Chapter 1

Introduction

Human resource is like a treasure which can be put into a productive channel. The treasure is of no value if it is not properly utilized. Generation of employment opportunities and utilization of labour force in productive process are the twins that may be used as a device to wipe out poverty. Gunnar Myrdal, a foremost economist, aptly points out: ‘the main practical difficulty facing the planners and the government is how to utilize the labour force more effectively.’

Unemployment has both economic and social implications that are universally recognized as harmful both to society at large and to the individual who is without work. The problem of unemployment assumes great importance due to the fact that every year with the growth in population a certain percentage is added to the labour force who have to be provided with jobs and employment opportunities. The problems of unemployment and underemployment have been prevalent in India for a very long time and these have been the matters of serious concern for the government since independence (Peer, 1992). Unemployment is more often the result of a lack of proper education and skill acquisition rather than of a
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shortage of job opportunities. It must be ensured that in one way or another, education – both formal and non-formal systems – prepares boys and girls to use their minds as well as muscles for tasks that today’s and tomorrow’s labour market require.

Vocational training provides the diversity and practicability that formal education system lacks. An efficient work force is the country’s best resource and vocational training is the best guarantee to workers that they will always be qualified for a job (Rao, 2003).

Rao (1999) in his operational and provisional definition has referred ‘Vocational’ to those educational functions and processes which purport to prepare and equip individuals and groups for working life whether or not in the form of paid employment, and ‘Training’ as task specific where in usage, a part of education and subject to the values, criteria and principles which govern education processes generally, even though, as frequently used, its reference is to factual knowledge and unreflective skills. Obviously, those who control education, vocational preparation and training will in both policy and practice colour the interpretation given to these functions and processes.

One of the most striking modern developments, affecting the vocational sphere as much as other aspects of education, is the emergence of
new forms of control: the growth of parent power, of the influence of industry and commerce and of various partnership and collaborative procedures for decision-making. Less common until recently in school systems, the partnership principles have been long established in technical and vocational education.

1.1 Vocational Training for Economy

In India, people are obsessed with attaining a graduation degree and generally look down upon vocational education. This has resulted in a huge shortage of skilled workers. If this trend continues, it would hurt our economic growth in the long run (www.merinews.com).

For vocational education and training in India, 17 Ministries and Departments are involved in the provision and financing, with total annual training capacity of about 28 lakh (2,800,000) students. But as with many matters managed by our governments, the vocational training system is full of superlatives and potential on the one hand and inefficiency, on the other. The so-called agencies have put their slogans only in their printed guidelines and handouts without taking into account the real target populace. In this age of liberalization, India is still far from training people in different specializations.
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Vocational training is to impart specialized skills and knowledge and instilling social and political attitudes and behaviour patterns essential for successful economic activities by people engaged in dependent employment, self-employment or subsistence work. Vocational training can be of various types, depending on the way it has been acquired.

‘Formal training’ refers to all training courses held in state or private (but state-certified) institutions regulated by state guidelines. ‘Non-formal training’ covers all forms of training that takes place without being subject to state guidelines. In-company apprenticeships, both in formal or informal sector enterprises, is one of the most common forms of non-formal training. This kind of training also includes all programmes and projects offering skills-upgrading for those already active on the labour market, but who wish to extend their competencies by attending evening or weekend courses. There are no prerequisites for anyone to acquire vocational training. Both men and women can get trained at any time during their life. Studies have already proven that formal education is not a prerequisite for acquiring practical skills for income-generation, especially in the context of the informal sector. However, India’s formal vocational training system often creates minimum educational prerequisites leading to exclusion of those with lower levels of education.
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In India, vocational education falls under the charge of the Ministry of Human Resources Development (MHRD). The ministry oversees vocational courses being offered in schools in Standards XI and XII, under a centrally sponsored scheme called ‘Vocationalization of Secondary Education’ since 1988. Only the schools affiliated to Central Board of Secondary Education (CBSE) offer the courses in accordance with the board’s scheme of studies and the course structure. The courses are of two-years duration and span six major disciplines, like dairying, farm machinery and equipment (agriculture), accounting and auditing (business and commerce), electrical technology, air conditioning and refrigeration (engineering and technology), X-Ray technician, health care and beauty culture (health and paramedical) and preservation of fruits and vegetables, food services and management (home sciences and humanities).

Vocational training, on the other hand, broadly refers to certificate level crafts training (in India) and is open to students, who leave school after completing anywhere from grades 8–12. Programmes administered under the Craftsmen Training Scheme (CTS) are operated by Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs). This scheme falls within the purview of the Directorate General of Employment and Training (DGET), under the Ministry of Labour and Employment (MOLE).
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At a higher level, the technical education and vocational training system in India produces a labour force through a three-tier system – graduate and post-graduate level specialists (e.g. Indian Institutes of Technology (IIT) and engineering colleges) trained as engineers and technologists; diploma level graduates, who are trained in polytechnics as technicians and supervisors; and certificate level craft people trained in it as well as through formal apprenticeships as semi-skilled and skilled workers.

The government of India in recent years has laid a lot of emphasis on streamlining vocational education so that it fulfills the emerging need of the market by focusing on employability skills.

Jain (2006) stated that studies have only reinforced the fact that the majority of workers in the unorganized economy of India have never been to vocational training institutions and/or school. On the other hand, the formal skills training system, because of its educational entry requirements and long duration of courses, is designed to exclude the underprivileged informal sector workers. Yet, given the vast size of India’s informal workforce, the need to address the skills of informal sector workers is more pressing than any other.
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One of the weaknesses of Indian education system is that it does not give due importance to vocational education. As a result, there is a mismatch between the skilled manpower required and skilled manpower available. Every year we churn out millions of graduates, who do not have the specific skill sets required by the market. If this trend continues, it would hurt our economic growth in the long run. To change this situation, first we need to change our mindset. In India, people are obsessed with attaining a graduation degree and generally look down upon vocational education. This has resulted in a situation, where on the one hand there are scores of unemployed graduates and on the other hand there is a huge shortage of skilled workers, such as plumbers, electricians etc. (www.indiaacademic.com/education/vocational-education-india.html).

Sirkin (2013) stated that as many as 600,000 U.S. manufacturing jobs remained vacant across the United States due to shortages of skilled workers, according to the Manufacturing Institute’s most recent ‘skills gap’ report.

The reasons contributing to shortage of skilled workers as noted by Sirkin are as follows: (i) in a slow economy, companies do not prefer to fill
‘open positions’ but hire for labour as they do not want to carry people they do not absolutely need and it is a longstanding practice, (ii) even when more help is needed, management often make the existing employees do more overtime, which gives them the flexibility of more capacity, without having to hire more workers, and (iii) workers just don’t walk into manufacturing plants, even if they are highly experienced, and start working as they need training and unfortunately, many companies cut training programs when the financial crisis hit.

On a further note he stated that the average age of a highly skilled U.S. manufacturing worker is 56 and that now it is the time to train the next generation where there is a need to recruit and train them to create the skilled workforce. Sirkin asserted that if there is a large nationwide shortage of skilled workers, there would be rise in wages and companies would aggressively hire and train further. He noted that America’s manufacturing renaissance could stall if companies don’t have the skilled workers they need to meet customer demand and quality expectations and training is fundamental to the process.

Khawas (2012) noted that ‘With a young population and government’s focus on skills development, India has the potential to become a leader in
vocational education and acquisition of skills is the future of the Indian job market and its global economic clout’.

1.2 Vocationalization

Skill development is extension of the educational process. It prepares a person not only for a specific job but also for life. Having acquired meaningful and relevant skills, the person is better positioned to engage in productive activities. In the process, he moves towards self-reliance and adds to his self-esteem. Also, this elevates, in varying degrees, his status in the family and neighbourhood. Given perseverance and opportunity, he is able to exploit his talents and potential and, more often than not, to prosper. In fact, in the present environment denoted by openness and liberalization, rags-to-riches stories of skilled persons abound throughout the length and breadth of the country. Doubtless, these persons are moving up on economic and social ladder and also contributing to the development of the country (Dassi, 2003). According to Khullar (1987, p. 8), in the New Education Policy enunciated in 1986, it was stated that vocational courses would cover 10 per cent of the students by 1990 and 25 per cent by 1995 and that in 1986 it was only 2 per cent. The aim was employment or self-employment. The courses would be evaluated periodically. Technical education would be
provided to meet the requirements of the rural areas, more particularly the unorganized sector.

A major justification for vocational educational training has been the notion that acquisition of skills improves the chances that the unemployed or underemployed would find stable wage-employment. In respect of economically and academically disadvantaged young people, vocational skills are a little more appropriate means of improving their employability than general education.

1.2.1 Vocational Education Concepts

The concept vocational education is the education or training of workers. Its origin may be traced to the early apprenticeship training practices, which implies that any kind of education or training in which a worker participates is vocational education. It also suggests that humans have dissimilar abilities and the persons having neither the capacity nor the desire to study the traditional curriculum be prevailed upon to opt for vocational trades more adapted to their taste and abilities. Implicit in the concept is the meaning that working-class children be trained for factory work simply because that is their destiny. This kind of thinking does not fit in with the principle of equal educational opportunity.
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Another concept is that vocational education is the education for manual work centres on the ideas of ability to work with hands rather than mind with a curriculum of certain manual activities like leather work, wood work, metal work, drawing work, for example. The knowledge and skills learned from such education or training just underlie mental activities relevant to the curriculum but without relevance to specific occupational competence. This concept has resulted in the present-day practice of placing drop-outs, physically handicapped and socially disadvantaged young people in vocational courses without considering learners’ interest and ability.

Another school of thought is that vocational education in certain specified subjects, which may be of vocational or technical nature, may generally be confined to secondary stage of education. This concept implies that a specified part of the curriculum is vocational or technical, the remaining part falling under general or liberal education coverage. Here vocational education is not designed to take the place of general education but to supplement it. The essential merit of the idea is that the total education imparted has both cultural and utility values fitting an individual for progressing in his chosen field of activity with in-built opportunity for vertical mobility. Technical high school type of education in India is the example.
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One more concept is that vocational education is that education which is craft-oriented. The major objective of craft-oriented education or training is to aid learners in greatest work efficiency possible in earning their living by providing special instruction in single crafts or trades. The education or training given in this manner lacks academic or cultural aspects of education. Educators, therefore, feel that any craft or trade-centred system of education or training is a divisioning process, segregating vocational education from general education mainstream. The learners that are unable to profit from the traditional academic learning generally opt for this sort of industrial training, as in ITIs.

Finally, there is the concept that vocational education is education for productive purposes or socially useful productive work. When the object is a product or a service for consumer use, the work involved is termed as productive work or socially useful productive work.

Implicit in this modern concept is the meaning that as the individual seeks and finds new and improved ways of working through education or training, he increases his vocational efficiency. Gainful pursuits, regular occupations or vocations are becoming increasingly important in industrialized society.
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Vocational education for productive work basically provides learning experience of vocational nature, training learners to fit the requirements of a hierarchical work force. This concept is in accord with the present-day movement of ‘education for individual needs’, education with the purpose ‘to prepare persons who would contribute to industrial, agricultural and commercial efficiency’. This concept also leads to the theme that all education, when considered in relation to the great masses of the people of a country, must be measured finally by the single test of usefulness and utility’. Education imparted in this manner should aim at the development of proficient workers as well as good citizens. These concepts and definitions of vocational education reveal varying interpretations, meanings and purposes.

Viewed in the historical perspective, the development of vocational education or training has taken place through the following successive stages: (i) individual initiative and resourcefulness; (ii) unconscious absorption and imitation; (iii) conscious imitation and organized training in the home; (iv) conscious and organized training through exclusive apprenticeship or guild system practices; (v) pick-up learning under specialization; and (vi) organized training through such means as vocational
or occupational institutions and modernized apprenticeship under training-in-industry process.

Operations once performed manually are now largely performed through machines, thus the emphasis in training shifting from the acquisition of manipulative skill to the acquisition of technical knowledge intelligently on the job or the activities associated with it. This fact has led to the central idea of organizing education systematically and efficiently through the establishment of vocational institutions and modernized training at workplaces. The instructional process is said to be conscious and organized to the extent the methods in transmitting knowledge and skills are well-organized both pedagogically and administratively. In terms of pedagogical details, the methods of instructions as practised in institutions may be better organized than those followed in training establishments of industry.

Viewed from the directness of aim, the recognition of group characteristics and the use of the real experience as an instruction device, training-in-industry is regarded as an effectively successful vocational instruction system. Principles of vocational education serve a useful purpose in the delineation of policies, processes and procedures underlying vocational education.
1.2.1.1 General Principles of Vocational Education

Rao (2003) has listed the General Principles of Vocational Education:

1. Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work.

2. Effective vocational education can only be given where the training jobs are carried out in the same way with the same operations, the same tools and the same machines as in the occupation itself.

3. Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.

4. Vocational education will be effective in proportion as it enables each individual to capitalize upon his interest, aptitudes and intrinsic intelligence to the highest possible degree.

5. Effective vocational education for any profession, calling, trade, occupation or job can only be given to the selective group of individuals who need it, and can profit by it.

6. Vocational education will be effective in proportion as the specific training experiences for forming right habits of doing and thinking
are repeated to the point that these habits become fixed to the degree necessary for gainful employment.

7. Vocational education will be effective in proportion as the instructor has had successful experience in the application of knowledge and skills to the operations and processes he undertakes to teach.

8. For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally or socially effective.

9. Vocational education must recognize the conditions as they are and must train individuals to meet the demands of the labour market even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are rightly desirable.

10. For every occupation there is a body of content which is peculiar to that occupation and which practically has no functioning value in any other occupation.
11. Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time they need it, and in such a way that they can most effectively profit by the instruction.

12. Vocational education will be socially efficient in production as in its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves.

13. The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.

14. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education cannot be attempted.

Rao further stated that vocational education – involving the institution, the home, and the industry or business – frequently evolves processes and procedures different from those of general education. This makes it necessary to understand the importance of the above-mentioned principles. The term general education is used to mean the education that should
prepare persons to live more intelligently as citizens and to understand and enjoy life. It implies the knowledge, skills and attitudes needed by persons for successful and purposeful living. The term vocational education is used to mean the education that should prepare persons to work more efficiently. Efficient vocational education implies specific education and training in the usable knowledge, skills and competencies for the occupation in question. However, different concepts of the relationship of general education and vocational education are there. Mostly they arise from differences in educational philosophy.

1.3 Vocational and Technical Institutions

Vocational and Technical Institutions catering to vocational or occupational training at certificate level of course organization provide the necessary facilities for training of semi-skilled workers and handymen. Such a training system, when properly planned and organized at the state level, tends to supplement the ITI system of training in a large measure. Though the training given in trade certificate level institutions cannot be rated as terminal in character, the end-product may be recognized as trained in semi-skills, which can be upgraded in content and depth by organizing programmes of further or extension education and training in the context of the current industrial developments and needs.
During the past years the course of industrial development in our country has been marked by a massive increase in the size of production units and the corresponding quality production; by the steady introduction of sophisticated machinery and process; by diversifying the industrial production; and by divisioning and sub-divisioning of labour processes (Rao, 2003, p. 583).

1.4 Vocational Training – Non-formal

Education offered according to the needs and spare time at most convenient place and time, using appropriate content and method, where communication and dissemination of ideas and skills matter much, is called non-formal education. It is so flexible that anyone can fit into it somewhere or the other. It is a boon to many who dropped out of schools.

The Indian government has undertaken several 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. One such Scheme is Jan Shikshan Sansthan, formerly known as Shramik Vidyapeeth, one of the popular schemes in non-formal education sector crafted by the government of India.

The Scheme Jan Shikshan Sansthan is a vocational training institute started in response to the vocational needs of the migrated population in
search of employment. The main objective was to provide skill training to workers and their dependents. The training offered by Jan Shikshan Sansthan is in the form of non-formal.

During British period in India, non-formal and the incidental sub-systems which really educated the vast masses of the people were ignored. After independence, both formal and non-formal systems were strengthened. Non-formal education is also linked with development, health, sanitation, family planning and environment. Non-formal education is closely connected with the improving quality of life of people and achieving sustainable development.

It provides equal opportunity to all without any kind of discrimination involving organizations to make learning effective and accessible to all.

The aim of the government of India in adopting non-formal education is (i) to motivate the drop-outs or such children who have not gone to primary school to enter into the fold of non-formal education; (ii) to develop in children various linguistic skills; (iii) to promote expertise in children in regard to the work experience and the occupations; (iv) to make children understand the scientific phenomena in everyday life; (v) to develop in children the skills, habits, attitudes necessary for healthful living; and (vi) to
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develop in children a sense of citizenship, national integration, secularism and socialism (Agarwal & Rajesh, 1999).

The scheme taken for this study sponsored by government of India also has covered the mentioned features. Initially the focus of the scheme was to cater to the needs of the industrial workers and the urban slum dwellers.

1.5 Eleventh Five Year Plan

Vocational Training being a concurrent subject, both the central and the state governments share responsibilities. At the national level, Director General of Employment and Training (DGE&T), Ministry of Labour is the nodal department for formulating policies, laying down standards, conducting trade testing and certification in the field of vocational training. At the state level, the state government departments are responsible for vocational training programmes (Eleventh Five Year Plan (2007–2012), 2008a).

1.5.1 Vocational Education in the Eleventh Five Year Plan

• National Skill Development Mission is to be started soon. Demand-driven Vocational Education Programme in association with employers.

• Kulandaisamy Committee Report targeted 15 per cent for Vocational Education by 2000. But only 5 per cent in 19–24 age group have acquired skills through vocational education (96 per cent in South Korea).

• Only 5 per cent of general population can receive formal vocational education. Remaining 4 crore, already working, will be given training for upgradation in non-formal ways. Vocational Education and Training is provided for SC/ST/OBCs/Minorities, Street Children and Disabled.

• National Vocational Qualification (NVQ) System – public and private system will work together.

• Bhopal: Central Institute of Vocational Education – working will be reviewed.

• Vocational Education to be expanded to cover 20,000 schools – 25 lakh students. Mobility between vocational, general and technical education will be ensured.

(Eleventh Five Year Plan (2007–2012), 2008b, pp. 20–21)
1.5.2 Jan Shikshan Sansthan in the Five Year Plans:

The first Shramik Vidyapeeth (Jan Shikshan Sansthan, formerly known as Shramik Vidyapeeth) was established in Worli, Mumbai, in March 1967. After the success of the project, the government of India developed a scheme for setting up a network of Shramik Vidyapeeths in the country in a phased manner. It increased to 58 by the end of VIII Five Year Plan (1996–1997).

With the emergence of millions of neo-literates through the Total Literacy Campaigns launched across the length and breadth of the country and the transformation that has taken place in the economic and social set-up over the years, the role and scope of these institutions have widened manifold. In the changed scenario, the focus of Shramik Vidyapeeth (SVP) has been shifted from industrial workers in urban areas to the numerous neo-literates and unskilled and unemployed youth throughout the country especially underprivileged people in the rural areas. The SVPs were accordingly renamed as Jan Shikshan Sansthan w.e.f. 2001 (in IX Five Year Plan) with increase in number to 108. Jan Shikshan Sansthan Chennai was established in the year 1982. The Scheme was registered under Society’s Act in the year 2000. In X Five Year Plan (2002–2007), 86 more Sansthans were sanctioned to cater to the skill requirement of the Jan Shikshan Sansthan
target groups. Himachal Pradesh, Meghalaya and Sikkim and 5 Union Territories do not have Jan Shikshan Sansthan.

It concentrates on the socio-economically backward and educationally disadvantaged groups of urban/rural population such as neo-literates, Scheduled Caste (SC), Scheduled Tribes (ST), women and girls, slum dwellers and the migrant workers.

These Sansthans act as district level resource support agencies especially in regard to organization of vocational training and skill development programmes for the neo-literates and other target groups of the continuing education programme. It seeks to provide livelihood security to the marginalized and underprivileged through vocational/livelihood skill training for employability in order to remove poverty and unemployment.

The Scheme was administered by the Non-formal Adult Education Department with constant monitoring and valuation of the project through the board of members with representatives from the government and non-government institutions.

1.6 Jan Shikshan Sansthan: Profile

Jan Shikshan Sansthans are Institutes of People’s Education, catering to all sections of the society especially the poor, illiterates, neo-literates, underprivileged, deprived and the unreached. The scheme of Jan Shikshan
Sansthan was initially launched as Shramik Vidyapeeth, a polyvalent or multi-faceted adult education institution, aimed at improving the vocational skills and quality of life of the industrial workers and their family members. Starting from 1967, and fully funded by the Ministry of Education of Government of India, the Shramik Vidyapeeths were set up to respond to the educational and vocational training needs of numerous groups of adult and young people living in urban and industrial areas and for persons who had been migrating from rural to urban settings. The scheme of Shramik Vidyapeeth was evaluated in 1993, after nearly 25 years of existence, by the Tata Institute of Social Sciences, Mumbai. The evaluation upheld the principles for which the Shramik Vidyapeeths were set up and applauded their performance. Taking cognizance of the findings of the evaluation, Shramik Vidyapeeths were strengthened with enhanced annual grants.

The Scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in April 2000 and extended to rural areas also with enhanced financial support. With the emergence of millions of neo-literates through the Total Literacy Campaigns across the length and breadth of the country, the role and scope of these institutes have widened manifold. Now these Sansthans act as district level resource support agencies especially in regard to organization of vocational training and skill development programmes for
the neo-literates and other target groups of the Continuing Education Programme. The operational area of Jan Shikshan Sansthan earlier restricted to urban, semi-urban and industrial areas has been extended to cover the entire district including rural areas. The emphasis is that the Jan Shikshan Sansthan should progressively move towards having 50 per cent of their beneficiaries from among the neo-literates.

1.6.1 Objectives and Functions

The following are the objectives of the Jan Shikshan Sansthan (Ministry of Human Resource Development, 2000, p. 6):

1. To improve the occupational skills and technical knowledge of the neo-literates and the trainees and to raise their efficiency and increase productive ability;

2. To provide academic and technical resource support to zilla saksharta samities in taking up vocational and skill development programmes for neo-literates in both urban and rural areas;

3. To serve as nodal continuing education centre and to coordinate, supervise and monitor 10-15 continuing education centres/nodal continuing education centres;

4. To organize training and orientation courses for Key Resource Persons, Master Trainers on designing, development and
implementation of skill development programmes under the Scheme of Continuing Education for neo-literates;

5. To organise equivalency programmes through Open Learning System;

6. To widen the range of knowledge and understanding of the social, economic and political systems in order to create critical awareness about the environment;

7. To promote national goals such as secularism, national integration, population and development, women’s equality, protection and conservation of environment.

Besides these, and also to facilitate undertaking these objectives, the Jan Shikshan Sansthsans were required to perform the following functions (Ministry of Human Resource Development, 2000, pp. 7–8):

1. Identify appropriate target areas and target groups by developing socio-economic profiles.

2. Identify and procure the list of neo-literates from Zilla Saksharta Samitis and ensure that atleast 25% of the clientele of JSS is neo-literates.

3. Organise training programmes for Key Resource Persons, Master Trainers and Trainees in vocational courses and for neo-literates
4. Identify and ascertain a variety of educational and vocational needs of different categories of clientele groups

5. Plan and organise polyvalent educational programmes and other activities including literacy, post-literacy and continuing education to suit the learning requirements of target groups.

6. Explore, innovative, work out alternatives, try new methodologies to meet the needs of different target groups through programmes of education and training.

7. Cooperate with educational, cultural and other social organizations involved in organizing programmes and activities to meet educational, vocational, social, cultural and welfare needs of target groups.

8. Act as a co-ordinator, facilitator and catalytic agent by developing a system of net-working in collaboration with other educational and technical institutions, development departments, welfare agencies, employers and workers’ organizations, voluntary agencies and economic enterprises.

9. Undertake training and orientation of Resource Persons/ Instructors involved in planning and implementation of various programmes.

10. Organise equivalency programmes through Open Learning System.
11. Organise library and reading room facilities. The libraries will have literature suitable for neo-literates and sale counters for distribution of literacy material at subsidised rates to the neo-literates and other interested readers.

12. Provide consultancy services to agencies and enterprises planning to organise programmes for training and education of similar target groups.

13. Organise educational and vocational training programmes of special concern for deprived sections, women/girls and unemployed youth, to provide new skills and to refine/ sharpen/ upgrade the existing skills leading to employment, self employment and income generation.

14. Promote organisation of forums such as co-operative societies, mandals and associations of women, youth and workers with a view to undertake collective activity for socio-economic development.

15. Provide follow-up services to the beneficiaries of the JSS.

1.6.2 The Scheme

In accordance with the scheme’s vision, objectives and functions, the Jan Shikshan Sansthas concentrate on the socio-economically backward and educationally disadvantaged groups of urban/rural population such as neo-
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literates, semi-literates, Scheduled Castes, Scheduled Tribes, women and girls, slum dwellers and migrant workers. The emphasis on the poor, illiterates, neo-literates, underprivileged and unreached stems from the need to bring them into the development process and also improve their socio-economic condition. The Jan Shikshan Sansthas seek to achieve this objective by organizing vocational courses and awareness programmes and activities to improve their quality of life by:

- offering quality vocational skills and technical knowledge at a low cost;
- providing need based and literacy-linked vocational training without insisting on age limit or prior educational qualifications;
- reaching out to the clientele in their areas unlike other institutions which the clientele has to access whether near or far;
- offering a multi-faceted skill-knowledge awareness enhancement and outlook formation trainings and inputs;
- empowerment-oriented interventions in respect of social, economic and health status improvement of women and adolescent girls;
• seeking to bring about socio-economic improvement and equality of certain sections of the population that would have forever eluded them.

1.6.3 The Growth of Jan Shikshan Sansthan

The first Jan Shikshan Sansthan, in its original incarnation as Shramik Vidyapeeth, was established at Worli, Mumbai in 1967. Since then, the Jan Shikshan Sansthan steadily grew in number to 58 by 1996–1997, and 221 today (Appendix B). The Jan Shikshan Sansthan units across India is presented in Figure 1.1 (www.nlm.nic.in).

1.6.4 Courses and Beneficiaries

The Jan Shikshan Sansthan conduct vocational courses and awareness programmes for the benefit of the trainees. The vocational courses conducted by Jan Shikshan Sansthan vary in duration and in the range of trades. The Jan Shikshan Sansthan offer around 300 different vocational courses, under more than 20 trades/vocational subjects, ranging from the usual candle and agarbathi making to tailoring and embroidery, beautician, and computer courses. Of late, new courses have been introduced like Lab Technician, Hospital Helper, Pre-school Teacher Training, Security Guards,
Domestic Help, as well as new economy trades like BPO, Hotel Management, Tourism, and so on.

**Figure 1.1**

*Jan Shikshan Sansthan Units across India*

*Source:* www.nlm.nic.in
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During 2005–2006 around 16.74 lakhs beneficiaries have been covered under various vocational training programmes and awareness activities (Jena & Mathew, 2008).

Besides vocational courses, a wide range of awareness programmes are organized for Jan Shikshan Sansthan beneficiaries, including those undergoing vocational courses, as well as others. Also coming under this category are the training and orientation programmes organized for Jan Shikshan Sansthan functionaries themselves as part of Faculty Improvement Programme, so that they could, either on their own or in convergence/collaboration with concerned agencies, organize such activities for the Jan Shikshan Sansthan beneficiaries as well as general public. The ‘Other Activities’ include melas, exhibitions, film shows, environment building activities, participation in pulse polio and such other campaigns, celebration of International Literacy Day, International Women’s Day, Environment Day, Teachers Day, World Population Day, Gandhi Jayanti, and organization of competitions on poster making, essay writing, mehendi and rangoli.

Vocational trades offered in Jan Shikshan Sansthas include:

1. Computer and Information Technology
2. Electronic
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3. Electrical
4. Mechanical
5. Automobile
6. Refrigeration and Air Conditioning
7. Health and Paramedical
8. Printing Technology
9. Cutting and Tailoring, Dress Making and Designing
10. Beauty Culture and Health Care
11. Cottage Industry Courses
12. Handicrafts
13. Art, Drawing and Painting
14. Cookery, Bakery and Confectionery
15. Food Processing
16. Textile Technology
17. Teacher Training
18. Secretarial Practice
19. Agriculture and Allied Technology
20. Carpentry and Furniture Making
21. Leather Technology
22. Building Technology
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These are the main categories of trades, and under each one of them, many different courses are offered as specific, specialized courses, both of advanced as well as moderate levels of proficiency. For example, there are nearly 20 trades offered under Health and Paramedical services, while under Electronics, Electrical, Mechanical, Cutting and Tailoring and Knitting and Embroidery courses, 10–15 different trades are offered.

Table 1.1
Duration of Vocational Courses and Beneficiaries across India in 2005–2006

<table>
<thead>
<tr>
<th>Duration</th>
<th>Courses</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 6 months</td>
<td>194</td>
<td>6,088</td>
</tr>
<tr>
<td>6 months</td>
<td>798</td>
<td>56,182</td>
</tr>
<tr>
<td>5 months</td>
<td>78</td>
<td>3,501</td>
</tr>
<tr>
<td>4 months</td>
<td>283</td>
<td>38,092</td>
</tr>
<tr>
<td>3 months</td>
<td>909</td>
<td>52,717</td>
</tr>
<tr>
<td>2 months</td>
<td>628</td>
<td>34,494</td>
</tr>
<tr>
<td>1 month</td>
<td>1,175</td>
<td>66,800</td>
</tr>
<tr>
<td>Above 5 days</td>
<td>1,649</td>
<td>126,085</td>
</tr>
<tr>
<td>Up to 5 days</td>
<td>440</td>
<td>53,979</td>
</tr>
</tbody>
</table>

Source: Jena & Mathew, 2008.
In respect of the programmes as a whole, that include the majority under awareness programmes, women account for half of the participants, that is, 591,100 out of 1,083,196. However, in the matter of vocational courses, women account for more than three-fourths, that is, 348,900 as against 89,038 men (Jena & Matthew, 2008).

It is evident that the one to six months duration courses are quite popular and together account for the major chunk of trainees in Jan Shikshan Sansthas. Those in the less than one month duration courses appear the largest. In many cases, it may also include those opting for simultaneously more than one category of courses.

1.6.5 Socio-economic Profile of the Beneficiaries

The socially disadvantaged Scheduled Caste/Scheduled Tribe together account for more than one-third (i.e. 1.58 lakhs) of 4.37 lakhs beneficiaries in vocational courses. And adding the other Backward Class also (i.e. 1.56 lakhs), the socially disadvantaged groups account for more than two-thirds in the total. The ‘general category’ candidates are just about one-fourth in all the courses. There is, thus, no doubt about the social constituency that the Jan Shikshan Sansthas serve – the socio-economically disadvantaged.

The economic status of the vocational course beneficiaries is an even greater reiteration of Jan Shikshan Sansthas’ concentration. More than
three-fourths come from households with less than Rs. 2,000 per month income – households that do not even have the income of a minimum wage earner. More than 85 per cent of the beneficiaries attending Jan Shikshan Sansthan vocational courses are from the 15–35 age group and mainly unemployed. Their earning as a result of the vocational trainings received in Jan Shikshan Sansthan would be a crucial addition to the family’s income. The response of the Jan Shikshan Sansthan’s readiness to build vocational and technical skills of the rural and urban poor illiterates, neo-literates and those with some education has been steadily growing. Thus, it must be clarified that it relates only to the vocational courses whereas, at least three-fold more number of beneficiaries avail of a large number of awareness and advocacy programmes and activities conducted by the Jan Shikshan Sansthan. The Jan Shikshan Sansthan, on their own and in collaboration with various agencies within and outside the government, undertake a large variety of programmes, both vocational courses and other awareness programmes and activities.

1.6.6 Conducting Vocational Courses for Zilla Saksharta Samiti

The vision and objectives of National Literacy Mission (NLM) in the Continuing Education (CE) phase revolve mainly around providing vocational training and quality of life improvement skills to the neo-literates.
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With more and more districts moving on to the CE phase, the Jan Shikshan Sansthsans have been envisioned to become the vocational training and life skills upgradation arm of the Zilla Saksharta Samiti (ZSS).

The objectives set up and functions that the Jan Shikshan Sansthans are expected to undertake, as listed in Jan Shikshan Sansthan Guidelines, include (i) extending academic and technical support to ZSS to take up vocational and life skills and critical awareness generation programmes for neo-literates; (ii) providing training and orientation to ZSS Resource Persons (RPs), Master Trainers (MTs) and Preraks; (iii) serving as Nodal Continuing Education Centre (NCEC) and running Continuing Education Centres (CECs); and (iv) organizing equivalency and critical awareness generation programmes. Imparting vocational training and skill development coupled with Life Enrichment Education is the main activity of the Jan Shikshan Sansthan.

There is a great deal of tie-up and collaboration between Jan Shikshan Sansthan and ZSS, where the Jan Shikshan Sansthans reach out and provide vocational training and also lend their academic and technical expertise in vocational training programmes for neo-literates organized by ZSSs. The widespread activities are as follows:
• On the request of coordinator of CE programme, run by Chennai Corporation, Jan Shikshan Sansthan Chennai undertook short-term and long-term vocational programmes for CEC/NCEC beneficiaries that ranged from 5 days to 90 days.

• Jan Shikshan Sansthan Indore organized vocational courses at CECs that ranged from 7 days to 120 days, and priority was given to illiterates and neo-literates. The number of women participants in these vocational courses were 535 members.

• Jan Shikshan Sansthan Kota provided technical services and resources to special women training programmes organized by ZSS. It also organized the training and orientation programmes for Preraks.

• Jan Shikshan Sansthan Ajmer in collaboration with ZSS provided its technical guidance, resource persons and LEE inputs to about 450 neo-literates and self-help group (SHG) members.

• Jan Shikshan Sansthan Bagalkot (Karnataka) organized Literacy Linked Vocational Training Camps in collaboration with ZSS in 12 villages.

• Jan Shikshan Sansthan Gondia (Maharashtra) organized in collaboration with DAEO, ZP, Bhandara, training programme for 80 Preraks of Bhandara District.
Jan Shikshan Sansthan Bengaluru, Karnataka SLMA and Directorate of Mass Education undertook a new programme ‘Literacy and Livelihood’ under which camps were organized for non-literates. Literacy along with vocational skills was imparted, and Jan Shikshan Sansthan participated by providing vocational component for camps organized by Bengaluru ZSS-Urban and Bengaluru ZSS-Rural. The vocational courses offered included Beauty Culture and Health Care, Chamki Work, Knitting, Embroidery and Mehendi Application that ranged from 5 days to 90 days.

Jan Shikshan Sansthan Bengaluru also conducted long-term vocational courses like Cutting and Tailoring and Dress Designing for neo-literates in NCEC in Bengaluru from 120 to 180 days. On completion of vocational course, Jan Shikshan Sansthan organized an Entrepreneurship Development Programme (EDP) to provide knowledge on formation of a group to undertake co-employment collectively. The Gram Panchayat provided power-operated industrial machines for the successful beneficiaries which has helped them to undertake a group venture.
1.6.7 Awareness through Life Enrichment Education

The target groups of Jan Shikshan Sansthan are mostly from the educationally disadvantaged groups and weaker sections of society. The skills they learn at the Jan Shikshan Sansthan become a source of their life and livelihood. Their level of awareness is low in respect of various socially relevant issues like environment protection, female foeticide, HIV/AIDS, tuberculosis, women’s empowerment, human rights, women’s rights, and so on. The Jan Shikshan Sansthans therefore organize various awareness programmes to sensitize them about these issues.

1.6.8 Equivalency Programmes

Equivalency refers to the recognition and certification given by National or State Open School or State Open University set-ups in respect of its courses organized by accredited agencies/institutions. In the context of the literacy movement, equivalency with formal school education system is given with respect to A, B and C levels, equivalent to Standards III, V and VIII, and also with respect to the vocational courses undertaken by the neo-literates and other trainees of the Jan Shikshan Sansthan. The niche of Jan Shikshan Sansthan with respect to equivalency is more with vocational programmes whereas equivalency at A, B and C levels in relation to formal school education system is handled by the ZSS. There is a wide range of vocational
trades and courses conducted by the Jan Shikshan Sansthas across different states that enjoy the recognition and certification by National Institute of Open School (NIOS) and even State Open Universities, as in the case of Tamil Nadu. There are also instances of Jan Shikshan Sansthan organizing equivalency programmes for Standards III, V and VIII, for the neo-literates.

Some of the vocational courses offered by Jan Shikshan Sansthas under NIOS are House Wiring, Motor Winding, Radio and Tape Recorder Repair, Repair of TV, Refrigerator and AC Mechanic, Cutting and Tailoring, Beauty Culture and Certificate in Computer Application courses.

Jan Shikshan Sansthan Chennai, obtained Tamil Nadu Open University’s recognition as a vocational programme centre in the year 2005, for conducting Diplomas in (i) Desktop Publishing; (ii) Refrigeration and Air Conditioning Technician; (iii) House Electrician; and (iv) Fashion Designing. Jan Shikshan Sansthan enrolls the students, organizes regular classes for them in its own premises and with collaborating agencies. The NIOS courses popular among Jan Shikshan Sansthas include Fashion Design, Cutting and Tailoring, Electrician, Beauty Culture and Computer Applications.
1.6.9 Placement Cell/Services

Having a placement cell and a tie-up/collaboration with employer agencies – government departments and agencies, Zilla Parishads/Panchayats and municipal corporations, corporates, industries, business houses, and so on, reflects Jan Shikshan Sansthan’s concern for its trainees beyond their training association with it, its reputation as well as the quality of its training programmes.

In many cases, there are campus interviews in Jan Shikshan Sansthan premises where the employment agencies select Jan Shikshan Sansthan trainees. But a few Jan Shikshan Sansthans make it a point to have a separate cell and a dedicated person to pursue the placement agenda – contacting corporates, industries, service organizations and non-government organizations (NGOs) to secure placement for their trainees. The trades, which have a lot of scope for placement, include Technicians of AC and Refrigeration, Maintenance and Repair of Stabilizers, Beauty Culture and Health Care, Hair and Skin Care; Advanced Course in Hair Care and Hair Styles.

A prominent example is Jan Shikshan Sansthan Prayas, Delhi, which like its counterparts elsewhere treats it as a mission to provide job opportunities to its beneficiaries and other residents of slums and
resettlement colonies that are its catchment areas. In Jan Shikshan Sansthan Prayas it is the duty of each and every programme officer and resource person to look for placement for the beneficiaries of different vocational courses. Many of its beneficiaries are placed with different NGOs. The placement unit keeps in touch with various agencies/organizations and corporates to provide job opportunities to the beneficiaries.

1.6.10 Entrepreneurship Development

Jan Shikshan Sansthans that have concern for placement or self-employment/earning by its trainees do automatically reach out for collaboration and tie-up with both government departments and agencies including local self-government, as well as with industries, corporates, business houses and NGOs. But the number, variety and range of collaboration offered by the agencies depends on the reputation of the Jan Shikshan Sansthan concerned and are also a reflection of the economic and industrial development situation of the area.

1.6.11 Collaboration

Jan Shikshan Sansthans are really subsidized institutions, catering to extremely underprivileged sections of the society that cannot either compete with or boast about its infrastructure facilities and technical resources like
other professional institutions. Collaboration, therefore, is critical for Jan Shikshan Sansthan. It needs the good will, cooperation and expertise of the collaborating agencies to increase the prospects of jobs or self-employment/earning of beneficiaries beyond training. Therefore, it knocks at the doors of agencies for collaboration. The more the agencies, better is the reputation and prospects of placement of its trainees or assistance/guidance for self-earning.

Collaboration is hallmark of an effective Jan Shikshan Sansthan, its reputation and its recognition. Collaboration does have more objectives than only placement. It could be solicited to harness the expertise of those agencies or the workshop/infrastructure facilities and creates scope for placement of its trainees. The types of agencies with which a Jan Shikshan Sansthan collaborates would vary by the types of vocational training and other programmes and activities undertaken by the Jan Shikshan Sansthan. But every single Jan Shikshan Sansthan would have a fairly long list of collaborating agencies.

1.6.12 Network with Government/Local Bodies

Government Departments and agencies networking with Jan Shikshan Sansthan to conduct vocational training programmes is one type of collaboration – a reflection of the Jan Shikshan Sansthan’s recognition and
reputation. In such cases, the purpose is to upgrade the occupational skills so as to increase the beneficiaries’ earning/employment potential. It is equally aimed at increasing their confidence/ability and skills to manage their life better.

One important and distinguishing facet of collaboration between Jan Shikshan Sansths in bigger cities and those in smaller towns needs to be appreciated. The Jan Shikshan Sansths that have a better reputation in smaller towns and rural areas get government agencies’ requests for vocational programmes. The district administration in many cases recognizes the unique role of Jan Shikshan Sansthan. Jan Shikshan Sansths have expertise in the field of vocational training and also a niche in reaching out to the poor and disadvantaged sections, both illiterates and neo-literates and those with some education in rural areas and urban slums. These sections are also the target groups for their welfare schemes and become eminently suitable for receiving training under the Jan Shikshan Sansthan that have a proven record of working with them. Schemes like Swarna Jayanti Gramin Swarojgar Yojna (SGSY) for rural youth and Swarna Jayanti Shahari Yojna (SJSY) for urban unemployed youth are usually the schemes under which Jan Shikshan Sansthan’s expertise is sought to organize vocational training programmes.
In Kota, the Zilla Parishad commissioned the Jan Shikshan Sansthan to organize skill development programme for Below Poverty Line (BPL), Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC) and less literate rural unemployed youth under Swarna Jayanti Gramin Swarojgar Yojna. And, with Kota Municipal Corporation, the Jan Shikshan Sansthan organized skill development training for urban unemployed youth under SJSY.

Mahila Bal Kalyan Samiti has been established by Municipal Corporation of Aurangabad for empowerment of women. Under the scheme, a number of life supporting schemes are being implemented, and one of them is literacy linked vocational training for women to enable them to be self-employed. For the past 6 years, the Samiti has prompted women to go in for self-employment through vocational skills training. The courses include beauty culture, mobile repairing, auxiliary nursing, garment making, dress designing, and so on. Jan Shikshan Sansthan Aurangabad has handled the training all through. The needy women are selected for training through the Jan Shikshan Sansthan workers. In most cases, Jan Shikshan Sansthans vocational training, as requested by Zilla Parishads and Municipal Corporations turned out to be for SHG members under their charge.
1.6.13 Jan Shikshan Sansthan Training for School Children

The common denominator of a Jan Shikshan Sansthan is its engagement in vocational and life skills upgradation of rural and urban youth – illiterates, neo-literates and those with some education. More recently, the Jan Shikshan Sansthan have been involved by the different development, extension and welfare agencies for extending such trainings to their clientele as well. The involvement of Jan Shikshan Sansthan in giving vocational training to children in schools is an altogether new dimension.

One could observe different strands and facets of Jan Shikshan Sansthan’s involvement with schooling of children. One relates to the Jan Shikshan Sansthan’s vocational training given to out-of-school children, mainly the adolescents and street children. The second relates to the Jan Shikshan Sansthan’s entry in schools under different agencies like Zilla Parishads and Municipal Corporations. An important feature of Jan Shikshan Sansthan’s vocational training to school children is the engagement of Jan Shikshan Sansthan ex-trainees as course instructors invariably in all cases.

- Jan Shikshan Sansthan Bagalkot (Karnataka) is providing various vocational trainings in trades like candle making, agarbathi, chalk piece making, flower making and bamboo stick work.
• Jan Shikshan Sansthan Gondia (Maharashtra) offered training programme on Hand Embroidery and Zardoji work in collaboration with Sarva Siksha Abhiyan (SSA) under Department of Education (Primary), Zilla Parishad, in all eight blocks of the district. Jan Shikshan Sansthan’s trainees were the instructors in these training programmes.

• Jan Shikshan Sansthan Dharavi organized six different vocational courses like Beautician, Mehendi, Sparkle Mehendi, Paper Bag, Small-scale Industrial Products and Pearl Ornaments in 25 different schools for girls within SSA, implemented in collaboration with Bruhanmumbai Municipal Corporation. The number of ex-trainees of Jan Shikshan Sansthan who were offered the teachers job opportunity to teach these vocational courses is 150. A total of 3,573 girls were benefited under this scheme and majority of them belonged to the SC/ST, OBC and other economically backward classes.

• Jan Shikshan Sansthan Aurangabad: Vocational and skill formation courses were organized by Jan Shikshan Sansthan in collaboration with ZP, Aurangabad for high school level girls in various schools at Gangapur, Phulambri, Shendurwada, Kerala, Limbaji Chincholi, Pirbawada, Bazarsavangi, Manjari, Khandala and Narala. Under
Special Constituents Scheme, backward class girls with a rural background were imparted vocational training. Such training was organized in 36 villages.

- Jan Shikshan Sansthan Vijayawada: The street children who are in the age group of 15–18 years were identified as street adolescents. They were provided with literacy, bridge courses and equivalency programmes depending on their prior educational level. Along with this they were also provided with vocational skills that can help them to sustain themselves as good citizens.

- Jan Shikshan Sansthan Nandurbar (Maharashtra): This Jan Shikshan Sansthan is one of the very few ones that conducted vocational training of school teachers under SSA, who would in turn train the girl students in their schools and 32 teachers were trained.

1.6.14 Engagement in Women’s Empowerment

No country can progress without the empowerment of its women folk. Women hold up half the sky and yet nowhere and in no walks of life have they enjoyed their due. It is a saving grace though that women constitute nearly three-fourths of Jan Shikshan Sansthas’ trainees. This is a reflection of Jan Shikshan Sansthas’ concern and determination to devote its energies
to women’s empowerment and improvement. The variety of ways in which women address empowerment and improvement like the SHGs and the different agencies with whom involvement and collaboration has been forged, reflects Jan Shikshan Sansthan’s devotion and dedication for this cause.

Ever since the establishment of Jan Shikshan Sansthan, there has been a constant exploring of new avenues and new economy trades to upgrade the skills of the underprivileged sections in order to enhance the capacity of the beneficiaries for better condition and quality of life (Jena & Mathew, 2008).

Women’s empowerment, therefore, has been in the forefront of all programmes undertaken by the Jan Shikshan Sansthan throughout the country right from its inception. Except those few courses like carpentry where traditionally only males ventured, almost any other course could be, cited to show the Jan Shikshan Sansthan’s devotion for women’s empowerment and improvement. It is not merely in respect of vocational courses, but also in respect of organizing awareness and advocacy activities/events like International Women’s Day.

Women’s empowerment and improvement-oriented activities across many Jan Shikshan Sansthan are as follows:
• Sivakasi: A Play School was started for children (age group 2–3 years) of women working in Match and Fire Work factories. Resource support was provided by Managing Director of Kaleeswari Group of Companies, Sivakasi.

• Kota: Under Zilla Parishad’s SGSY, 31 women of 3 SHGs provided training in making amla products; and shorter-term skill development programme given for widows, divorced and other needy women registered with Women Police Station, Kishorepura.

• Dhenkanal Jan Shikshan Sansthan has taken great deal of efforts to revive about 20 defunct SHGs and formed 60 new SHGs. The SHG members also availed of the Jan Shikshan Sansthan training and became self-employed.

• Jan Shikshan Sansthan Indore organized about 115 training programmes for SHGs working in different slum areas of Indore district. The Jan Shikshan Sansthan covered about 90 SHGs and 2,000 members in its different vocational courses.

• Jan Shikshan Sansthan Gonda (UP) formed 50 SHGs – each group has been identified for specific trade. All the groups have been linked with the bank.
Jan Shikshan Sansthan Prayas, Delhi, initiated women’s empowerment activities through the model of SHG and promoted 175 SHGs comprising 2,700 women in different parts of Delhi. Forty two of these SHGs have been credit linked with nationalized banks under NABARD SHG-bank linkage scheme and SJSY. Besides forming SHGs, Jan Shikshan Sansthan also perform the role of facilitator for the SHGs’ linkage with the bank and provide them technical assistance and support services such as identification of livelihood opportunities and upgradation of their vocational skills.

1.6.15 Literacy and Vocational Training to Jail Inmates

The Jan Shikshan Sansthan vision and objectives keep propelling them to reach out to all the different deprived sections that are generally not the priority segments for social intervention. More recently, Jan Shikshan Sansthans located often at district headquarters or other major towns are drawn to take up vocational courses that are popular and have good prospects for jobs and/or self-earning. So much so that, reaching out to the unreached and those in distress such as the mentally and physically challenged, street children – boys and girls – and those in orphanages remain confined to a lesser number of Jan Shikshan
Sansthan s. The jail inmates, those in juvenile homes and observation homes constitute one such group. Many a Jan Shikshan Sansthan is genuinely concerned about the social indignity facing those coming out of jails and other kinds of remand homes. One could come across many Jan Shikshan Sansthans that take up literacy linked vocational trainings organized for these groups, so that they could live with dignity.

The literacy and vocational training programmes organized by Jan Shikshan Sansthans are as follows:

- **Kota:** literacy and vocational training for (i) central jail inmates; and (ii) inmates of Bal Samprashan Grah where children involved in crimes are kept.

- **Bagalkot (Karnataka):** (i) 25 days literacy camp for prisoners or District Jail, in collaboration with ZSS, where literacy was combined with vocational training in agarbathi, book binding, chalk piece making; (ii) two-wheeler repairing and servicing course for prisoners; and (iii) a number of LEE classes were conducted.

- **Ajmer:** organized two vocational training programmes of Resham kii mala and canning for inmates of Observation Home in collaboration with ACTION AID.
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For various reasons the Jan Shikshan Sansthas have remained without much public recognition, despite their total and unwavering dedication to the vocational and life skills development of the disadvantaged, and in that mission, also being intimately partnering with development agencies within and outside government set-up as well as with industry, business houses, corporates and NGOs. The social constituency with which the Jan Shikshan Sansthas are engaged does not grab media attention, nor are they high profile like institutions of technology and management. This is to highlight the multifarious dimensions of the Jan Shikshan Sansthas’ engagement in building the productive skills as well as quality of life improvement skills of the rural and urban poor illiterates, neo-literates and those with less education.

The range of examples cited shows how actively have the Jan Shikshan Sansthas been able to function as the vocational arm of the ZSSs. The more noteworthy feature, however, has been the partnership between the two, lending a more institutional and reliable system of partnership for the ZSS which is prone to sag in effectiveness if its leadership is not active. It is also equally noteworthy to observe the various dimensions of Jan Shikshan Sansthas’ involvement, ranging from organizing vocational
courses, other awareness programmes, developing curriculum on different trades/courses for ZSS. The most noteworthy facet of Jan Shikshan Sansthans’ engagement with ZSS and its clientele is its certification to the beneficiaries of their participation and completion of its programmes, a certification of a qualified institution.

The Jan Shikshan Sansthans’ engagement with equivalency has been mainly with respect to its vocational courses. This, as various Jan Shikshan Sansthans’ experiences showed, has enabled its beneficiaries to gain recognition and certification of national and state level equivalency agencies like NIOS, SOS and even State Open University. The variety of vocational courses which Jan Shikshan Sansthans offer its candidates to qualify for certification has only helped to enhance the social reputation of the Jan Shikshan Sansthans.

The universe of a Jan Shikshan Sansthan is the whole district, but in resources, Jan Shikshan Sansthan could hardly compete with technical institutions. With the limited resources and expertise at its command, Jan Shikshan Sansthan could at best give only a moderate level of expertise. The Jan Shikshan Sansthans could have remained content with that. But, the Jan Shikshan Sansthans’ efforts to cultivate collaboration with development, extension and welfare agencies, including schools, as well as industries,
business houses and NGOs for placement, self-earning and EDP knowledge and other helps, shows its concern for its beneficiaries well beyond its training period. The variety of agencies it keeps in touch with and the variety of interventions, help, guidance that it manages to get from those agencies is a reflection of the importance a Jan Shikshan Sansthan attaches to this facet of its functions as (i) to improve occupational skills and technical knowledge of neo-literates and disadvantaged groups, (ii) to provide academic resource support to Zilla Saksharta Samiti on vocational inputs, (iii) to impart literacy linked vocational education and (iv) to act as District Level Resource Unit with regard to vocational skill training.

1.7 Management and Implementation of the Scheme

Jan Shikshan Sansthans are mostly set up under the aegis of non-government organizations. These institutions are required to be registered separately under the Societies Registration Act, 1860 with their own Memorandum of Association, rules and regulations as prescribed in the scheme of Jan Shikshan Sansthans and enjoy functional autonomy. The government of India provides financial assistance to these Sansthans in a set pattern and prescribes the ceiling of funds under different heads. Respective Boards of Management constituted as per the guidelines issued by the government of India monitor their performance and ensure that the funds allocated under
different heads are utilized as per the norms and guidelines.
(www.nlm.nic.in).

1.7.1 Categorization and Upgradation of Jan Shikshan Sansthan Units

Jan Shikshan Sansthan units are categorized A, B, C as follows:

Category ‘A’ Bengaluru, Chennai, Delhi, Hyderabad, Kolkata and Mumbai.

Category ‘B’ Ajmer, Aurangabad, Chandigarh, Coimbatore, Cuttack, Faridabad, Guntur, Indore, Jammu, Jamshedpur, Jaipur, Jodhpur, Kanpur, Kota, Lucknow, Madurai, Mysore, Nagpur, Narendrapur, Pune, Rangareddy, Rourkela, Surat, Tiruchirapalli, Thiruvananthapuram, Vadodara, Vijayawada and Visakhapatnam.

Category ‘C’ Remaining Jan Shikshan Sansths.

The Districts under Category ‘A’ are the ‘Metropolitan Cities’. Metropolitan Cities in India are considered as vital economical, cultural and political nerve centres. Further, the metropolitan cities in India are also regarded as a crucial hub for regional or international associations and communications. In India, the Census Commission defines a metropolitan city as one possessing a population of more than 40 lakh (4 million).
The advantages of living in a metropolitan in India are no doubt endless. These metropolitans showcase a true merging of modernity and antiquity. The metropolitan cities in current India are also very much economically well developed, with the central government shelling out every kind of treasure to make Indian metropolises appear the most appropriate to the overseas market.

These metropolitan Indian cities being referred does indeed offer extreme employment opportunities to the employment seekers and enthusiasts. They also incessantly furnish excellent means of enjoyment and fun, with the contemporary Indian state of affairs also attracting the night life revellers enjoying to their heart’s content in a class and section of their own. However, besides the five A-1 cities (New Delhi, Mumbai, Kolkata, Bengaluru, Chennai), metropolitan cities in India also possesses a second tier (A-2) of sophisticated cities, comprising – Hyderabad, Ahmedabad and Pune. These are the major metropolitan cities in India (www.indianetzone.com/4/metropolitan_cities_india.htm).

One of the main purposes to establish Jan Shikshan Sansthan units in the metropolitan cities was to help the migrants with skills to make an income to meet their needs. The skill training programmes are mainly focused at equipping the underprivileged and the migrants to make their
livelihood through skills. Jan Shikshan Sansthan seems to cater to the needs of such groups as it is to these metropolitan cities the people migrate to make their livelihood. The metropolitan cities are categorized as ‘A’ where a huge sum of money is allocated to meet the demand and challenges in conducting the vocational trainings programmes successfully.

1.7.2 Funding
The government of India provides annual lump sum grant to Jan Shikshan Sansthans in a set pattern. The funds provided by the government are to be spent under different heads, the ceiling for which have also been prescribed in the guidelines prepared by the government. There is no interference of the government in the affairs of the Sansthans except monitoring their performance and also ascertaining before releasing further grants whether the funds are being utilized as per the guidelines issued by it. The government of India representative in the Board of Management of the Institute facilitates in taking appropriate decisions and guides the institution in organizing various programmes and activities.

1.7.3 Funding Pattern
The funding pattern for different categories of Jan Shikshan Sansthan for conduct of programmes is as follows:
<table>
<thead>
<tr>
<th>Category</th>
<th>Recurring</th>
<th>Non-recurring</th>
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<td>Category ‘A’</td>
<td>Rs. 35 lakhs</td>
<td>Rs. 15 lakhs</td>
</tr>
<tr>
<td>Category ‘B’</td>
<td>Rs. 30 lakhs</td>
<td>Rs. 10 lakhs</td>
</tr>
<tr>
<td>Category ‘C’</td>
<td>Rs. 25 lakhs</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*Source*: adapted from www.nlm.nic.in

### 1.8 Some Ingredients for Poverty Reduction

Opportunities for skill formation and upgradation lead to inclusive growth. Only 3 per cent of the rural youth (15–29 years) and 6 per cent of urban youth have gone through any kind of vocational training, fewer than in other developing countries. While India has 12,000 training schools, China has 5 lakhs. Low levels of skills as well as mismatch between skill requirement and employment inhibits the poor, especially women, from utilizing emerging opportunities (Millennium Development Goals, UN Handout, 2009).

### 1.9 Investing in Development

Sacks (2005) states that a major worldwide effort in preservice training should be launched to overcome immediate constraints in human resources. According to him, the first priorities include:
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- Village specialists in health, social nutrients, irrigation, land reclamation, drinking water, sanitation, electricity, vehicle repair, road maintenance and forest management.
- Managers in investment planning, budgeting, computer-based information systems, poverty mapping and sector needs assessment.
- Teachers and Doctors.
- Professionals for urban planning and urban infrastructure and services (Electricity, Transport, Water, Waste Management and Industrial Zoning) and community development agents to promote local participation, gender equality and Minority Rights.
- A sharp focus on the short-training of young workers, where appropriate will provide added benefits.

1.10 Significance of the Study

The livelihood skill training programme is a pioneering effort in the field of vocational training. The intended beneficiaries for skill training programme are a reluctant market. 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.
Chapter 1: Introduction

Kurien (1978) on analysing the policy recommendation made by the Dandekar-Rath analysis of poverty stated that the solution to poverty lies not through unspecified growth or even through a commodity specific growth but requires also the poor to have the purchasing power to acquire the goods and services they need. On a further note he stated that provision of employment opportunities is an important aspect of an anti-poverty programme.

Nair (1980) asserts that evaluative studies on the critical assessment of the effectiveness of various development policies and programmes such as health, nutrition, water supply, education, housing and welfare and the impact of existing institutional structures should receive importance. Further the problems associated with the delivery of services, individual and institutional barriers in the provision of services, the extent of participation and involvement of the poor in the developmental and rehabilitative programmes, and their attitude towards these measures as well as the mode of delivery of services, are to be studied in depth to facilitate decision-making for the eradication of poverty.

Provision of vocational training programme alone does not suffice. How far the Jan Shikshan Sansthan vocational skill/trade had helped the beneficiaries to go up from Below Poverty Line (BPL) to Above Poverty
Line (APL) families is an important issue. In other words, whether the Jan Shikshan Sansthan vocational training programmes had provided an appropriate employable opportunity to meet the real needs/earning capacity of the beneficiaries. Therefore, it has become essential to study the usefulness of Jan Shikshan Sansthan vocational training programmes.

This research study is carried out to understand the vocational training offered by Jan Shikshan Sansthan to its target group and also to understand the beneficiaries’ responses to the same. This not only provides an opportunity for the Jan Shikshan Sansthan to understand the context of the courses conducted, learn the programme impact, ascertain suggestions to improve the training being offered and analyse whether the goal is reached, but also helps to ascertain the need in terms of new self-employable skill/trade.

Also it is imperative to understand the role of Social Work in the training programmes conducted by the government organizations aimed at improving the living conditions of the individual, to a group and community as a whole. ‘Social Work is a dynamic activity undertaken by public or private effort in the implementation of social policy, with a view to raise the standard of living and to bring about social, economic, political, and cultural well-being of the individual, family and the group within a society
irrespective of its stage of social development’ (Professor Sushil Chandra quoted in Madan, 1967, p. 13).

Social Work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skills for helping individuals or groups or community, to live a rich and full life. (Indian Conference of Social Work, 1957 quoted in Joshi, 2004, p. 4)

Thus Social Work is a Profession which has an essential role to study the services provided by the government and non-government institutes. As 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, it is important to study the Jan Shikshan Sansthan vocational training programmes in improving the standard of living of the beneficiaries from Below Poverty Line (BPL) to Above Poverty Line (APL) families in the context of Social Work.

1.11 Organization of the Thesis

The thesis is presented in nine chapters as follows:

Chapter 1 consists of the introduction which includes the profile of Jan Shikshan Sansthan and significance of the study.
Chapter 1: Introduction

Chapter 2 comprises the review of literature.

Chapter 3 presents the research methodology.

Chapter 4 gives an overview of the demographic background of the beneficiaries.

Chapter 5 discusses the vocational training programmes undergone by the beneficiaries.

Chapter 6 spells out the effectiveness of the vocational training programmes.

Chapter 7 discusses the beneficiaries’ views and their suggestions to improve the training programmes.

Chapter 8 comprises the summary of the study, the major findings and conclusions drawn from the study.

Chapter 9 lists the suggestions, the role of Professional Social Worker with regard to vocational training facilities and scope for future research.

This is followed by Appendices and Bibliography. The tool of data collection has been appended.