential tools for practical sessions installed/provided in the training centre for teaching and learning.

3.8.4 Extension Centre

The public or private centres adopted by the Institute in the community where there is essential place to conduct the skill training in demand. The public centres are the centres offered by Chennai Arivoli Iyakkam of Chennai Corporation and the private centres are those offered by non-government organizations and individuals who volunteer to provide place to conduct training programmes to benefit their community. The Institute may provide the electricity charges and the maintenance charges, sometimes a nominal amount as rent.

3.8.5 In-campus

Courses conducted within the premises of Jan Shikshan Sansthan located in Choolaimedu, Chennai.
3.8.6 Jan Shikshan Sansthan

Jan Shikshan Sansthan is the name of the Institute in Hindi which is taken for this study. It means ‘Institute of People’s Education’ in English.

3.8.7 Loan

A loan is a type of debt. Like all debt instruments, a loan entails the redistribution of financial assets over time, between the lender and the borrower.

3.8.8 Long-term Courses

The training programmes offered by the Institute between duration three months and one year.

3.8.9 Neo-literates

Those who can write few words like their name, address, and so on, and can read to an extent.

3.8.10 Non-formal Education

Education offered according to the needs and spare time at most convenient place, using appropriate content and method, where communication and dissemination of ideas and skills matter much.
3.8.11 Off-campus

Courses conducted outside Jan Shikshan Sansthan premises through collaborating agencies and extension centres.

3.8.12 Personal Factors

Personal factors in this study refers to the gender, educational qualification, marital status, occupational status and income of the beneficiaries.

3.8.13 Raw Material

Consumables provided for teaching and learning during the course of training.

3.8.14 Resource Person

The Instructor employed by the Institute or the agencies to train the trainees in vocational skill training.

3.8.15 Self-employed

A person who works for one’s self instead of an employer, by drawing income from a trade or business that they operate personally.

3.8.16 Skill Training

The training programmes given by the Institute in-campus and off-campus.
3.8.17 Short-term Courses
The training programmes offered by the Institute between duration 5 days and less than 3 months.

3.8.18 Social Work
Social Work is a professional service, based on scientific knowledge and skill in human relations, which assists individuals, alone or in groups, to obtain social and personal satisfaction and independence (Friedlander, 1955).

3.8.19 Teaching Learning Material
The teaching and learning materials in this study refers to the materials, raw material and equipments used for the training for hands on practice.

3.8.20 Unemployment
People without jobs and who have actively looked for work.

3.8.21 Vocational Education
Vocational education or vocational education and training (VET) prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation or vocation. It is sometimes referred to as technical education as the trainee directly
develops expertise in a particular group of techniques or technology (Rao, 2003).

3.8.22 Youth

The youth in this study are those between the age 15 to 35 years as per the Jan Shikshan Sansthan Chennai records.

3.9 Limitations of the Study

There are about 221 Jan Shikshan Sansthan units across India. The research scholar was much interested to study the activities of the Jan Shikshan Sansthan functioning at A level, that is, Jan Shikshan Sansthan in Mumbai, Delhi, Kolkata and Chennai. Due to language barriers, time and economic reasons the research scholar could study only the activities of Jan Shikshan Sansthan in Chennai covering the beneficiaries from in-campus and off-campus programmes.

1. The investigator cannot generalize the findings of this study to all the trainings offered by the Institute as the sample is restricted to in-campus and off-campus beneficiaries from both short-term and long-term courses in Chennai. Hence, the study may not be fully representative of all the Jan Shikshan Sansthan Units in Tamil Nadu and across India.

2. The sample size taken for this study is only 300 individuals.
3. The responses may be characterized by unknown elements of human bias and prejudice, since most questions elicited their subjective views on various issues.

Having described the methodology adopted for carrying out the study, the following chapter provides insights into the data collected in this study.