Chapter 9

Suggestions

This final chapter presents the suggestions based on the findings of the study followed by the role of Professional Social Worker with regard to vocational training facilities and scope for future research.

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. This kind of operation shall serve the purpose of human resource development for a nation. The efforts taken by the government to provide vocational training to improve the living conditions of the marginalized should also be in order to meet the demand of labour force in the market and cover a wide range of the deserving deprived groups in providing them quality training. This calls for effective training according to the requirement based on survey and study. As a vast majority of the beneficiaries are youth, this productive younger groups need to be trained in vocational trainings/labour skills required to support economic growth both for the individual and the nation. Though the study reveals the ability of the beneficiaries in making some income it is essential that the efforts of the
government in spending huge funds in human resource and economic development of our nation and the hopes of the deserving groups/the families below poverty line for employment opportunities needs to be accredited with a sign of satisfaction. The suggestions based on the findings are as follows:

**9.1 Suggestions**

**9.1.1 For the Institute – Jan Shikshan Sansthan**

1. It is a pity that three-fourths of the trainees have effected no savings so far. Therefore, even during the training period beneficiaries should be acquainted with worthwhile savings schemes such as Public Provident Fund and the newly introduced Government of India New Pension Scheme. This should be built in the curriculum (LEE) of the training programme.

2. Women may be encouraged to take up long-term programmes to earn good income.

3. A significantly larger proportion of women are dissatisfied with the training provided. Reasons for this should be assessed and remedial measures undertaken.

4. The women are once again unhappy with the practical aspects of training provided to them. The reasons for this should be
ascertained for improvement. Also, the authorities should hold periodical meetings with the trainees even during the training period, to ascertain their difficulties and suggestions.

5. The Institute may obtain the permanent address of the trainees at the time of joining the training programme and also maintain a statistical record of the employed with follow-up measures.

6. Jan Shikshan Sansthan Chennai lacks good infrastructure even to conduct the existing courses. The study shows the strength of collaborating agencies in recruiting beneficiaries, providing placement and also having good infrastructure. Hence the collaborating agencies can be strengthened. Support of the NGOs also can be sought towards expanding services through extension centres.

7. Counselling services may be extended to the beneficiaries before admission to help better understand the vocational training programmes and in making choice.

8. Staff development programme may be provided for the programme functionaries and the resource persons to upgrade knowledge on programmes and skills.

9. Periodical meetings with the beneficiaries and the resource persons may help understand the programme requirement.
9.1.2 For Programme Content Enhancement and Administration

1. Employable skill training programmes can be offered by the Institute with placement cells and proper networking with respective industries where the skill is required.

2. Introducing advanced training programmes and training based on survey on the skills required in the market would help the Institute to attain its objectives in giving employment opportunity to all its beneficiaries instead of stereotyped programmes.

3. Physical monitoring of the training programmes in the place of training can be done regularly apart from courses being verified on records on quarterly and monthly basis.

4. Networking/tie up for the course ‘Helpers for Hospitals and Nursing Homes’ can be offered with a focus to meet the expectation of the beneficiaries for job opportunity as well as the need in the hospitals.

5. Networking with government departments/agencies for upcoming development projects, in order to create job opportunities from the forthcoming government projects would suffice the purpose of such vocational programmes.
6. Provision of course/training syllabus to the trainees would help the trainees to better understand the programme content.

7. Provision of essential equipments and teaching learning material for practical training, and training in an environment which is a replica of actual work place will help in effective learning. As many programmes are conducted in Jan Shikshan Sansthan Chennai premises at Choolaimedu, care should be taken to conduct classes without disturbing other programmes.

8. Training for skill upgradation with updated syllabus, and in an environment which is an ideal model of the work area or structure would help serve the employment/self-employment opportunities or job prospects of the beneficiaries of Jan Shikshan Sansthan.

9.1.3 For Follow-up

1. Since half the beneficiaries are self-employed they may benefit from assistance in the form of mentoring. For example, an organization called Bharatiya Yuva Shakti Trust (BYST) provides such mentoring help. Jan Shikshan Sansthan or Social Workers could serve as a liaison between the beneficiaries and
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the BYST. Mentoring will be handy particularly in view of the brief duration of training undergone by the beneficiaries.

2. A scheme of follow-up by Jan Shikshan Sansthan may help keep track of all beneficiaries, especially those in temporary jobs. Further assistance may be extended to such beneficiaries.

9.2 Role of Professional Social Worker with Regard to Vocational Training Facilities

The present study shows the need and importance of Social Work Intervention in the training programmes conducted by Jan Shikshan Sansthan Chennai.

Jan Shikshan Sansthan – a Ministry of Human Resource Development sponsored project – aims at improving the living conditions of the individuals and to the community as a whole through employable and self-employable training programmes by improving the beneficiaries’ standard of living from Below Poverty Line (BPL) to Above Poverty Line (APL).

Social Work has an extensive history of addressing poverty at the individual, community and national levels (NASW [National Association of Social Workers] website: www.socialworkers.org/pressroom/features/issue/poverty.asp). The Social Work intervention in Jan Shikshan Sansthan programmes at the micro level will be to identify the individuals
belonging to below poverty line families who are unemployed and unskilled as well the skilled (for upgradation) for training in appropriate Jan Shikshan Sansthan programmes through professional guidance and counselling with an understanding of the need of the individual and their families.

At the mezzo level Social Work intervention involves the neighborhoods, institutions or other smaller groups in identifying resources both material and non-material (human) resources for effective programme implementation as experienced by UYDEL programmes cited in Chapter 2 which has described the role of Professional Social Workers in identifying the resources in the community. ‘Discontent with existing conditions in the community must initiate and/or nourish the development of the association’ (Ross, 1955). Community organizing utilizes the community's assets and combines them with additional resources to build up the local systems of support.

‘Discontent must be focused and channeled into organization, planning, and action in respect to specific problems’ (Ross, 1955). As part of Community organization, a Social Worker identifies the employable skills needed in the community and on the other hand identifies the resources both material in terms of infrastructure and human resources in terms of expertise in the identified skills the community needs. In addition a Social Worker will have an important role in lobbying and
networking for resources within and outside the community like the neighbouring institutes/agencies.

Coordinating and monitoring programme activities both in-campus and off-campus, implementing public awareness campaigns and identifying and connecting the trainees with the identified local resources requires professional intervention where Social Workers will be the facilitators undertaking regular visits and holding discussions in solving problems/issues with community participation. Social Workers empower community residents to be active in leading these efforts by lending their professional skills to facilitate and support local initiatives. Another important intervention in Social Work will be to visit the neighbouring industries in order to find out the required skills in the industries and train the community in concern with the required skills, thus creating employment opportunities.

As Jan Shikshan Sansthan has training units across India, it is essential that Social Work interventions at macro level affects entire communities and systems of care. Besides addressing poverty on the individual and community levels, Social Workers strive to fight poverty on a national scale. In all of these efforts, Social Workers use their training to look beyond the symptoms and get to the root causes of poverty. The practice of macro Social Work is the effort to help clients by intervening in large systems. It includes introducing new programmes
based on market survey for employable and self-employable opportunities. Programme planning at policy level should include adequate financial assistance to meet the cost of the Teaching Learning Material (TLM) with appropriate allocation of fund in order to conduct programmes based on the required skills to meet the demand in the market at every geographical area across India. Social Work research of such programmes will for sure play an important role in reducing poverty through evaluating the success of the programmes with an object to meet the need of the intended beneficiaries.

These three levels of Social Work practice can be more effective with periodical monitoring and evaluation with the participation of the beneficiaries towards improving the programmes for its effectiveness and to reach the intended beneficiaries. This will serve the aim of Jan Shikshan Sansthan as the researcher in her discussion through observation and listening to the trainees could understand that there were certain difficulties experienced by the trainees of the ongoing programmes in-campus which also is reflected in the suggestions given by the trainees in Chapter 7 of this Study. The role of a Professional Social Worker suggested for effective implementation and success of the training programmes conducted by Jan Shikshan Sansthan Chennai are as follows:
9.2.1 Pre-vocational Training

1. Identify non-participants and drop-outs if any and inform them of existing training facilities with a view to enable them to take advantage of the training opportunities.

2. Act as a referral agent in identifying resources – material and manpower – to conduct training programmes in the communities where infrastructure facilities are available i.e., place, local members in need of trainings and qualified resource persons as well.

3. Work on the syllabus or the curriculum for improvisation or upgradation towards meeting the requirement in the labour force or in market.

9.2.2 During Vocational Training

1. As an advocate a Social Worker has an important role as a Social Researcher to find out how well Jan Shikshan Sansthan is functioning in achieving their objectives in terms of serving the interests of the weaker sections, and make suitable recommendation to the administrators and organizers.

2. As a care giver provision of counselling would be of much help since majority of the beneficiaries are youth and women. This service would be beneficial for the youth and women for career
guidance as well as to help them solve problems which would pressure them to discontinue the training taken.

3. Find out the needs of women participating in such programmes with special reference to mothers – and act as advocates on their behalf for the creation of suitable infrastructural facilities such as childcare centres.

4. Provide adequate Teaching Learning Material (TLM) essential for complete theory as well as practical learning.

5. Monitor the training programmes both in-campus and off-campus and evaluate the same on a regular basis to achieve the aim of the trainings offered.

6. As a mobilizer introduce or organize trainings for special groups as transgenders and disabled in a regular manner.

7. Lobby or negotiate with government, quasi-government and appropriate associations to make a reservation for those skilled workers in the respective field for manual work in demand.

8. Organize periodical orientation and training programmes for the Resource Persons/Course Instructors and the Programme Staff to develop skills and interest towards programme involvement.
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9.2.3 Post-vocational Training

1. As a consultant create awareness to the skilled or trained unemployed on the assistance provided by the government to the unemployed.

2. As a broker, effective networking with other institutes, factories, company and business establishments in the fields of skill training programme offered by the Institute to refer or provide job opportunities/placement for those trainees who complete the courses successfully.

3. Follow up measures to understand the employment status of the beneficiaries and maintain complete records.

4. Also give skill upgradation training programmes to the beneficiaries based on market survey in order to meet the needs of the market.

9.3 Scope for Future Research

1. Studies similar to the present one may be conducted in rural areas (with reference to Employment Guarantee Scheme, Rozgar Yojana, etc.) to find out the role of gender, education and caste in participation.

2. Compare study of participants and non-participants. Why some do not come forward to avail the facilities?
3. Longitudinal study following up both male and female participants till retirement. To study the effect of ageing, childbirth, and so on.


5. Most beneficiaries are above poverty line as per the Tamil Nadu Government definition. Studies may be done to ascertain the construct validity of poverty-line. In other words, do those who are technically above BPL are indeed enjoying a better quality of life compared to the BPL group?

6. Since one-seventh of the beneficiaries are degree holders, a study could be undertaken to see how the quality of their life compares with that of non-degree holders.

7. The Jan Shikshan Sansthan training programme is mainly aimed at disadvantaged groups, women and youth neo-literates, prospective workers and unemployed youth (Ministry of Human Resource Development, 2000, p. 9). However, in the study sample, about 42 per cent of the beneficiaries are educated up to +2 and beyond, who cannot be called neo-literate. A separate study is called for to know why more neo-literates could not be included into the programme.