IMPACT OF SHRAMIK VIDYAPEETHS ON INDUSTRIAL WORKERS-
EVALUATION OF REACTIONS OF POLICY MAKERS, ADULT
EDUCATIONISTS AND MEMBERS OF BOARDS OF MANAGEMENT

In this chapter, the investigator deals with the reactions of the policy makers, members of the boards of managements and adult educationists, associated with various Shramik Vidyapeeths and also the representatives of departments of adult education in government and non-government organisations. These observations are based on the interview schedules prepared separately by the researcher, for all the above categories, at all India level, so that an integrated view of the cross-section of functionaries involved at various levels could be obtained. More specifically, the following objectives would be testified in this present chapter:

- to evaluate the impact of polyvalent education on industrial workers as perceived by the policy makers of the scheme on the basis of: (i) successful implementation of polyvalent education programmes, through the functionaries of Shramik Vidyapeeths, (ii) importance of the scheme among the other schemes of adult education launched by the Government of India, (iii) the extent to which Shramik Vidyapeeths could meet the objective of multiple needs of the workers and their managements, (iv) present financial pattern and expansion of the scheme in the Eighth Five Year Plan, (v) contribution of Shramik Vidyapeeths towards the National Literacy Mission;

- to evaluate the impact of polyvalent education on industrial workers as viewed by the members of board of managements, keeping in view: (i) approval of objectives of Shramik Vidyapeeths in the context of industrial workers, (ii) important administrative issues in respect of education of workers, (iii) coordination with parent bodies, programme advisory committees and Government of India authorities, (iv) financial pattern according to functions and targets of Shramik Vidyapeeths (v) significance of National Literacy Mission, vis-a-vis SVPs (vi) personel involvement of members of boards of management in the programmes of Shramik Vidyapeeths, (vii) continuity of the scheme keeping in view plus points and draw backs of the scheme and the financial constraints;
to evaluate the impact of polyvalent education on industrial workers as perceived by adult educationists in terms of: (i) importance of polyvalent education components in adult education programmes for industrial workers, (ii) in making workers self-reliant by providing technical know-how and other facilities by Shramik Vidyapeeths, (iii) horizontal and vertical mobility among them, (iv) improvement in quality of their life, (v) teaching learning material and methodology, (vi) duplicacy in the scheme of Shramik Vidyapeeths and other schemes.

The investigator interviewed 10 policy makers, 10 members of boards of management of the Shramik Vidyapeeths and 15 adult educationists. The investigator met all these functionaries at her individual level and presented them the interview schedule which comprised open-ended questions for getting their frank and honest reactions. The status of these functionaries was as under:

**Policy makers:** Representative of the Directorate of Adult Education, Government of India, New Delhi; Finance Department, Department of Education, Government of India; Office of Planning Commission, Government of India, New Delhi; Union Ministry of Human Resource Development; and experts of the committee formed by Union Government to revise the Shramik Vidyapeeth scheme.

**Members of Boards of Management:** Chairmen and other members of the boards of management of the Shramik Vidyapeeths, Delhi, Bombay, Chandigarh and Kota.

**Adult Educationists:** Senior level functionaries of the Departments of Continuing and Adult Education and senior office-bearers of Indian Adult Education Association, New Delhi, representing various regions associated with the scheme of Shramik Vidyapeeths. The details
of the observations of all these categories of policy makers associated with the Shramik Vidyapeeth scheme (category-wise) are as under:

**OBSERVATIONS OF THE POLICY MAKERS**

The investigator asked the policy makers about the basic philosophy and justification for initiating the scheme of Shramik Vidyapeeths in the country, when there already existed several schemes of adult education and workers education.

6 out of 10 policy makers reported that the basic philosophy of formulation of the Shramik Vidyapeeth scheme was to create comprehensive programmes for urban industrial workers, to develop vertical and horizontal mobility among them, in addition to the existing schemes of Central Board of Workers Education and Workers Social Education Institute at Indore and Nagpur. Two of them were of the view that earlier most of the adult education programmes were unilateral and it was, therefore, necessary to create an institution which could offer multi-dimensional programmes for urban workers and their families. However, the remaining two observed that most of the adult education programmes were for rural population and the concept of polyvalent education was a new one, started on an experimental basis by establishing a limited number of the Shramik Vidyapeeths.

Almost all the policy makers observed that a vast population of illiterates, semi-literates, unskilled and semi-skilled workers migrating from rural to urban areas, living and working in urban
and industrial set-ups, was not being covered through adult
education programmes suited to their needs. That is why an urgent
need of polyvalent education programme comprising an innovative
scheme distinct from others and more relevant to the changing time,
scientific technological, industrial and urban development was felt.

II. When the investigator enquired whether the main objectives
of the Shramik Vidyapeeths were kept in view while starting the
first few such institutions, almost all the policy makers observed
that the following points were kept in view while formulating the
objectives:

- the workers should have access to education and training
  throughout their working life;
- the experience should be functional, integrated and designed
to meet each individual's learning requirements;
- each programme should be need-based for specific groups of
  learners in a well defined environment to meet the expressed
  and recognized needs of learners;
- the lives and personalities of workers be enriched through
  knowledge and skill in an integrated way;
- their vocational skills and technical knowledge be improved
  for raising their efficiency and productivity; and
- the right perspective towards work and adjustment be
developed in them in urban and industrial environment.

III. When the investigator asked the policy makers to give their
reactions as to how far the programmes of polyvalent nature had
enabled the workers and their families, to fulfil their multiple
needs and to develop their all round personality, five of the
functionaries were unanimous in saying that the Shramik Vidyapeeths
had definitely helped the workers in their personal growth, participation in community life and technical and vocational growth to fulfil their multiple needs.

Three of them, however, were of the view that the benefits had not been much as compared to the objectives enlisted in the guidelines circulated by the Government of India, for opening such institutions.

The rest of the policy makers were of the opinion that the number of the Shramik Vidyapeeths were very small, therefore, the fulfilment of objectives was bound to be low and the benefits were also limited only to the areas where the Shramik Vidyapeeths were functioning.

IV. The investigator on asking as to why the Shramik Vidyapeeths remained confined to urban areas and why the scheme had not been extended to rural areas so far, seven policy makers stated that it was due to financial constraints and lack of trained, qualified and experienced professionals to run the Shramik Vidyapeeths.

Four of them were of the view that it was true that the proposal for extending the scheme was there but there was no provision in the education policy earlier. Therefore, this proposal could not be implemented. Since the provisions have now been made in the new education policy, the scheme would be extended to rural areas.

Two of them observed that since there was no facility of marketing the products prepared by the beneficiaries of the Shramik
Vidyapeeth in the rural areas, it was not very practical to extend the scheme to the rural areas. And that there were little chances of utilization of their skills.

One policy maker pointed out that the scheme of Shramik Vidyapeeths had not covered even the urban slums where vast majority of population has migrated from rural areas, in search of employment, how could then the scheme go to the villages?

V. When investigator asked whether more Shramik Vidyapeeths would be set up in the country in the next five-year plan, three of the policy makers replied in the affirmative. Four of them said that there was a provision of opening more Shramik Vidyapeeths in the next five-year plan, but it would be done after strengthening the existing Shramik Vidyapeeths. It was also pointed out that proposal for sanctioning more Shramik Vidyapeeths had already been received by the ministry. Three, however, expressed that they had no idea about it as the finalization of the Eighth Five-year Plan was still under process.

VI. When the investigator asked about the existing financial pattern, 8 policy makers felt it was too inadequate for the successful implementation of programmes and activities of the Shramik Vidyapeeths. They felt that funds available for operating the Shramik Vidyapeeths should be considerably increased. They also informed that the proposal was under consideration with the Government of India.
Three of them supported the plea for the enhancement of funds but expressed the view that Shramik Vidyapeeths should create their own funds also to become self-reliant in course of time.

There was, however, one policy maker who said that the existing financial pattern was satisfactory and there was no need for changing it.

VII. The policy makers were assessing the usefulness of the Shramik Vidyapeeths in the country on the basis of the following sources:

- Six on the basis of annual/monthly reports/follow-up performances;
- Five through conducting interviews with the concerned groups/beneficiaries;
- Six on the basis of their personal visits to the Shramik Vidyapeeths;
- Four with the help of success stories;
- Three /_random sampling of the Shramik Vidyapeeths; and
- Five through scientific approach such as pre-test, post-test, and analysis.

However, one each of the policy makers was of the view that they were adopting the monitoring system and conducting systematic review studies in this regard.

VIII. The response to the investigator's question as to which of the Shramik Vidyapeeths, being sponsored by various agencies, were doing well, more than half of the policy makers said that the output of the Shramik Vidyapeeths depended upon many factors
concerning their institutions. But in spite of all the differences and limitations, three policy makers observed that the Shramik Vidyapeeths working under the voluntary organisations could be graded as the best in performance.

The rest of the policy makers considered the Shramik Vidyapeeths sponsored by Central Government the next best. However, six of them felt that output of the Shramik Vidyapeeths depended upon various factors such as their mobilization and utilization of resources, collaboration with other agencies, interest shown by the management bodies, hard work of the staff members and their initiative. It also differed from place to place depending on the population of workers, available resources, finances, etc.

IX. The investigator made a query as to which courses in the view of policy makers were considered more beneficial, taking into account the cost and the benefits accrued to the participants, as far as short-term and long-term programmes were concerned. She got the response from eight policy makers that vocational and income generating programmes, which made them financially independent and made their lives comfortable, were more beneficial to the participants.

One of them observed that the success of the programmes did not depend upon the duration but the benefit it rendered to the group keeping its needs in view. However, one of them was of the view that technically job-oriented courses offering financial gains to the beneficiaries and skill upgradation should be considered to be the best.
X. The investigator wanted to know what measures would the policy makers suggest to make the programmes of the Shramik Vidyapeeths recognised at the national level. It seemed that there was no general agreement on this issue. Everyone had his own view to offer. However, the general consensus was that the programmes of the Shramik Vidyapeeths had already been recognised at the national level. To receive more recognition, it was necessary that sufficient expansion be made in this scheme so that it could reach all levels and benefit many more target groups.

XI. On asking about the introduction of National Literacy Mission (NLM) and giving additional responsibilities to the Shramik Vidyapeeths to start Adult Education Centres, large number of policy makers said that this would affect the quality of the other programmes of Shramik Vidyapeeths as they had only limited resources at their disposal.

However, two of them were of the view that since this was a national programme and Shramik Vidyapeeths were already having adult education as one of their components, they should, therefore, participate in National Literacy Mission programmes also.

XII. The investigator wanted to know the views of the policy makers whether the programmes of the Shramik Vidyapeeths had helped the unskilled workers in increasing the productivity with minimum wastage through qualitative and safe methods. All the 10 policy makers stated that the programmes had definitely helped the unskilled workers to increase productivity and had also reduced
wastage by adopting qualitative and safe methods. Even the managements were satisfied with their performance.

XIII. On being asked by the investigator if in view of the various other technical missions introduced in the country the guidelines prepared earlier by the Government of India for the Shramik Vidyapeeths needed rethinking, eight of them emphatically said that there was definitely a need for reviewing the guidelines as these were prepared many years ago. However, two of them said the old guidelines were still useful as they gave the basic concept and philosophy of this institution but some additions should be made to make them more practicable and useful.

XIV. The investigator wanted to know the reactions of the policy makers if after the review of the 22 years' work done by the Shramik Vidyapeeths in various fields, did they think that the objectives and goals envisaged in the polyvalent education programme were fulfilled. The reactions they gave were mixed ones, which led the investigator to conclude that the Shramik Vidyapeeths had fulfilled the objectives and goals envisaged in the polyvalent education programme to a truncated extent since their number was limited.

XV. When the investigator wanted to know if any comparative study of the Shramik Vidyapeeths in the country had been made with the workers' education schemes in different countries, eight of the policy makers observed that no serious efforts had been made to know this. However, one of them pointed out that the efforts for making
internal review at the level of Directorate of Adult Education, Ministry of Human Resource Development, had been made but no in-depth study was conducted.

However, one of the policy makers was of the view that since all the workers' institutions had their own programmes with specific targets, comparative study was not possible.

CONCLUSIONS

On the basis of the interview/discussion/questionnaire, (Annexure-III), the investigator has been able to arrive at the following conclusions:

1. Shramik Vidyapeeth scheme is the only scheme of adult education which can provide the programmes of polyvalent nature to educate the urban industrial workers for their vertical and horizontal mobility. The other schemes of workers education are either of univalent nature or rural-oriented.

2. The objectives of the scheme show the open nature of programmes with adequate flexibility for its target groups. The need-based and multi-dimensional programme leads to total development of a person including his social, education and economic growth.

3. The programmes of the Shramik Vidyapeeths have proved to be very useful to the worker to fulfill their multiple needs to a large extent. So the extension of Shramik Vidyapeeths scheme would definitely benefit more people in this regard.
4. The scheme of the Shramik Vidyapeeths like many other schemes could not be extended to rural areas due to financial constraints, lack of resources and trained professionals. Non-provision of extension of scheme in education policy was one of the reasons for its existence in urban areas.

5. The government intends to open more Shramik Vidyapeeths in the Eighth Five-Year Plan, but before this, the existing Shramik Vidyapeeths would be strengthened with additional resources, including funds and manpower.

6. The present financial pattern is inadequate and needs revision urgently keeping in view the programmes and activities of the Shramik Vidyapeeths. But Shramik Vidyapeeths could create more funds by mobilising their own resources by charging fees, etc. Most of the Shramik Vidyapeeths are already doing it.

7. A majority of the policy makers were assessing the performance of the Shramik Vidyapeeths on the basis of their monthly and annual reports, personal visits to Shramik Vidyapeeths and personal interviews with participants and success stories of Shramik Vidyapeeths.

8. There cannot be a general parameter for assessing the output of Shramik Vidyapeeths. Each Shramik Vidyapeeth can be assessed, keeping in view its individual circumstances and capacity to take up programmes and the
identification of target groups. But a positive finding was that the Shramik Vidyapeeths established by voluntary agencies were certainly the best in performance.

9. Vocational and technical courses provided immediate benefits to the workers for becoming self-reliant.

10. The Shramik Vidyapeeths scheme has already been recognised at national level but if notable expansion is made in the scheme, it would get more recognition because it would serve people better and give better results.

11. Adding the National Literacy Mission in the existing programmes of the Shramik Vidyapeeths is bound to dilute the programmes but as it is a national programme and is of immediate concern, the Shramik Vidyapeeths should add this component also in their existing programmes.

12. The programmes of the Shramik Vidyapeeths have definitely helped the unskilled workers to increase their productivity with minimum wastage through qualitative and safe methods.

13. In view of the various national developments during the last few years, guidelines prepared earlier need revision by adding more components and selecting more target groups.

14. As the number of the Shramik Vidyapeeths has been quite small, a fuller assessment cannot be made. In spite
of their small number, the Shramik Vidyapeeths have been able to fulfill their objectives to some extent.

15. No serious and concrete efforts have been made to conduct a comparative study of the Shramik Vidyapeeths in India with other institutions of workers' education in different countries because the goals and objectives of other schemes were entirely different as compared to the scheme of Shramik Vidyapeeths.

REACTIONS OF THE MEMBERS OF THE BOARDS OF MANAGEMENT

The Boards of Management of the Shramik Vidyapeeths are constituted, keeping in view the guidelines issued by the Government of India in this connection. These Boards are a mixed group of experts in the various fields—state industries departments, labour welfare departments, universities, state adult education departments and social workers. The Chairman of the parent body is usually the Chairman of the Board of Management of a Shramik Vidyapeeth. This is an apex body which controls, guides and helps the functionaries of the Shramik Vidyapeeths in the performance of their programmes and activities.

The investigator approached 10 members of the Boards of Management, including the Chairman of the various Shramik Vidyapeeths, to get their reactions. An interview schedule was specially prepared by the investigator for this purpose. The observations of the members are given below:
1. The investigator wanted to know the reactions of the members of Boards of Management, regarding the concept (Chapter II, P. 20) and objectives (Chapter II, P. 32) of Shramik Vidyapeeths as formulated by the Central government, specially in the context of industrial workers. Seven of the members gave their approval regarding the concept and objectives as at present, but three of them were of the view that with the changed circumstances, these objectives also required some modifications. As far as the concept of the Shramik Vidyapeeths is concerned, all of them approved the existing one.

2. In reply to the question put by the investigator whether meetings of the Boards of the Management were held for the approval of new programmes and took stock of the ongoing programmes, almost all of them were unanimous in saying that regular meetings of Boards of Management were held for the purpose. However, two members observed that regular meetings were not held due to local unavoidable circumstances.

3. In response to the question of the investigator whether the programme advisory committees helped the Boards of Management in the formulation and implementation of the programmes of Shramik Vidyapeeths, seven members said that their programme advisory committees were doing a good job. Two of them observed that their programme
advisory committees were not very helpful, while one of them said that there was no rapport between the members of the advisory committee and the Board of Management and, therefore, the formulation and implementation of programmes suffered.

4. On asking the members about their visits to industrial units when some programmes for their workers were in progress, five of them reported that they made it possible for them to visit the industrial units some times, but not regularly. Two of them observed that whenever the industrial organisations invited them they had visited them (Industrial Organisations) during the programmes. Three of them were frank enough in saying that in spite of their desire to go to industrial units during the programmes, their own heavy engagements stood in their way.

5. When the investigator wanted to know about the linkages between the Directorate of Adult Education and the Union Ministry of Human Resource Development, eight expressed their dissatisfaction about it. Two of them however, observed that this linkage on the whole was satisfactory. It was, however, suggested that the representatives of the Ministry and the Directorate should have a close rapport with the Chairman. They should invariably attend the meetings of the Boards of Management, and that
the representative should also regularly visit the Shramik Vidyapeeths and guide them in formulation and implementation of their programmes.

6. While asking on the relationships between the Board of Management and parent bodies of the Shramik Vidyapeeths, four members reported that the relationship was cordial. Three of them gave a negative reaction and said that there was a regular tussle between the board and the parent body. Rest of them pointed out that sponsoring bodies practically paid no role in the day-to-day activities of the Shramik Vidyapeeths and sometimes there was unnecessary interference on the part of the parent bodies.

7. The investigator wanted to know if the members of Boards of Management ever got a visit other Shramik Vidyapeeths in the country, only two of them replied in the affirmative. Three of them, however, said that even though they had not visited any other Shramik Vidyapeeth, yet on the basis of their monthly and annual reports, they could identify the Shramik Vidyapeeths which were doing very good work. The rest of the group had not visited any other Shramik Vidyapeeth and also could not give their opinion about their working.

8. While discussing the issue of funds, sanctioned by the Union government, almost all of them expressed their
sufficient dissatisfaction and wanted raise in the funds. However, eight of them reported that their Shramik Vidyapeeths had taken up adequate steps by collecting their own funds by charging nominal fees from the beneficiaries and also from the organisations for whom they organised their programmes. They also said that sometimes donations were also received from those individuals and organisations interested in the welfare of the Shramik Vidyapeeths. These funds were spent on the implementation of various polyvalent education programmes formulated for various target groups.

9. The investigator asked the members to give their candid opinion if the Shramik Vidyapeeths could play a significant role in National Literacy Mission. The response from seven was that since it is a programme of national importance, the Shramik Vidyapeeths should also make their contribution. However, they also expressed their fear that this might affect the quality of their own programmes. Three of them observed that literacy was already a component of the programmes of the Shramik Vidyapeeths and they had started their own adult education centres. Looking at the limitation of funds of the Shramik Vidyapeeths, it could not be possible for them to play a major role in the National Literacy Mission. However, it was observed that the Shramik Vidyapeeths could play a role of catalytic agent in this
area. The investigator was surprised to know that one of the members was totally against the programmes of National Literacy Mission.

10. The investigator asked the members to give their honest opinion, if on not sanctioning any funds by the Union government, would they be able to pool in their resources to run the Shramik Vidyapeeths. Almost all of them said that in that case it would be impossible to function. The Shramik Vidyapeeths could create some funds to run their activities and programmes but funds for paying the salary to Shramik Vidyapeeth's Functionaries should come from the Central government.

CONCLUSIONS

On the basis of the interviews with the members of Boards of Management of some of the Shramik Vidyapeeths, the investigator arrived at the following major conclusions:

1. The concept and objectives (PP. 20, 32) of the Shramik Vidyapeeths have been framed nicely by the Central government but keeping in view the latest developments in the field of polyvalent education, industry and the latest literacy targets announced by the central government there is a need for redesigning the objectives.

2. Regular meetings of Boards of Management are held in which stock of the old and on going programme is taken and new programmes formulated by programmes advisory committee are approved.
3. The programme advisory committees of the Shramik Vidyapeeths are doing their job satisfactorily but coordination between the programme advisory committees and the Boards of Management need strengthening.

4. Members of the Boards of Management mostly do not visit the industrial organisations during the period when the programmes are organised by the Shramik Vidyapeeths, mainly due to their own heavy engagements.

5. The linkage between the Boards of Management on the one hand and the Directorate of Adult Education and Ministry of Human Resource Development on the other are not very strong.

6. Relationships between the Shramik Vidyapeeths and their parent bodies and Boards of Management are by and large cordial except in a few cases.

7. Members of Boards of Management usually do not visit other Shramik Vidyapeeths, due to the major constraint of funds.

8. Funds sanctioned by the Union government to the Shramik Vidyapeeths are inadequate and need enhancement.

9. The Shramik Vidyapeeths should take part in National Literacy Mission only as a catalytic agent and not as a major partner due to lack of adequate funds, otherwise their own programmes would be adversely affected.
10. If increased funds are not granted by the Central government, the Shramik Vidyapeeths on their own will not be able to function independently due to lack of resources.

VIEWS OF ADULT EDUCATIONISTS

1. Nine of the adult educationists, who were interviewed, to give their reactions on whether the adult education programme could yield the desired results, without the input of polyvalent education, were of the view that the desired results could not be achieved without making polyvalent education as one of the components. However, four of them were of the view that if only the income generating programmes of the Shramik Vidyapeeths were strengthened, the desirable targets could be achieved. Only two of them said that adult education programme is a big umbrella and polyvalent education is only a small component. Even in its absence, the results could be achieved but it depended on how we formulate the programmes for the achievement of our objectives keeping in view the particular target groups.

2. 11 out of 15 adult educationists supported the contention that polyvalent education could help in creating a learning society through adult education. They were of the view that polyvalent education could create awareness about the environment, motivate to learn new things and could
also provide variety of programme choices to the learners. And in this way, the scope of adult education would also widen. But the remaining four reported that the entire credit could not be given only to polyvalent education scheme though its achievements were on higher side; the other schemes of adult education had to make lot of efforts in this regard and creation of Shramik Vidyapeeths was an off shoot of these schemes.

3. Twelve of the adult educationists agreed that only literacy could create awareness about the skill development among the illiterate and semi-literate masses. However, three of them were of the view that literacy could create such awareness but that also to some extent only. Two of them said that it was only at the initial stage that literacy could create such an awareness. They said that literacy was the basic ingredient for creating awareness about the skill development.

4. 12 out of 15 adult educationists agreed that polyvalent education did help the workers belonging to weaker sections to be covered under the adult education and non-formal education programmes. They supported the contention that polyvalent education helped the weaker sections in getting them well educated; in bringing about a change in the standard of living; providing more resources for those who had no time to attend the formal
system of education; the polyvalent education offered them the opportunity to learn and earn at the same time; to improve the job prospects and enrich their personal abilities and imparted sufficient scientific knowledge to them.

The remaining three did not give any response.

5. On asking the opinions of adult educationists as to how far polyvalent education helped the workers to become self-reliant, the response varied from person to person. Eight adult educationists reported that polyvalent education had certainly helped the illiterate and semi-literate workers in becoming self-reliant through its various programmes. But as a limited number of workers were covered under the scheme, the results are also limited, but good. Three of them observed that polyvalent education could give only marginal benefits in their economic development. Three of them were of the opinion that if sincere efforts were made, the scheme could be successful, otherwise the scheme of Shramik Vidyapeeths would also meet the same fate which many adult education programmes had met.

One of them reported that since no study and worthwhile research in this field was available, nothing much could be said.
6. 3 out of 15 observed that the basic material prepared for adult education programmes could be used for industrial workers also, but at the post-literacy level they definitely required a separate type of material related to their occupational needs.

Four of them thought that the same learning material which had been prepared for the common adult learner could be used for the industrial workers also. Six of them were strongly of the view that separate material should be prepared for the industrial workers and the material prepared for the common learner was not suitable for them. Two of them were of the opinion that it is only at the initial stage that this material could be used but at the later stage, the industrial workers must have special type of material.

7. Out of the group of 15 adult educationists, 9 supported the contention that the Shramik Vidyapeeths could impart technical know-how to the workers to equip them with new knowledge and skill to improve their existing vocation and train them for the new ones.

Five of them observed that the Shramik Vidyapeeths were helpful in creating an urge among workers to a limited extent to get technical knowledge but these institutions could not help the workers in becoming experts in these fields. However, one of them did not support the contention.
7. Seven adult educationists supported the statement that there was a lot of duplication in the programme of adult education and the Shramik Vidyapeeths. In the opinion of the five, there was no duplication because the Shramik Vidyapeeths had their own specific programmes and objectives and also the target groups. Out of the remaining three, one was of the view that there was a possibility of duplication because the variable in the programme was the human being who has different needs and aspirations.

However, one of them did not give a clear response saying that he had no experience of target group under reference. One of them was of the view that whatever little duplication is there could be removed by efficient planning at the level of policy makers.

9. There has been a lot of thinking about a suggestion that the scheme of the Shramik Vidyapeeths should be made permanent. When the investigator put this question to the adult educationists, 10 of them supported the suggestion. Their main argument was that adhoc institutions could not give concrete and permanent results, specially because the industrial workers were involved in it. But two were not in favour of making the scheme permanent. One reported that these institutions were still at the experimental stage and they would have to prove their worthwhileness. Others expressed that it
was not necessary that an institution created by the government working smoothly should be made permanent. Three of them opined that Shramik Vidyapeeth scheme was working in isolation and that would not show spectacular results. It would work in unison with other adult education institutions.

10. 6 out of the 15 adult educationists did not agree with the contention that the Shramik Vidyapeeths are only mini ITIs because the Shramik Vidyapeeths are meant to serve the illiterates, semi-literates and weaker sections of the society. Their programmes are different from those of the ITIs. The ITIs/are meant to upgrade the skill of the students for employment purposes while the Shramik Vidyapeeths are meant to cater to the needs of the people on the poverty line, or below poverty line, to make them self-reliant and self-employed.

However, eight of them strongly supported the view that Shramik Vidyapeeths are more than mini ITIs because they bring a layman with no qualifications to the same platform as the educated persons trained in the ITIs. This is a more difficult job which the Shramik Vidyapeeths are doing for the last so many years through their well planned and multi-dimensional programmes.

Two of them were non-committal about their observations, and said that it all depended on the achievement of the individual Shramik Vidyapeeth.
CONCLUSIONS

The investigator after having interviewed 15 adult educationists, associated with Shramik Vidyapeeths has been able to reach at the following conclusions:

1. The input of polyvalent education in adult education programmes is essential to achieve the desired results.

2. The polyvalent education has certainly played a positive role in the field of adult education for creating a learning-society.

3. The component of literacy in polyvalent adult education can create awareness among the illiterate and semi-literate masses about the skill development only at the initial stages. After that, help of polyvalent education has to be taken to keep them in touch with the day-to-day developments in their professional skills.

4. The polyvalent education can make an illiterate and semi-literate worker self-reliant to a very great extent. But for this, adequate infrastructure is required.

5. As far as the correct assessment regarding the role of polyvalent education in making the workers self reliant, intensive research studies must be undertaken.

6. The learning materials already prepared for the common adult learners can be used for the industrial workers also, but only at the initial stages. In order to give
them proper awareness about their profession and the development of skills, special type of literature has to be prepared for them keeping in view the requirements of their occupation.

7. Shramik Vidyapeeths are capable of imparting technical knowledge to the ordinary worker for whom these institutions organise special programmes.

8. There is a very little scope for duplication as far as the programmes of the Shramik Vidyapeeths are concerned. This may be true of the adult education programmes, but not of the Shramik Vidyapeeths.

9. To get better results and achieve targets, Shramik Vidyapeeth should not be treated as an adhoc institution but should be made permanent. This would also give job security to the staff of the Shramik Vidyapeeths who at present do not have this assurance.

10. The ITIs cater to special groups in the form of formal education. But the Shramik Vidyapeeths deal with many types of illiterate and semi-literate learners who get technical know-how in many areas. It may, therefore, be wrong to say that the Shramik Vidyapeeths are mini ITIs. The jobs of the Shramik Vidyapeeths are rather difficult as compared to the ITIs.
11. There is a greater scope for flexibility in the programmes offered by the Shramik Vidyapeeths as compared to the various adult education programmes under implementation in the country.

Overall Conclusion

In the opinion of the policy makers, the Shramik Vidyapeeth scheme of polyvalent approach to education, has proved to be very useful for the vertical and horizontal mobility of the workers in the organised and unorganised sectors with its well planned multi-dimensional programmes and their implementation in the field, while most of the other schemes are univalent.

The scheme could not move to rural areas due to lack of resources and trained professionals. The government intends to open more Shramik Vidyapeeths in the Eighth Five-Year Plan but before this, there is need to strengthen the existing Shramik Vidyapeeths. Financial pattern needs an upward revision. Assessment through reports and personal visits indicate, that the Shramik Vidyapeeths established by voluntary organisation are the best in performance. Their vocational and technical courses give immediate results to beneficiaries to become self-reliant and help increase productivity. Suitable expansion of the scheme could result into better recognition of the scheme on its own. The Government in that case will not have to do much for the propagation of the scheme. The National Literacy Mission will dilute the programmes of the Shramik Vidyapeeths. Old guidelines
need revision keeping in view the workers' present needs and situations. The institution of the Shramik Vidyapeeth has fulfilled the objectives to some extent. No serious effort for research in the field has been made so far, however.

According to members of Boards of Management, the concept and objectives of the Shramik Vidyapeeth have been framed systematically, keeping in view the current changes and development in the concerned fields. Meeting of the Boards of Management are held regularly in which assessment of old programmes is made and new programmes are approved. Apart from this, some administrative issues regarding the smooth functioning of the Shramik Vidyapeeths are also discussed. The Programme Advisory Committees are working satisfactory but coordination between the Boards of Management and these committees needs to be further strengthened. Members of Boards of Management do not generally visit the industrial units due to their own heavy engagements. Linkage with the Directorate of Adult Education and Boards of Management and the Ministry are not sufficiently strong. Relations with parent bodies and the Shramik Vidyapeeth are congenial except in a few cases. Members do not visit other Shramik Vidyapeeths due to financial constraints. Shramik Vidyapeeth should take part in the NLM as catalytic agent and not as a major partner, otherwise its own programmes would suffer a lot. The Shramik Vidyapeeths cannot work independently with their own resources and funds. Financial assistance from the central government in any case is necessary.
The adult educationists in general reported that adult education programmes launched by the Union government cannot be successfully implemented without the input of polyvalent education because it serves the workers and some of the other beneficiaries with a variety of programmes, according to their needs with the view of creating a learning-society. Polyvalent education also helps the workers to keep them in touch with the day-to-day development in their professional skills, with its programme of skill upgradation and also help them to become self-reliant. But for correct assessment of the results of the target groups covered under socio-economic growth, systematic research is needed. The workers need separate and special type of learning material related to their job and the environment in which they work. Some efforts are required to be put in for developing a special material as much attention has not been paid to this aspect.

There is very little scope for duplication in the programmes of the Shramik Vidyapeeths as observed in various programmes of adult education due to their well-defined objectives and better approach towards implementation of the programmes. For better results, the scheme of the Shramik Vidyapeeths should not work as an ad hoc institution but efforts should be made to make them permanent. Shramik Vidyapeeths' programmes are more flexible and open as compared to the programmes of other institutions such as the I.T.I.s which impart formal type of education.

Shramik Vidyapeeths can work wonders if the government gives proper attention to this scheme of non-formal and worker's education.