CHAPTER VI

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
According to the National Literacy Mission (1988)

"Promotion of Literacy has been identified as one of the Five major technological missions with a view to applying technology and scientific research for the benefit of the deprived sections of the society and areas which are critical to the country's development."

Literacy is an indispensable component of human resource development for the socio-economic and political development of the Country though it is a fundamental right and a means of development, still the scheduled castes and scheduled tribes in India, are the most dis-advantaged group and deprived sections of the Indian society. Primitiveness and backwardness are the hallmark of the tribals.

Since independence the tribal communities were provided with many incentives by the central and state governments so as to fulfill the constitutional obligation of providing free and compulsory primary education to the children in the age group of 6-14 years and to bring them at with par the non-tribal children. Some concessions in the form of reservations, in the educational institutions and employment are provided to these people. So that the children of these deprived groups may be able to enter the mainstream of national life through all possible ways by channelizing their inherent energies successfully for their utilization, for their own benefit, the social groups which they belong to and the nation. But the tribal children have not been able to
benefit fully in spite of all these facilities and incentives. Due to various reasons they are forced to leave the schools without completing even the primary education.

The case of tribals is same in Orissa also. Orissa is a land of tribal dominated state where more than 50 percent of population lives on tribal areas. The majority of the people living in tribal areas are having lack of proper housing, clothing, sanitation and the like. Living under these uncongenial conditions with poverty, malnutrition and illness, they have almost lost the faculty of clear thinking. Though the reasons are many and varied, the most important and crucial reason is illiteracy and ignorance among the tribal communities of Orissa. They lack ambition and motivation, in the material sense of the terms. They lack skills and understanding to utilize the emerging new opportunities provided by different agencies, organisations, and programmes run by the Government.

The Jan Shikshan Nilayam (JSN) which was started on 5th May 1988 in Orissa under the operation of National Literacy Mission (1988) has given greater emphasis for the welfare of the tribals/deprived sections of the society, by establishing JSNs for providing post literacy and continuing education. It also aims to ensure retention of literacy skills, provision of facilities to enable the learners to continue learning beyond elementary literacy and create scope for application of their living conditions.
That's why it is very much essential to evaluate the JSNs of tribal areas of Orissa to see whether the objectives are being fulfilled or not. Evaluation of a particular programme reveals the social change in a meaningful manner and evaluation is acutely necessary from time to time for better social and economic development of a nation.

6.1 OBJECTIVES OF THE STUDY:

1. To study:
   a) the socio-economic background of the learners.
   b) their reasons for attending the Jana Shikshan Nilayams (JSNs) and
   c) Suggestions for improving the functioning of Jan Shikshan Nilayams (JSN’s).


3. To ascertain the views of village Education Committee (VEC) about the functioning of JSN’s and their suggestions for improvement.

4. To study the method of organizing and supervising the JNSs by District Adult Education Officers and their problems and suggestions in this regard.

6.2 DELIMITATIONS OF THE STUDY:

The present study was delimited in its scope in the following aspects:

Three tribal sub-plan districts namely 1) Koraput 2) Mayur Bhanj and 3) Sundargarh were choosen out of five tribal sub-
plan districts of Orissa namely 1) Koraput 2) Mayur Bhanj 3) Keonjhar 4) Sundargarh and 5) Phulbani.
-From the three selected tribal sub-plan districts 25% JSN centres were selected.

6.3. METHODOLOGY:
Descriptive research supported by survey method was employed in the present study for evaluating the Jana Shikshana Nilayam Centres in the tribal areas of Orissa. The evaluation has been done both in qualitative and quantitative terms.

6.4. SAMPLING:
In the present study two types of sampling have been used such as (1) purposive sampling and ii) Random Sampling. The population of the present study constitutes five tribal sub-plan districts of Orissa namely i) Koraput 2) Keonjhar 3) Phulbani 4) Mayur Bhanj & 5) Sundargarh. Out of these five tribal sub-plan districts, 3 districts namely (1) Koraput (2) Mayur Bhanj and (3) Sundargarh constitutes the sample at the first stage. These districts were purposively selected in order to cover the areas having maximum illiterate tribal population within the age group 15-35. These three selected tribal sub-plan districts have 135 JSNs from which 25% JSNs were selected randomly.

The sample of the present study consist of:
1) 34 JSN's (14 JSNs from Koraput out of 57 JSNs)
   (12 JSNs from Mayur Bhanj out of 46 JSNs)
   (8 JSNs from Sundargarh out of 32 JSNs)
2) 34 Pravaks of JSNs (one from each of the selected JSN).
3) 340 Learners of JSNs (10 learners from each of the selected JSN).
4) 68 members of VEC (2 members from each VEC).
5) 3 District Adult Education Officers (one from each district).
6) 1 Director of Adult Education (Orissa).

6.5 TOOLS USED
The following tools were developed and used for conducting the present study.

1. Interview schedule for the learners of JSNs.
2. Interview Schedule for the member of Village Education Committee (VEC).
3. Questionnaire for the Preraks of JSNs.
4. Questionnaire for the District Adult Education Officer.
5. Questionnaire for the Director of Adult Education.

6.6 STATISTICAL TECHNIQUES
Frequencies, percentages and percentiles were used for statistical computation of the present study.

6.7 GENERAL CONCLUSIONS
The following are the conclusions of the study based on the sample studied:

Regarding the socio-economic background of the learners, majority of them had agriculture as their occupation and belonged to deprived sections of society, that is scheduled tribes and scheduled castes and came from low income group.
With regards to the reasons for attending the Jana Shikshan Nilayams, majority of the learners were attending the Jana Shikshan Nilayams, to acquire functional literacy skill.

For the improvement of JSNs majority of the learners suggested that, there should be provision of audio-visual aids and mass media facilities, provision for occupational and job oriented training. Supply of adequate teaching learning material, supply of new books to the library and provision of post literacy and follow up programme in the JSN centre. Also majority of the learners suggested that the JSN centre should open atleast two hours daily in the evening instead of opening four days (one hour daily) in a week. A small number of the learners wanted award of certificates after the completion of the course.

With respect to the functioning of JSN's with special reference to the National Literacy Mission (1988), majority of the respondent namely, Preraks, Members of village Education Committee, District Adult Education Officers and Director of Adult Education responded that, functional literacy imparted through JSNs were helpful for the learners for achieving self-reliance in reading writing and numeracy. Majority of the respondent from all groups stated that, the causes of deprivation among women and persons belonging to scheduled castes and scheduled tribes in tribal areas of Orissa were due to illiteracy and ignorance, poor socio-
economic conditions. Among the respondents majority of the Preraks, members of village Education Committee, and Director of Adult Education reported that, exploitation by the businessmen and elites as well as no support and facilities of mass media were the causes of deprivation among the women and persons belonging to scheduled castes and scheduled tribes in tribal areas of Orissa. Majority of the respondents from District Adult Education Officers and Director of Adult Education considered, no involvement of suitable voluntary agencies and no facilities for receiving primary education as the causes of deprivation among the women and persons belonging to scheduled castes and scheduled tribes in tribal areas of Orissa.

With respect to the organisation and participation of the learners of JSNs in the process of development majority of the respondents from each group namely; Preraks, VEC Members, District Adult Education Officers and Director of Adult Education stated that, organisation and participation of the learners of JSNs in the process of development can be brought about through a) Agriculture b) Horticulture, c) sericulture, d) Poultry, e) Animal Husbandry f) Postal, bank and medical facilities, g) Health and Hygiene, h) Loan and subsidy facilities available to weaker sections of society i) sanitation and j) Nutrition.

About acquiring skill to improve the economic status of the learners of JSNs, majority of the Preraks, VEC members,
District Adult Education Officers and Director of Adult Education stated that functional literacy is helpful for the learners of JSNs for acquiring skills to improve their economic conditions.

With regards to creation of awareness for imbibing the values of National integration, conservation and improvement of environment and observance of small family norm, majority of the Preraks, VEC members, District Adult Education Officer and Director of Adult Education had favourable opinion towards the issues.

Regarding the recreation and healthy living majority of the Preraks, VEC members, District Adult Educational Officers and Director of Adult Education have suggested the organising of week-end cultural programme like Bhajans, rural theatre programmes, folk songs, games and sports, walking excursions, cycling trips in groups and field visit to development projects for the learners of Jana Shikshan Nilayams.

With regards to the views of the members of Village Education Committee (VEC) about the functioning of JSNs and their suggestions for improvement in this regard, majority of the VEC members had agriculture as their occupation and belonged to deprived sections of society that is scheduled tribes and scheduled castes having completed primary education. Thus socio economic background of the members of
VEC's was similar to those of the learners of JSN, only they were more educated than the learners.

Majority of the VEC members were satisfied with the functioning of JSN centres and had favourable attitude towards the content and methodology of teaching at the JSN centre.

Most of the VEC members suggested better honorarium to the Preraks of JSNs, organisation of short term job-oriented course like agriculture, animal husbandry and poultry at the JSN centre for self employment, organisation of exhibitions and demonstrations for dissemination of information in different development areas, National concerns and goals by the functionaries of JSN programme from time to time, appointment of trained preraks in JSNs, supply of adequate teaching learning material to the learners of JSNs, proper sitting and lighting arrangement in the JSN centre and Adequate Sparing facilities (library, reading room, sports and games material, recreational halls, play grounds) to be utilized by JSNs, for the learners.

A small number of the VEC members suggested to checkup the irregular participation of the learners at the JSN centre that the JSN be situated in a central place of the locality. Most of the learners should be motivated to attend the JSN regularly and rewards for the best learners and Preraks of JSN centres be given.

Regarding the method of organizing and supervising the
JSNs by the District Adult Education Officers (DAEO's) and their problems and suggestions in this regard are:

Majority of the DAEO's selected the villages for opening JSN centres on the basis of a cluster of 4-5 villages having population of about 5000. Majority of them also said that, JSN centres were established in the villages according to the weaker sections of the society, where maximum people participation, facilities of suitable accommodation and other local resources are available.

Majority of the DAEO's selected the Preraks according to the criteria given by the National Literacy Mission (NLM) 1988. Most of the DAEO's selected the Preraks from the local areas with evidence of interest in serving the community particularly women and deprived section of the society. Most of the DAEO's gave priority to leadership quality and ability to take voluntary help with Matriculate qualification (reduced to VII class level in respect of socially gifted person, women and person belonging to SC/STs), successful Adult Education (AE/Non-Formal Education (NFE) instructor and women and person belonging to SCs/STs and economically deprived sections of the society, in selecting the preraks.

With regards to keeping linkages with the Development Departments; Majority of the DAEO's kept links with the Development Departments for the purpose of training in skill development, orientation of health and family welfare, farmers training and organisation of short duration training
programmes like agriculture, horticulture, sericulture, poultry and animal husbandry.

Teaching learning materials were supplied to JSNs from the i) State Resource Centre for Adult Education ii) Directorate of Adult Education and iii) District Resource Unit of the District Institute of Education & Training (DIET).

Majority of the DAEO's had supplied Primers, workbooks, Exercise Books, Slates, Pencils/Chalks, Teachers Guide, Black Board, Library Books, Almirah, Petromax/Hurricane Lanterns and Bicycle to Preraks of JSNs. Most of the JSN centres were supplied with supplementary reading materials, Globes/Maps/Charts/Pictures and Roller Boards. Most of the DAEO's had not supplied Television/Radio, ground table for putting newspapers, sport items and recreational materials, electrification and sitting arrangement to JSNs.

With respect to the monitoring aspect of the JSNs, majority of the DAEO's responded that, monitoring is a regular need of JSNs. Most of the DAEO's opined that monitoring aspect of their JSN centre should involve i) a quarterly report on the activities and broad indication regarding participation by beneficiaries and i) activities of Preraks as supervisor and continuing education worker. Majority of the DAEO's expressed that monitoring aspect of their JSNs should involve the problems faced by JSNs.

Majority of the DAEO's supervised the JSN Centres
during the session in their respective District. Majority of the DAEO's supervised 20 to 40 JSN centres in one session. Most of the DAEO's were having the supervision proforma for supervising the JSN centres. Majority of the AAEO's were receiving monthly information of JSNs from the Preraks. Majority of the DAEO's submitted their supervision report on yearly basis. Most of the DAEO's developed the evaluation tools to evaluate the progress of the learners of JSNs after the completion of the course and most of them were having the criteria for measuring the efficiency of the Preraks.

With respect to the problems faced by the DAEO's, majority of the DAEO's pointed out that, the problems of JSN's are due to a) lack of interest among the Preraks due to low honorarium b) No Government Vehicle facilities for field visit of the DAEO's c) Improper library facilities available to JSNs, d) lack of audio visual aids in the JSN centre, e) lack of adequate supervisory staffs, f) coverage of too broad field by the DAEO's, g) Lack of public commitment h) lack of full time preraks i) Absence of Preraks at the time of visit/Inspection j) Supply of insufficient sport materials to JSNs k) non availability of dedicated people for Preraks, l) non-co-operation from other Government Departments m) Non-participation of development agencies n) Improper planing according to the needs/demands of the scheme, as different posts like project officer, Asstt. Project Officer had been abolished.
With regards to the suggestions given by the DAEO's, majority of the DAEO's suggested that:

a) Remuneration of Preraks should be enhanced.
b) Government vehicle is to be provided for the DAEO's for field visit.
c) T.V. and Radio should be provided to each JSN for motivation of the learners to get necessary information,
d) Training programme of Preraks should be based on the functional component of literacy programme,
e) Supervisory staff like supervisor, Astt. Project Officer, and Project Officer should be appointed in the programme of JSNs to co-operate with the DAEO's f) Dedicated people should be selected for the post of Preraks, g) Atleast one JSN should be established in one Panchayat
h) Survey of illiterate population to be conducted from time to time, i) JSN programme should be based on job-oriented courses for self employment of the learners of JSNs. j) sufficient sport materials to be supplied to each JSNs and k) Timely allotment of budget for better functioning of JSNs

6.8 Educational Implications:

Following suggestions were given by the Learners, members of village Education Committee (VEC) Preraks, District Adult Education Officers and Director of Adult Education, to facilitate the functioning of JSN Programme in the tribal areas of Orissa.
Provision of audio-visual aids and mass media facilities.
Supply of adequate teaching learning material
Supply of new books to the library and provision of post literacy and follow up programme in the JSN centre.
JSN centre should open atleast two hours daily in the evening instead of opening four days (one hour daily) in a week.
Certificate to be awarded to the learners of JSN after the completion of the course.

The Preraks, members of village Education Committee, District Adult Education Officer and Director of Adult Education were of the view that:
Functional literacy imparted through JSNs were helpful for the learners of JSNs for achieving self reliance in reading, writing and numeracy.

They stated that the causes of deprivation among women and person belonging to Scheduled Castes and scheduled tribes in tribal areas of Orissa were due to:
-illiteracy and ignorance.
-poor socio-economic conditions.
-exploitation by businessmen and elites.
-no support and facilities of massmedia.

The District Adult Education Officers and Director of Adult Education gave the following additional reasons for the causes of deprivation among women and person belonging to scheduled casts and scheduled tribes which were due to:
- No involvement of suitable voluntary agencies.
- No facilities for receiving primary education.

With respect to the organisation and participation of the learners of JSNs in the process of development, Preraks, VEC members, District Adult Education Officers and Director of Adult Education suggested that, this can be brought about through:
- Agriculture
- Sericulture
- Horticulture
- Poultry
- Animal Husbandry
- Postal, bank and medical facilities
- Health and hygiene
- Loan and subsidy facilities available to weaker sections of society.

Majority of the Preraks, VEC members, District Adult Education Officers and Director of Adult Education suggested that functional literacy is helpful for the Learners of JSNs for acquiring skill to improve their economic conditions. They revealed that, they have favourable attitude towards:
- Creation of awareness for imbibing the values of National Integration.
- Conservation and improvement of environment
- Observation of small family norm.
Regarding recreation and healthy livings of the learners of JSNs, Preraks, VEC members, District Adult Education Officers and Director of Adult Education gave the following suggestions:

- Week-end cultural programmes like Bhajans, rural theatre programmes and folksongs.
- Organisation of games and sports.
- Walking excursions.
- Cycling trips in groups.
- Field visit to development projects.

The members of village Education Committee (VEC) gave the following suggestions for improving the functioning of JSNs:

- Better honorarium to the Preraks of JSNs should be provided.
- Short term job oriented course in the field of agriculture, animal husbandry and poultry should be organised at the JSN centre for self employment.
- Exhibitions and demonstrations for dissemination of information in different development areas, National Concerns and goals should be organised from time to time by the functionaries of JSN programme.
- Appointment of trained Preraks in JSNs.
- Supply of adequate teaching learning materials to the learners of JSNs.
- Proper sitting and lighting arrangement in the JSN centre.
- Adequate sparing facilities (library, reading room, sports and games material, recreational halls, playgrounds) should be provided.
- To check up the irregular participation of the learners at the JSN centre.
- JSN to be situated in a central place of the locality.
- Rewards to be given for the best learners and Preraks of the JSN centres.

The District Adult Education Officers gave the following additional suggestions for improving the functioning of JSNs:
- Remuneration of Preraks should be enhanced.
- Government vehicle is to be provided for the District Adult Education Officers for field visit.
- TV. and Radio should be provided to each JSN,, for motivation of the learners to get necessary information.
- Training programmes of Preraks should be based on the functional component of literacy programmes.
- Supervisory staff like supervisor, Asstt. Project Officer and Project Officer should be appointed in the programme of JSNs to co-operate the District Adult Education Officers.
- Dedicated people should be selected for the post of Preraks.
- Atleast one JSN should be established in one panchayat.
- Survey of illiterate population to be conducted from time to time.
- JSN programme should be based on job-oriented course for
self-employment of the learners to JSN.

- Sufficient sport materials to be supplied to each JSNs.
- Timely allotment of budget should be provided for better functioning of JSNs.

The investigator feels that the above mentioned suggestions should be taken into consideration by the Government and other agencies while conducting the JSN programme in the tribal areas of Orissa. In this regard help may be taken from the successful experiment conducted by the Pillai, K.S. and the experiments of qottayam and Ernakulam from Kerala, and minocy from Lakshadweep.

Beside the above suggestions, the investigator feels that the JSN programme should follow on practice the principle of area specific and a time bound approach to eradicate illiteracy.

JSN Centre should not be opened by following the scattered approach i.e. opening JSN centres over a vast area instead of a compact and contiguous area to harness the resources and make the identified people totally literate in a fixed time. The area-specific and time specific approach has many advantages over the scattered approach. It would make supervision and monitoring easier and rigorous to ensure better results. It would also help in the immediate replacement of the material consumed by the learners.

- The Preraks of JSNs should be imparted at least 10 days' initial training in teaching methodologies on how to teach
through primary lessons, literacy games and oral discussions so that they may make good start. It may be followed by 10 days' in service training after being on the job for 2-3 months for a deeper study of the issues and problems that they face.

- The new learning materials prepared by the resource centre, popularly known as Improved Pace and content of Learning (IPCL) should be used in the JSN centre for in built evaluation of the learners of JSNs. This instructional package provides for self-evaluation by learners themselves as well as by teachers after every set of three-four lessons. These sets of lessons should be completed within a specific time. This sort of continuous and periodic assessment for feedback purpose is too essential to improve the teaching learning process and standards.

- The training period of preraks is not sufficient which should be increased up to a required level.

- Standard Learning Material (SLM) should be prepared by the State Resource Centre specially for the learners of JSNs in the tribal areas of Orissa.

- The recruitment of the functionaries of JSNs at most levels should be in accordance with the expert guidelines having adequate professional training in non-formal education.

- The active involvement of students, teachers and others, the creation of suitable environment for learning, adopting of area based and time based approaches, the development of
a suitable mechanism for the training of learners, the development of appropriate illustrative materials, a strong system of supervision, monitoring, continuous assessment and the recruitment of suitable functionaries at various levels should be made.

-Adequate attention should be paid to the anti-exploitation measures and elimination of indebtedness should be checked up by the government.

-Marketing facilities should be provided to the tribals for the sale of forest products, in actual rate.

-Small scale industries and cottage industries should be opened by the Government for occupational opportunities.

-Adequate transportation and communication facilities should be provided among tribals and non-tribals to have a free cultural intercourse.

6.9 SUGGESTIONS FOR FURTHER RESEARCH:

1. The present study is delimited to the JSNs of three Tribal Sub-plan Districts only. Similar studies can also be conducted in other Districts.

2. The study may be replicated on sample drawn from different states for wider generalisation.

3. A comparative study can also be conducted on "JSN programme in tribal and non-tribal areas of Orissa. An evaluation."

4. A psychological study of the learners of JSNs can be
conducted for studying motivation of learners for learning and training.

5. The survey studies may be conducted on JSN programmes in tribal areas of Orissa by including certain intellectual and non-intellectual variables along with the environmental factors to reveal socio-psychological make-up of children of different tribes, so that the educational programmes can be launched according to their needs and aspirations.

6. Experimental studies may be conducted, to evaluate the effectiveness of new teaching learning strategies deployed for teaching the tribals through JSN programmes and other developmental organisations.

7. Certain studies may be undertaken to study the awareness among the tribal people regarding the facilities/incentives/concessions being extended by the Government to the deprived sections of the society in terms of different gains.

8. A study may be conducted to find out relationship of educational level, social status and occupational mobility among the tribal learners and non-tribal learners of Jana Shikshan Nilayams.

9. A study can be conducted on Evaluation of materials of Post literacy and follow up activities of JSNs.

10. A study can be conducted on Evaluation of continuing
education programmes of JSNs for different learner groups.

11. Research can be done on "Policy implications required for effectively organising JSNs.

12. Research can be done on "Efficiency of various training techniques of JSNs.

13. A study can be conducted on "Participatory research on training of functionaries of JSNs.

14. A study can be conducted on "Identification of development agencies and appropriate media for direction of developmental information of the locality to the learners.

15. A study can be conducted on "Identifying appropriate income generating programmes for developing economic status of weaker sections of the learners of JSNs in tribal and non-tribal areas of the locality concerned.

16. A study can be conducted on "Identifying the community resources for utilization by JSNs.

17. A study can be conducted on "Identification of continuing education programmes to be organised for neo-literates by JSNs.

18. A study can be conducted on "Identification of the strategies for maintaining the literacy skills once acquired by the learners of JSNs.

19. A study can be conducted on "Evaluation of Awareness of the learners of JSNs, in the areas—health, nutrition,
agriculture and animal husbandry, legal knowledge, knowledge of Bank, Post Office and Medical facilities, population problems, and environmental education etc.

20. A study can be conducted on preparation of reading materials for illiterates and neo-literate of Jana Shikshan Nilayams.

21. A study can be conducted to find out the characteristics and qualities of an effective Prerak.

22. A study can be conducted to identify the occupational and other needs of the learners of JSN's, for giving them suitable programmes.