

Research Study Report

**IMPACT OF SKILL DEVELOPMENT PROGRAMMES OF JAN
SHIKSHAN SANSTHAN'S ON THE NEO-LITERATES
IN THE STATES OF ANDHRA PRADESH, TAMIL NADU,
KARNATAKA AND KERALA**

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Place : Tirupati

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(SADHANA)
Secretary

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ABBREVIATIONS

BOM	:	Board of Management
CEC	:	Continuing Education Centre
DAE	:	Directorate of Adult Education
DD	:	Deputy Director
DIC	:	District Industry Centre
DRDA	:	District Rural Development Agency
EC	:	Executive Committee
GOI	:	Government of India
JSS	:	Jan Shikshan Santhan's
ICT	:	Information Communication Technology
IGA	:	Income Generating Activity
IKP	:	Indira Kranthi Patham
ITI	:	Industrial Training Institute
LEE	:	Life Enrichment Education
MHRD	:	Ministry of Human Resource Development
MGNREGS	:	Mahatma Gandhi National Rural Employment Guarantee Scheme
NCEC	:	Nodal Continuing Education Centre
NGO	:	Non-Governmental Organisation
NIOS	:	National Institute of Open Schooling
OBC	:	Other Backward Caste
OC	:	Other Caste
PAC	:	Programme Advisory Committee
PRI's	:	Panchayat Raj Institutions
SC	:	Scheduled Caste
ST	:	Scheduled Tribe
SSA	:	Sarva Shiksha Abhiyan
SHG	:	Self-Help Groups
SRC	:	State Resource Center
TLM	:	Teaching Learning Material
ZSS	:	Zilla Saksharatha Samithi

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EXECUTIVE SUMMARY

The Jan Shikshan Sansthan (formerly known as Shramik Vidyapeeth) is an innovative educational Scheme in the field of non-formal and continuing education and training for adults started by the Government of India in the year 1967. The first Shramik Vidyapeeth was established in Mumbai (Worli) in the year 1967. The scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in the year 2001. This programme is being implemented by the Ministry of Human Resource Development, Government of India through selected Non-governmental organizations. 221 Jan Shikshan Sansthans functioning in the country (2007-2008). Main objectives of JSS's are to Impart vocational skills, life skills and technical knowledge to neo-literates and raise their efficiency and increase their productive ability, provide academic and technical resource support to Zilla Saksharta Samiti (ZSS i.e. District Literacy Committee), including training its Resource Persons, Master Trainers and Preraks.

The JSS's will concentrate on the socio-economically backward and educationally disadvantaged groups of rural and urban population such as men, women and youth, employed, self - employed, neo-literates, prospective workers and unemployed youth and priority is to be given to neo-literates/ semi-literates, Schedule Castes, Schedule Tribes, women/girls, oppressed, migrants, slum dwellers and working children.

The present study

The JSS's are found through the country performing an important function in the development of the nation by providing skill improvement programmes to various sections of the society particularly to those coming from weaker sections including women. It is assumed that the training programmes through JSS's leads to increased the incomes from self employment through income generation activities and employment in various institutions in poorer families resulting in reduction in poverty levels. It is time to enquire into the effectiveness of the training programmes in JSS in reducing the poverty levels. In this context the present study aims in understanding the functioning of JSS's and their training programmes and its impact on the target group in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala.

Relevance of the study

The findings of the study are likely to provide insights for policy makers, administrators and programme implementing agencies in redesigning, strengthening and also in executing the existing programmes of JSS's with special emphasis on skill development training for the maximum benefit of the target group.

Objectives of the study

The principal objective of the study is to understand the impact of skill development training programmes of JSS's on the neo-literates in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala. In addition to the above main objective, the study also made an effort to understand the socio-economic profile and functioning of Resource persons and also the Profile and functioning of JSS's with special reference to skill development training programmes.

Methodology

Universe of the study

The study was carried out in the States of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala.

Sample of the Study

Jan Shikshan Sansthan's (JSS's) have been divided into three categories by the Ministry of Human Resource Development, Government of India. As per the information provided by the Directorate of Adult Education, Government of India in the year 2009-2010, there are 221 Jan Shikshan Sansthan's functioning across the country. Out of the 221, a total of 43 JSS's were functioning in the selected four states. Of them 12 are in Andhra Pradesh, 11 are in Kerala, 10 each from Tamil Nadu and Karnataka. Further of the total 43 JSS's, 3 are of 'A' category, 9 are under 'B' category and 31 are under 'C' Category. From each of the selected state half of the JSS's were selected for the study.

In the first stage 3 JSS's under category 'A', each one from Andhra Pradesh, Tamil Nadu and each two from category 'B' from Andhra Pradesh and Tamil Nadu, each one from Karnataka and Kerala and 3 each from category 'C' from Andhra Pradesh and Karnataka, two from Tamil Nadu and four from Kerala were randomly selected for the study. Therefore the total JSS's selected for the study comes to 21. Out of the total 21, 6 are from Andhra Pradesh, 5

each from Tamilnadu, Karnataka and Kerala. In the second stage from the each of the selected JSS 50 neo-literate respondents who received training in skill development were selected randomly as sample for the present study. Therefore the total selected respondents comes to 1050.

Besides 100 Resource persons in different training programmes in the selected JSS's in the sample states were randomly selected for the study and profile and functioning of each selected JSS's was enquired into. Further a few successful case studies from each of the selected state were recorded.

Sources of data

Both primary and secondary data was used for the study.

Total sample of the present study

Name of the state	No. of JSS's selected- Category wise				No. of beneficiaries selected from each selected JSS	Total no of beneficiaries selected
	A	B	C	Total		
Andhra Pradesh	1	2	3	6	50	300
Tamil Nadu	1	2	2	5	50	250
Karnataka	1	1	3	5	50	250
Kerala	-	1	4	5	50	250
TOTAL	3	6	12	21		1050

Method of Data Collection

Tools used for Primary Data Collection

Four different interview schedules were constructed to collect the data for the study.

- First schedule deals with the socio-economic and demographic profile of the beneficiaries of skill development training programmes of JSS and its impact on their socio-economic and living conditions.
- Second schedule was used to collect the information from the resource persons.
- Third schedule used to recorded the profile and functioning of the selected JSS and its activities.
- Fourth schedule used for case study

Secondary Data

Secondary data was collected from different offices and institutions for the study.

Data analysis and Processing

Keeping in view of the objectives of the study the collected data was analysed by using statistical methods like 'Frequency percentage' and 'Rank order'.

Conclusions

- ❖ Majority of the families of the respondents are of nuclear type.
- ❖ 21.53% of the total population of the respondents families is illiterate. Except in Kerala and Tamil Nadu Illiteracy in Andhra Pradesh is 30.66% and in Karnataka it is 32.70%, in Tamil Nadu it is 11.80% and in Kerala is only 5.11%. Majority of the literates are found in primary which also includes neo – literates and secondary level of education.
- ❖ The approximate annual income of the majority of the sample families of the respondents ranges between Rs. 30,000 – 40,000 to above 1.00 lakh, but a large percentage is found between Rs. 40,000 – 50,000 to Rs. 70,000 – 80,000.
- ❖ Majority of the trainees are from weaker sections and within this women out number the men.
- ❖ The sample beneficiaries are distributed over 25 courses and majority of them have undergone training in tailoring. The duration of the courses ranges between less than one month to six months.
- ❖ According to majority beneficiaries the condition of training tools and equipment ranges between moderate and bad condition.
- ❖ Nearly half of the beneficiaries felt that teaching learning material is moderate to inadequate.
- ❖ Nearly half of the beneficiaries face one or the other problems during training, such as inadequate teaching learning material, long duration of training course, inadequate facilities at centers, irregular attendance of resource persons, indifferent attitude of resource persons, inadequate and bad condition of tools and equipment etc.,.
- ❖ Nearly half of the beneficiaries are satisfied with the performance of the resource persons.

- ❖ Overwhelming majority of the beneficiaries benefited from this programme in terms of self employment and wage employment.
- ❖ Majority of the self employed invested their own capital towards income generating activity, the role of banks in extending credit for investment is negligible.
- ❖ The monthly income of majority of the beneficiaries ranges between Rs. 4,000-5,000 to Rs. 7,000 – 8,000 and above and majority of them are satisfied with their monthly incomes.
- ❖ Majority of the beneficiaries felt the follow-up activities of JSS's are weak.
- ❖ Standard of living of the majority of the beneficiaries has improved in terms of household consumption, health care, children's education etc.,
- ❖ Majority of the beneficiaries are favourable towards the training programmes of JSS's.
- ❖ All the directors and other programme staff are well qualified and experienced but a few JSS's are headed by In-charge directors.
- ❖ The programme staff including the director felt salaries are low and also feeling insecurity about the tenure of their jobs.
- ❖ The programme staff attended training programmes organized by various reputed institutions to update their knowledge.
- ❖ Majority of the JSS's are located in rented buildings and the monthly rent ranges between Rs. 3000 – 4000 to Rs. 25000/-
- ❖ Majority of the JSS's reported the annual budget is low.
- ❖ Most of the JSS's felt that delay in the release of grant from Ministry of Human Resource Development, Govt. of India. With regard to other sources of fund a nominal fee Rs. 25-50 per month is collected from the trainees excluding neo-literates for all courses as per the guidelines of the scheme.
- ❖ In majority of the JSS's tools and equipment are inadequate and also not in good condition and it requires frequent repairs.
- ❖ Resource persons honorarium is low.
- ❖ All the JSS's adopted 15 – 25 Continuing education centers and also organized Life Enrichment Education.

- ❖ All the JSS's are following the Directorate of Adult Education syllabus (Courses No. 36). Besides some other courses based on the local needs and relevance are also being organized.
- ❖ Committees such as purchase committee, vigilance, grievance committee were not much effective in all the JSS's
- ❖ Monitoring of the training courses is moderate because of inadequate staff. All the JSS's have collaborated/ linkages with locally identified suitable agencies.
- ❖ The follow up activities by the JSS's is weak.
- ❖ Majority of the resource persons are from weaker sections of Scheduled Castes, Scheduled tribes and other backward classes but only two are from scheduled tribes.
- ❖ Educational qualifications of Resource persons ranges between secondary education to graduation. In technical education half of them have certificates in their subject of specialization. Slightly more than 40% are diploma holders and a few of them are ex-trainees of JSS's. Majority of the resource persons have experience in this profession between 2-3 and above 6 years.
- ❖ Half of the resource persons receive a monthly salary between Rs. 3000-4000. The rest of them are found between Rs. 4000-5000 to 6000 and above but only a small number of them receive Rs. 6000 and above. Majority of them are dissatisfied with their monthly salaries.

Recommendations

- There is large disparity between the women and men trainees, the latter number is very less. Hence more efforts may be made on the enrolment of men for training.
- The condition of tools and equipment for training courses are inadequate. Hence there is need for providing adequate tools and equipment.
- Adequate teaching learning material may be provided to the trainees.
- Five JSS's in the sample are headed by in-charge directors. Necessary action may be taken to appoint full time regular directors.

- Increase the salaries of the programme staff in order to stop the migration of experienced staff. Further since staff is feeling insecure about their tenure, they may be regularized.
- Overwhelming majority of the Resource persons are not satisfied with the honorarium. There is definite need to increase in the amount of honorarium to attract well qualified and experienced candidates as Resource persons.
- Programme staff may be increased in number.
- There is need to create data base of ex-trainees to be effective in follow – up activities.
- Budget may be enhanced and released in time.

Chapter - 1

INTRODUCTION

This chapter briefly presents the brief history of JSS, role and functioning of JSS in the promotion of skill development training courses among the neo-literates, number of JSS in India, objectives, target group, type and nature of skill development training programmes, course fee, source of fund, budget, follow-up etc, and objectives of the present study, research methodology including sources of data, method of data collection, sample of the study, data analysis and processing, statistical methods used in the analysis of the data etc.

The population explosion, industrial development and migration of people from rural to urban areas have resulted in the fast growth of the urban sector in the country. Rapid urbanisation has created many socio-economic problems, making life miserable, particularly for migrants and deprived communities who normally live in inhuman conditions in the slums, on pavements, in settlements and labour colonies. Many are first generation migrants exposed to the stark realities of complex urban life and the industrial milieu. Similar conditions affect people living in the peripheral rural areas who have links with the neighbouring urban agglomerations for employment, business and services.

Most of the migrants from rural to urban areas are illiterate, unskilled and inexperienced. Unable to benefit from the developmental programmes of Government. Lack of education and skills, both vocational and technical have left migrants unemployed or underemployed. Even those who are employed receive a meager sum as wage/salary and hence unable to make both the ends meet. Many, particularly youth, have fallen prey to anti-social elements. An urgent need therefore exists for specialized education integrated with awareness and functional improvement. The training and education of the group of persons, as indicated above, deserve special treatment. The strategies and the techniques for organizing educational programmes of integrated nature for multi-dimensional development with stress on practical skills in income generation activities needed institutional arrangements of a

different nature. The Shramik Vidyapeeths once thus, constituted the special institutions to meet the need of the deprived sections in organized and unorganized sector in urban and semi-urban areas.

Along with socio-economic measures, adult education is important for the above groups to improve their living standards, decrease dependency, increase work efficiency and sharpen the capabilities for adoption to social, economical and technological changes in the midst of which they live and work. The educational and vocational needs of these deprived sections of urban community need specialized institutions.

Polyvalent education

Polyvalent education is that education which is designed to cater to the vocational-cum general educational needs of the target group. The word 'polyvalent' means number of minute and precise thoughts within educational and training subjects, practices and information. When they are integrated together in a strong educational subject, it becomes polyvalent education. This further means number of subjects relevant to each other taught together. Thus within polyvalent education, many subjects are compounded. Together they become polyvalent.

The Shramik Vidyapeeths were designed to offer educational programmes to satisfy the multifaceted needs of the target group identified in a community and the programmes were implemented in a manner that suited the target group. Need based educational scheme of polyvalent nature for the deprived sections implies a lot of flexibility in designing and implementing the programmes. This is what made the Shramik Vidyapeeth a special non-formal educational centres.

Scheme of Jan Shikshan Sansthan (JSS)

The Jan Shikshan Sansthan (formerly known as Shramik Vidyapeeth) is an innovative educational Scheme in the field of non-formal and continuing education and training for adults started by the Government of India in the year 1967 When the first Shramik Vidyapeeth was set up at Mumbai (Worli).

The distinct features of the Sanshtan are:

- The flexibility characteristics of non-formal education,
- The special target group of the socially, economically and educationally

deprived sections of the society and

- The objectives of offering polyvalent education that is meant to provide the individual not only the skills to enhance his /her productive potentiality but also the knowledge necessary for him/her to improve the quality of life.

These features distinguish the Jan Shikshan Sansthan's from other educational programmes and institutions for adults.

Jan Shikshan Sansthans are non-formal vocational educational institutions for adults. By linking literacy with vocational training, JSSs seek to improve the quality of life of the beneficiaries. In the beginning, these institutions were organising vocational training and skill upgradation programmes mostly for industrial workers in the urban area. But after the introduction of the National Literacy Mission in 1988, almost the entire country has been covered by literacy campaigns and now JSS's are being set up in different districts in the country to consolidate the gains of the literacy campaigns and improve the quality of life through vocational training. The JSSs now have the entire district as their area of operation and they are expected to work as district level resource support agencies in organising vocational training programmes for neo literates. JSS's in some places are also running continuing education centres and Nodal Continuing Education Centres.

JSS's are registered societies set up as non-governmental organisation and the affairs of the JSSs are looked after by a board of management. The Government of India is keen that funds which are provided to these JSS's are utilised as per the approved pattern in meeting the needs of deprived sections of society and helping them to enhance their income generating capacities.

The scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in the year 2001. This programme is being implemented by the Ministry of Human Resource Development, Government of India through selected Non-governmental organizations. Along with the change in its name came the change in its focus. A scheme that was meant for the industrial workers and their families was expanded both in terms of its clientele and focus and was extended to the rural areas. There was logic for its expansion. Total Literacy Campaigns launched after the setting up of the National Literacy Mission in 1988, had transformed the literacy landscape of the country and

created an army of neo-literates who having realized the power of the written word, now wanted to use it to improve their livelihoods through skill development. The post- literacy programme had given a few of them the taste of vocational skills but the continuing education programme promised to extend it to many more beneficiaries. That became the rationale of setting up of more Jan Shikshan Sansthan to match the needs of the districts.

221 Jan Shikshan Sansthan are functioning in the country and state wise number of JSS's are given in Table No.1 (2007 – 2008).

Table .1: Total No. of JSS's functioning in India –State Wise

S.No	State / UT	No. of JSS's
1.	Andhra Pradesh	12
2.	Arunachal Pradesh	1
3.	Assam	3
4.	Bihar	9
5.	Chhattisgarh	3
6.	Delhi	3
7.	Goa	1
8.	Gujarat	8
9.	Haryana	6
10.	Jammu and Kashmir	2
11.	Jharkhand	5
12.	Karnataka	10
13.	Kerala	11
14.	Madhya Pradesh	27
15.	Maharashtra	18
16.	Manipur	3
17.	Mizoram	1
18.	Nagaland	1
19.	Orissa	15
20.	Punjab	2
21.	Rajasthan	6
22.	Tamilnadu	10
23.	Tripura	1
24.	Uttarakhand	6
25.	Uttarpradesh	47
26.	West Bengal	9
27.	Chandigarh (UT)	1
	Total	221

Source: DAE, Ministry of Human Resource Development, Govt. of India

The programmes and activities conducted by the Sansthan include the following:

- ❖ Training programmes in skill formation and skill upgradation for potential youths, dependents of workers, migrants, men and women belonging to unorganised and informal sector, slum workers etc. in both industrial /urban/rural areas.
- ❖ Training programmes for key resource persons, master trainers and trainees in vocational course and also for neo-literates.
- ❖ Nodal continuing education centre and coordinate, supervise and monitor 10-15 continuing education centres/nodal centres;
- ❖ To organise equivalency programmes through Open Learning Systems;
- ❖ To promote National goals such as Secularism, National integration, population and development education, women's equality, protection and conservation of environment etc.
- ❖ To widen the range of knowledge and understanding of the social, economic and political system in order to create a critical awareness about the environment among the potential youths;

The programmes would be based on the polyvalent or multi-dimensional approach to adult education. The polyvalent approach attempts to provide knowledge and skills in an integrated manner.

The Directorate of Adult Education (DAE), Ministry of Human Resource Development, Govt. of India provide necessary technical guidance and support services and review the programmes from time-to-time. The JSS courses are distinguished from other formal education and technical courses by the fact that these are designed mainly considering the need of the clientele or organisations and are flexible in nature.

The planning and implementation of the programmes is carried out keeping in view the target group, the employment and self-employment opportunities and the available infrastructure and resource persons. The courses are generally tailor made and built around the specific needs of groups of participants taking into account their educational level, aptitude and receptivity. Life Enrichment education (LEE) relevant to the course and the participants is included in the curricula to develop better outlook and awareness of the beneficiaries. Emphasis is laid on practical work combined with related

theoretical instruction. Programme monitoring, evaluation and certification are in-built in all the programmes.

Classes are arranged in the Institute Campus as well as in different localities, bustees and villages of the entire district and nearby areas. The classes are organised through extension/field centres and conducted in week days for 2-4 hours daily. The duration of the courses vary from one type to another type ranging from seven days to six months. The sansthan also provides Library facilities to its trainees in the campus and also Mobile Library facilities to the trainees at field level.

Besides the above, Jan shikshan Sansthan's, also organise some courses in collaboration with Non-Govt and Govt organisation as per their needs. Courses are also organised through open-learning system and accredited to National Open school (an Autonomous body under Ministry of Human Resource Development, Govt of India). The programmes are conducted by professional faculties/Resource persons from Institutions and Industries/Workshops. In a few specialised programmes experts are also invited from Government agencies.

The programmes and activities are planned by all individual JSS on year-to-year basis and are approved by the Ministry at the time of commencement of the financial year. The implementation of these programmes are done by JSS accordingly.

Follow-up

A follow-up is maintained to assess the benefits accrued to the trainees by collecting information about their employment or income generating status, either through self-employment or wage employment. Letter/information received from all centres/ individual trainees/ organizations/groups are documented from time to time. Entrepreneurship and employment guidance is also provided to the trainees. Efforts also to be made to help ex-trainees to form society/self-help groups and providing technical guidance in starting their units and production centres.

Admission procedure

The candidates interested to take admission may register their names in the prescribed Application form available from the office of Jan Sikshan Sansthan's or through field centres. The candidates in the age group 15 to 35

years with some educational background are the main target group. However, candidates below the 15 and above 35 years may also participate. The candidate, if selected, can take admission in the respective trades after paying nominal course fee. Selection of the candidates and group formation are done through career counselling which are conducted regularly by the programme functionaries. At the field level candidates are identified through survey or list of neo-literates which are procured from Zilla Saksharta Samiti/NGOs.

Target group

- The JSS's will concentrate on the socio-economically backward and educationally disadvantaged groups of rural and urban population such as men, women and youth, employed, self - employed, neo-literates, prospective workers and unemployed youth.
- Priority is to be given to neo-literates/ semi-literates, women/girls, migrants, slum / pavement dwellers and working children.

Sponsored candidates are directly admitted on the recommendation of the sponsoring organisations. The illiterate persons are motivated to participate in the functional literacy classes.

Course fee

A very nominal course fee is charged from the candidate as per the prescribed fee structure. Relaxation in course fee is admissible to SC/ST /Handicapped/ Neo-literates/ illiterate candidates.

Monitoring and Evaluation

Continuous monitoring of programmes are to be done by the programme functionaries of the Sansthan's. Regular class/practical tests are conducted and evaluation to be done by Internal and External Examiners.

Certification

The successful candidates are awarded with Certificate after administering simple test, after completion of the programmes, by the Sansthan/Affiliated Board (for NIOS Courses). Participatory certificates are awarded in the case of courses scheduled for less than one month duration.

Funding pattern

Jan Shikshan Sansthan (JSS's), have been categorized into three categories, namely, Category 'A', Category 'B' and category 'C'. The quantum of assistance provided for each category is as under:

Table No.2 Budget allotment from Govt. of India: Category wise JSS's

S.No	Budget head	Category 'A' (Amount Rs in lakhs)	Category 'B' (Amount Rs in lakhs)	Category 'C' (Amount Rs in lakhs)
1	Emoluments	16	15	13
2	Programme	19	15	13
3	Office Expenses	5	5	4
	Recurring (Total)	40	35	30

Non-recurring (for infrastructure and equipment) one time grant of Rs.15 lakhs only to the new JSSs.

Vocational Courses of JSS's

Directorate of Adult Education standardized curriculum for 36 vocational courses, which are usually conducted by the JSS's. Curriculum Standardized for the Courses popularly conducted by Jan Shikshan Sansthan is presented below.

Curriculum Standardized for the Courses popularly conducted by Jan Shikshan Sansthan

1. Bakery & Confectionary
2. Batik and Tie& Dye
3. Beauty Culture and Health Care
4. Bee Keeping
5. Bio-Farming
6. Carpentry and Furniture Making
7. Computer Applications
8. Domestic Attendant
9. Dress Making, Designing and Embroidery
10. Electrical Technician
11. Fabric Painting

12. Fashion Designing
13. Flower Arrangement
14. Fruit and Vegetable Processing and Preservation
15. Hand Pum Mechanism
16. Handicrafts: Toy Making
17. Helpers for Hospital and Nursing Homes
18. Horticulture Assistant
19. Interior Design and Decoration
20. Jute Craft
21. Leaf Plate and Cup Making
22. Maintenance and Repairs of Automobiles
23. Milk Products
24. Mushroom Cultivation and Marketing
25. Plumbing and Sanitary Work
26. Poultry Farming
27. Radio & Television Mechanism
28. Refrigeration and Air conditioning Mechanism
29. Repair and Maintenance of Cycle and Cycle Rickshaw
30. Screen Printing
31. Textile Designing and Printing
32. Veterinary Assistant
33. Watch Servicing and Repair
34. Welding and Fabrication
35. Handicrafts – Applique and patch work
36. Photography and Videography

Vocational Education (Skill Development) in Saakshar Bharat

The Prime Minister of India launched Saakshar Bharat, a centrally sponsored scheme of Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), Government of India (GDI), on the International Literacy Day, 8th September 2009. It aims to further promote and strengthen Adult Education, specially of women, by extending educational options to those adults who having lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including, literacy, basic education

(equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation.

Livelihood improvement through vocational skill development is an important component of Saakshar Bharat programme. Keeping in view the brand image of JSS, the National Literacy Mission Authority/Directorate of Adult Education introduced reforms/innovations such as standardization of format of the annual action plan, standardization of vocational course curriculum through National Institute of Fashion Technology (NIFT), adoption of courses having qualification upto 5th standard of Modular Employable Skills (MES) prepared by Directorate General of Employment and Training, Ministry of Labour and Employment, Web based management and monitoring system, performance audit and impact evaluation to streamline the quality and content of the training programmes conducted by JSS.

The present study

The JSS's are found throughout the country performing an important function in the development of the nation by providing skill improvement programmes to various sections of the society particularly to those coming from weaker sections including women. It is assumed that the training programmes through JSS's leads to increased the incomes from self employment through income generation activities and employment in various institutions in poorer families resulting in reduction in poverty levels. It is time to enquire into the effectiveness of the training programmes in JSS's in reducing the poverty levels. In this context the present study aims in understanding the functioning of JSS's and their training programmes and its impact on the target group in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala.

Objectives of the study

Following are the objectives of the present study.

- To study the present socio-economic and demographic profile of the trainees and their families in the states of Andhra Pradesh, Tamil Nadu, Kerala and Karnataka.
- To study the impact of skill development programmes on the socio-economic life of those who accessed training in the selected JSS.

- To know the perception of the beneficiary trainees about the courses, training, materials, infrastructural facilities, resource persons, course fees, certificate and follow-up initiatives by the JSS's after the completion of the course.
- To examine the competency of resource persons in terms of their qualifications, experience and adaptation according to the learners social background, educational levels, rural-urban differences etc.
- To understand the efforts of the JSS to achieve convergence with the potential employers and the results achieved.
- To understand the problems of JSS in the implementation of skill development programmes.
- To suggest suitable measures to enhance the quality of the skill development training programmes and its effective utilization by the trainee beneficiaries.

Methodology

Universe of the study

The study was carried out in the States of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala.

Sample of the Study

As stated in the preceding pages the Jan Shikshan Sansthan's (JSS's) have been divided into three categories by the Ministry of Human Resource Development, Government of India. As per the information provided by the Directorate of Adult Education, Government of India there are 221 Jan Shikshan Sansthan's up to the year 2007-2008 functioning across the country. Out of the 221, a total of 43 JSS's were functioning in the selected four states. Of them 12 are in Andhra Pradesh, 11 are in Kerala, 10 each from Tamil Nadu and Karnataka. Further of the total 43 JSS's, 3 are of 'A' category, 9 are under 'B' category and 31 are under 'C' Category. From each of the selected state half of the JSS's were selected for the study.

In the first stage 3 JSS's under category 'A' each one from Andhra Pradesh, Tamil Nadu and Karnataka, each two JSS's from category 'B' from Andhra Pradesh and Tamil Nadu, each one from Karnataka and Kerala and 3 each JSS's from category 'C' from Andhra Pradesh and Karnataka, two from Tamil Nadu and four from Kerala were randomly selected for the study. Therefore the total JSS's selected for the study comes to 21. Out of the total 21, 6 are from Andhra Pradesh, 5 each from Tamil Nadu, Karnataka and

Kerala. In the second stage from the each of the selected JSS 50 neo-literate respondents who received training in skill development were selected randomly as sample for the present study. Therefore the total selected respondents comes to 1050. Thus the total sample frame of the study is presented in the table No.3.

Besides 100 Resource persons in different training programmes in the selected JSS's in the sample states were randomly selected for the study and profile and functioning of each selected JSS's was enquired into. Further a few successful case studies from each of the selected state were recorded.

Sources of data

Both primary and secondary data was used for the study.

Method of Data Collection

Tools used for Primary Data Collection

Four different interview schedules were constructed to collect the data for the study.

- First schedule deals with the socio-economic and demographic profile of the beneficiaries of skill development training programmes of JSS and its impact on their socio-economic and living conditions.
- Second schedule was used to collect the information from the resource persons.
- Third schedule recorded the profile of the selected JSS and its activities.
- Fourth schedule used for case study (copies of four schedules are enclosed in Appendix).

Secondary Data

Secondary data was collected from Directorate of Adult Education, Ministry of Human Resource Development, Government of India, New Delhi, offices of the Selected JSS's. Besides, literature was collected from various books and journals for the study.

Data analysis and Processing

Keeping in view of the objectives of the study the collected data was analysed by using statistical methods like 'Frequency percentage', and 'Rank order'.

Table No. 3: Total sample of the present study

S. No.	Name of the state	No. of JSS's selected				No. of beneficiaries selected from each selected JSS	Total no of beneficiaries selected
		Category 'A'	Category 'B'	Category 'C'	Total		
1.	Andhra Pradesh	Hyderabad	1.Vijayawada 2. Ranga Reddy	1. Guntur 2. Tirupati 3.Anantapur	6	50	300
2.	Tamilnadu	Chennai	1. Madurai 2. Coimbatore	1.Trichy 2. Walajabad	5	50	250
3.	Karnataka	Banglore	1. Mysore	1.Shimoga 2.Raichur 3.Tumkur	5	50	250
4.	Kerala	-	1. Trivandrum	1. Palakkad 2. Thrissur 3.Mallappuram 4.Kottayam	5	50	250
	TOTAL	3	6	12	21		1050

Chapterisation of the report

The report of the present study is divided into seven chapters. First chapter deals with the introduction which includes brief history of JSS, role and functioning of JSS in the promotion of skill development training courses among the neo-literates, number of JSS in India, objectives, target group, type and nature of skill development training programmes etc, and objectives of the study, research methodology including sources of data, method of data collection, sample of the study, data analysis and processing, statistical methods used in the analysis of the data etc. chapter two briefly reviewed the literature with regard to evaluation on the activities of JSS. Third chapter presents the socio-economic profile of the respondents families. Fourth chapter deals with the impact of skill development training programmes on the neo-literates and also a few successful case studies. Fifth and sixth chapters briefly presents the profile and functioning JSS's and socio-economic profile of resource persons including their functioning respectively and last chapter (seventh) presents summary conclusions followed by recommendations.

Chapter – 2

REVIEW OF LITERATURE

This chapter briefly present the review of literature on the evaluation studies on jan shikshan sansthans across the country by various Govt. and Non govt. agencies.

Seshukumari (2001) conducted a study on Impact of Polyvalent Adult Education among Women in Visakhapatnam Shramik Vidyapeeth. The findings are as follows : Majority of the beneficiaries of the courses (embroidery, DTP, beautician, entrepreneurship development programme, cutting and tailoring, agarbathi making, handicrafts, fabric painting, soft toys and medical lab technician) expressed their positive attitude about the courses, management, instructors and physical facilities at the centres. After completing the courses, 24.8 per cent of the respondents got employment and 41.6 per cent of the respondents started self-employment units. 87.6 per cent respondents in Desk Top Publishing and 64 per cent respondents in Medical Lab Technician courses secured jobs. 38.5 per cent of the respondents in Beautician course got employment.

State Resource Centre for Adult Education, Indore (2004) evaluated the JSS of Ahmedabad, Gujarat. The results revealed the following : The target group of learners include neo-literates, below poverty line clientele, school drop outs, daily wage earners and school and college going students. The primary focus is women and girls. Male-female participation on an average was observed to be 30 : 70. JSS, Ahmedabad runs variety of courses depending upon the target area of the duration of which range from 15 days to 10 months. The fee structure is flexible to cater to the lower socio-economic strata of society for whom vocational training programmes are being run by JSS.

State Resource Centre for Adult Education, Indore (2004) evaluated the Jan Sikshan Sansthan of Unnao, Uttar Pradesh. It was found that most of the work of JSS is taken up in rural areas and the learners due to poverty have

great difficulty in paying the required fee, thus they have to make considerations on individual basis as well. The course curriculum is prepared and necessary modifications are done to suit to the rural areas. Many new courses have been initiated by the JSS, a few of which are on photo lamination, making of chimney, carpet weaving, repair of inverters, medicinal plants, etc. They have devised placement for some of the courses specially those related to refrigerator repair, air conditioners repair, motor winding etc. This has been very helpful in giving practice opportunity to the trainees. Many trainees have started working on their own, while some have got better employment and some have formed self help groups to support their financial activities. The trainees have also entered the field of job work for the market and are doing it collectively for tailoring courses. There are many cases in which trainees have got employment not only in the local market but also in the adjoining cities.

Centre for Media Studies, New Delhi (2004) evaluated the JSS of Bangalore. It was found that, JSS has imparted vocational training in a number of courses. However, courses, which were repeated and produced maximum number of beneficiaries, were mainly related to cutting, tailoring of different modules including Fashion designing and computers. The selection of courses was done by the JSS taking into account the scope of the courses in terms of engaging the beneficiaries after the training in income generation activities and demand of the courses in the locality. However, training in the courses related to agriculture, agriculture equipments repair, construction, sanitary fittings, automobiles which could have been proved beneficial for the community were not imparted. Though, JSS, Bangalore has conducted a number of courses, majority of the courses are useful mainly in urban set up. Training in courses like sanitary fittings, construction, plumbing may also be given, which may be useful for the community as well as the beneficiaries.

Centre for Media Studies, New Delhi (2004) evaluated the JSS of Tumkur, Karnataka. The study revealed that, the JSS has given training to 10,792 beneficiaries in 6 vocational courses. The vocations which were most

popular and produced maximum number of beneficiaries were related to garment making like Cutting-tailoring, dress making and designing, blouse designing etc. JSS programmes had a very positive impact on the community and particularly on the females. The programmes have brought sense of financial security and sense of self worth among the women.

Indian Institute of Management, Bangalore (2004) evaluated the JSS of Chennai, Tamil Nadu. It was found that the JSS has not undertaken any systematic training needs survey before launching training programmes. No linkages have been established with ZSS. All the high fee charging programmes were offered by collaborating agencies, who decide the fee structure, curriculum and other critical aspects of the training programme. The beneficiaries of JSS cannot afford such expensive courses. It was suggested that, a concerted effort at offering local specific trades such as seafood processing, prawn and shrimp culture, canning, etc. should be made which would provide better avenues for beneficiaries.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2005) conducted on "Evaluation of Jan Shikshan Sansthan, Thrissur in Kerala". It was found that, the Jan Shikshan Sansthans has covered a substantial number of beneficiaries by organizing various courses. There is a progressive increase in the coverage of Scheduled Caste population and neo-literates. However, the coverage of Scheduled Tribe population is very low as they have accounted for only one per cent of the total beneficiaries. The impact of the course on beneficiaries is satisfactory. Many beneficiaries are using their vocational skills either by starting self-employment units or working in other establishments. More space is required for organising vocational courses within the premises i.e. Head quarters. As one day duration of vocational courses is too short to provide necessary skills and understanding the duration may be increased. There is a need to provide follow up services to the beneficiaries in the matter of employment, bank loans, marketing, etc.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2005) conducted "Evaluation of Jan Shikshan Sansthan, Kottayam in Kerala". It was found that there is a need to increase the budget for these items within the overall ceiling. It was suggested that, the coverage of life enrichment education topics in vocational courses needs special attention of the resource persons and management. There is also a need to develop and publish or to procure reading materials relating to life enrichment education and distribute them to the beneficiaries. The utilization of vocational skills and the impact of programme is more among the members of self-help groups. The chances of starting self-employment units are better in areas where gram panchayats are involved in organizing vocational courses. In general positive impact is observed among beneficiaries. It was recommended that, the resource persons require refresher course in their respective trades to equip them with latest skills, trends and also orientation courses on the topics of life enrichment education.

State Resource Centre, Jaipur (2006), evaluated the JSS of Kalol, Gujarat. It was found that, 2 courses classified into six major categories. The course, category ranges from Agro based and Allied technology to Human Resource Development. Three worth-mentioning strengths observed during evaluation were : 1) attendance of the trainees in all courses was found at least 80%, 2) machines or any other hardware being used in courses were found in perfect order, and 3) regular monitoring and support by the JSS programme staff in the courses (even JSS programme staff reported to have take classes if resource person is absent). Resource persons of JSS were found to be of good quality and of positive attitude and aptitude and innovative ideas. Some of the resource persons were exceptional in their presentation and managing the trainees. JSS could not provide any data regarding the percentage 'of the ex-trainees, who were not self-employed or wage employed. It was suggested that, JSS should set up a sort of career bureau for the course graduates in association with some agency to help them seek wage employment or get self-employed. Frequency of organizing campus interview may also be increased.

Banks and other financial institutions may be approached to provide low interest loans to the course graduates for starting self-employment ventures.

Society for Economic Development and Environmental Management, New Delhi (2006) evaluated the JSS of Pilibhit, Uttar Pradesh. It was found that, the institution runs 5 courses from own campus, 2 from rented premises where programmes run regularly, 68 are run from temporary facilities free of cost, and 3 from premises available on rent but these are short term courses which require basic facilities only. Because of large number of courses offered at many locations and shortage of key staff, supervision is identified as a major problem. It was suggested that vocational courses on agro-industry, farming technologies and processing of local food items need to be expanded. JSS should act as guide to help the trainees to achieve high degree of relevant skills. The JSS needs to restructure the course contents properly.

Indian institute of Management, Bangalore (2006) evaluated the JSS of Idukki, Kerala. By and large, it is noted that the various programmes of JSS, Idukki address the local needs and more specifically the target populations of the district. It was suggested that the infrastructure facilities at JSS at present are inadequate and needs to be strengthened. However, it must be mentioned that more efforts are needed to develop and procure raw materials. A significant observation was majority of learners (48.9%) had undergone training in 'small trades', while professional courses accounted for 14.6% of the learners. Concerted efforts must be made towards capacity building of programme functionaries through appropriate management training.

Indian Institute of Public Opinion, New Delhi (2006) evaluated the JSS of Bhimtal District, Uttaranchal. It was found that, in a short span of time, JSS has managed to establish close ties with other NGOs and Public / Private departments for conducting the programmes. 44% of its ex-trainees are employed having an average income of Rs. 2700/-. Marketing of the products seems to be one of the main problems. Though the JSS organizes exhibitions of the products and some are brought to the Trade Fair in Delhi, seems it is not

enough. But majority of the courses are job oriented. It is maintained that the main purpose of these courses are 'capacity building' but it cannot be an end in itself. It must lead to employment; It is also recommended that the JSS should do systematic feasibility survey before offering the courses.

Society for Education, Research and Voluntary Efforts (SERVE), Jaipur (2006) evaluated the JSS of Farukkabad, Uttar Pradesh. It was found that, a total of 57 different trades had been chosen for vocational education in terms of duration-wise classification, it ranged between a minimum of seven days to the maximum of 365 days. In between there had been 60 days, 90 days and 180 days duration courses. The coverage of females had been on the increase continuously in the years under evaluation. Popular courses for females include Zardosi, Dress Making, Cutting and Tailoring, besides Pickles and Purse Making, Candle Making and Beauty Culture and Health Care. Popular courses for males had been Pashu Mitra, Zardosi and Candle Making. Perceptive response from the ample groups of beneficiaries and instructors had revealed an overall positive image of these centres, infrastructure-wise. Further the study observed that (1) lack of an institutional mechanism to keep a track of ex-trainees placement, including data about their employment status.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2006) evaluated the JSS of Kundrukudi, Tamil Nadu. It was found that the JSS has organized 116 vocational training programmes in 61 vocational trades covered 15,010 beneficiaries. The popular vocational trades of the JSS are tailoring, computers, electronics, electrical, coir rope making, home appliances, dress making, toy making, mushroom cultivation, candle making, vermi compost, phenyl making, temple product making, type writing and hospital assistance training. The impact of these programmes in terms of utility of training in gaining employment reveals that out of the 15,010 beneficiaries, only 491 of them have been employed and 1164 have been self-employed. This indicates the extent to relevance of the training and its impact in terms of securing the gainful employment. The quality of the vocational

courses depends on the quality and quantity of the equipment and raw materials made available for the training. The supply of equipment, raw materials, teaching learning materials are found to be inadequate. The quality of the resource persons is found to be moderate and requires to expose them to the training not only in updating their vocational knowledge and also about the JSS and its objectives.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2006) evaluated the JSS of Sivakasi, Tamil Nadu. The study found that among the total trainees, 83.18 per cent are women and the rest 17 per cent are men. The JSS has covered about 6,529 beneficiaries through its activities and among them, 52 per cent are women and 48 per cent are men. It is found that the progress of JSS in terms of coverage of beneficiaries and programmes organized were found to be significant. On the whole, it was found that nearly 80 per cent of the beneficiaries are from short duration courses and the remaining 20 per cent are from long duration courses. One fourth of the beneficiaries of the vocational training programmes have been utilizing their skills through securing employment or self-employment. It is also found that the JSS has been maintaining records relating to the placement of the beneficiaries and also taking adequate measures of follow up of the training. Further, the interaction of the investigator with the ex-trainees revealed that they expressed their satisfaction about the quality of the training programmes and utility of the skills in practice.

Education and Development Research Centre, Pune (2003) evaluated the JSS of Gwalior. It was found that, agriculture extension and technology course was successfully organized for two years with good number of participants. However, there were no other efforts for more innovative courses. No meaningful contact was established with the agencies like Zilla Saksharata Samiti, DRDA, DIC, other institutions or NGOs for collaborative programmes which would have benefited the Jan Shikshan Sansthan.

Management Development Institute, Gurgaon (2006) evaluated the JSS of Gaya. It was observed that, the number of female beneficiaries covered by the project is 72 per cent. However, the number of scheduled castes is only 0.8 per cent. The geographical coverage shows that the project is concentrated on a few pockets of the district. The courses offered are providing quality service and majority of the participants are getting the benefit. The job orientation of the programme and the use of teaching learning materials were found to be inadequate. The Jan Shikshan Sansthan is not providing necessary help to the participants for their future employment services. The convergence with rural development activities, employment generation and other educational activities need to be more cohesive and functional. The need for an interface with these agencies will go a long way towards fulfilling the common goals and objectives.

Nayana Tara, S., Sanant Kumar, N.S. and S. Ramaswamy (2008) evaluated the Scheme of Jan Shikshan Sansthans on behalf of Government of India and important recommendations from them are

- ❖ The JSS Certificates are not given recognition by most states even by their respect Employment Exchanges. In this connection recommendation is that MHRD/DAE must tie up with Directorate General of Employment and Training, Ministry of Labor and Employment, Government of India, New Delhi.
- ❖ It is recommended that the practice of tie up of JSS with National Open School must be stepped up to enhance the component of Equivalency.
- ❖ The grants sanctioned to JSS are highly inadequate. While determining the quantum of grant to be released to JSS annually, one has to take into account the inflation index. In the year 2000, the Inflation Index was 389 and currently it is 551. Hence, even by
- ❖ It is also recommended that a Placement Cell and a Marketing Cell be created in each JSS. Each beneficiary who gets placed and/or the

agency which places them can be charged a user fee likewise, each beneficiary whose product is sold through the JSS marketing venture may be charged percentage that may be fixed depending upon the economic condition of the beneficiary.

- ❖ As the monitoring and supervision of the Scheme of JSS is weak it is recommended that a panel of outside institutions be identified and the task be entrusted to them on the lines of Monitoring and Supervision under Sarva Shiksha Abhiyan.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2010) conducted External Evaluation of Jan Shikshan Sansthan, Alappuzha, Kerala. It was found that the JSS has organized various courses by following the DAE curriculum. The courses were locally relevant. The resource persons have provided notes to the beneficiaries in the local language for certain courses like tailoring, embroidery, textile designing and printing. However, the material was felt as inadequate by the beneficiaries. Though the resource persons are regular to their duties, majority of them have expressed about lack of regular payment of honorarium. The local community leaders have expressed the need for follow-up of the programmes, bank linkages for financial assistance and a better coverage of all sections of the community. Innovative courses should be designed.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2010) conducted External Evaluation of Jan Shikshan Sansthan, Thiruvarur, Tamil Nadu. It was found that the facilities at sub-centres require improvement. The activities conducted by the JSS are relevant to the target groups and majority of them are in the 36 courses identified by the Directorate of Adult Education, New Delhi. The agencies identified are highly co-operative and the supervision by the JSS during the organization of courses is good. The regular organization of awareness programmes on health and hygiene aspects by the JSS, has paved way for getting Nirmal Purskar Award

in 3 villages (Mangudi, Keela Thirupalakudi and Athikadai) during 2007-08 and this has paved way for the villages to get more funds for the panchayats. After the completion of the course, evaluation is conducted both on theory and practical aspects in the presence of the Director or Programme coordinators. The certificates are issued by conducting a feedback meeting and the issue registers are properly maintained. The JSS is in touch with past beneficiaries during the half yearly meetings. The programme staff are guiding about the availability of raw materials to the beneficiaries who approach them orally to some extent. Bank linkages for financial support to carry out the trades or job counselling are at a poor level.

Indian Adult Education Association, New Delhi (2011) conducted external evaluation of Jan Shikshan Sansthan, Ambedkar Nagar. It was found that a large number of the beneficiaries took admission to vocational training programmes organised by the Jan Shikshan Sansthan were untrained and tried to seek new skills to enhance their livelihood. Out of 160 sample beneficiaries interviewed, 65 (40.62%) found to have had previous training before joining the sansthan and 95 (59.38%) were totally untrained. It was also found that people who got previous training joined the sansthan either to acquire new skills or to get further training in the same skills in which they had training in some other institutions but do not have proficiency in hands-on. A few told that they have joined the sansthan to get certificate which according to them is a recognised one in the employment market. The data revealed that out of 105 who got employment after training, 9 beneficiaries (8.57%) have the monthly income Rs.2501/- and above. Four beneficiaries (3.82%) have the income from Rs.2001 to Rs.2500/-, 5 beneficiaries (4.76%) with the income Rs.1500/- to Rs.2000/-, 39 beneficiaries (37.14%) in the income range Rs.1001/- to Rs.1500/- and 48 beneficiaries (45.71%) in the income of upto Rs.1000/- per month. From the Annual Reports of JSS, it was found that the coverage of female beneficiaries was more than males, may be because the programmes organised by the JSS were more suitable to females. The reports also revealed

that there was a consistent increase in the percentage of female beneficiaries from 2007-08 to 2009-10.

Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati (2012) conducted External Evaluation of Jan Shikshan Sansthan, Calicut, Kerala. It was found that, at the headquarters of JSS courses like tailoring, dress making, hand embroidery and machinery, artificial jewel making, bakery and confectionary and computers are conducted. The training rooms, furniture, office equipment are just adequate. The JSS has conducted awareness programmes on different aspects like entrepreneurship, Right to Information Act, HIV / AIDs, adolescence education, personality development, management of SHGs, Domestic Violence Act, legal literacy, environmental education, job opportunities for the disabled persons, herbal medicine, waste management, mental health of children, reproductive health, family life education, etc. The courses conducted by JSS are felt as highly useful in increasing the income levels and providing the livelihood for the beneficiaries. Some of the beneficiaries have left their previous job works and settled in tailoring shops, embroidery works, woolen knitting, aluminium fabrication, saree designing and printing, etc. The impact of the courses in providing livelihood to the beneficiaries in Calicut in rural and urban areas is good and there is good appreciation for the JSS activities especially from the target groups / beneficiaries who have started self-employment units.

Chapter - 3

SOCIO-ECONOMIC PROFILE OF RESPONDENTS FAMILIES

This chapter briefly presents the socio-economic profile of the respondent's families in the sample states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala. The profile consists of age, sex, level of education, type of family, Number of members in the family, marital status, approximate annual income and expenditure, households savings, debt position, sources of credit, ownership of houses, type of house, basic facilities available in the houses such as number of rooms, electricity, bath rooms, toilets, medium of cooking etc.

It may be mentioned here that as stated in the research methodology in the introduction chapter, the total sample of the study comes to 1050 respondents from the above mentioned four states. Of the total respondents 300 are from Andhra Pradesh and 250 each from Tamil Nadu, Karnataka and Kerala.

Sex

Table No. 1 presents sex wise distribution of total population of the 1050 sample families. Out of the total population 52.30% are males and the rest of 47.70% are females. Seen state wise sample in this category, except in the state of Tamil Nadu the percentage of males outnumber the females while in Tamil Nadu females outnumber the males (Table No.1).

Age

Age wise distribution of the total population of the sample families is presented in table No. 2. The total population is distributed between below 10 years of age to 60 and above years. Out of the total population a large percentage i.e. 74.68% are found in the age groups between 10-20 years to 40-50 years. Rest of them i.e. 25.32% are found in the age of below 10 years, 50-60 and 60 and above years. Seen state wise sample population, a large percentage of them i.e 71.26% are from Andhra Pradesh, 77.25% from Tamil Nadu, 77.39% from Karnataka and 73.51% from Kerala are found in the age groups between 10-20 to 40-50 years (Table No.2).

Table No.1: Sex wise distribution of the total population of the sample families

Sex	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Male	674	51.93	451	48.39	643	55.48	506	52.76	2274	52.30
female	624	48.07	481	51.61	516	44.52	453	47.24	2074	47.70
Total	1298	100.00	932	100.00	1159	100.00	959	100.00	4348	100.00

Table No.2: Age wise distribution of the total population of the sample families

Age (Years)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Below 10	299	23.03	164	17.60	184	15.88	152	15.85	799	18.38
10-20	258	19.87	194	20.82	327	28.21	168	17.52	947	21.78
20-30	311	23.96	182	19.53	243	20.97	171	17.83	907	20.86
30-40	244	18.80	224	24.03	207	17.86	198	20.65	873	20.08
40-50	112	8.63	120	12.88	120	10.35	168	17.52	520	11.96
50-60	42	3.24	35	3.76	49	4.23	64	6.67	190	4.37
60 and above	32	2.47	13	1.39	29	2.50	38	3.96	112	2.58
Total	1298	100.00	932	100.00	1159	100.00	959	100.00	4348	100.00

Number of members in the families

Table No.3 presents the information on number of members in the families of the respondents. Out of the total families 41.62% have four members each followed by 20.38% five members, 18.57% have three members and 11.43% have 6 members. It is clear from the table that 4 and 5 member families are predominant in the total sample families. When examined state wise, more than 40% of the total families have 4 members in Andhra Pradesh, Kerala and Tamil Nadu except in Karnataka. In the case of five members families the sample families in the states of Andhra Pradesh and Karnataka represents similar percentage with minor variation, while in the state of Kerala it is 17.60% followed by Tamil Nadu with 13.20% (Table No.3).

Average size of the family for the total sample families comes to 4.15 persons, the same for Andhra Pradesh is 4.33, Tamil Nadu 3.74, Karnataka 4.64 and 3.84 for Kerala. It is clear that in average size of family Karnataka tops with 4.64.

Type of family

Which regard to type of family, out of the total 1050 families, overwhelming majority of them are nuclear families (81.62%) followed by 17.33% are joint families and 1.05% are extended families. Seen state wise sample, more than 70% of the total families in all the 4 states are nuclear, in the case of joint families more percentage are found in Karnataka (23.60%) and Andhra Pradesh (20.33%) compared to Tamil Nadu (12.80%) and Kerala (12.00%).

Martial Status

Table No. 5 shows the marital status wise distribution of the total population. As seen from the table 53.15% of the total are married, seen state wise more than 50% are married in all the 4 states. 45.26% of the total are unmarried and more or less same status in this aspect is found in the four states. With regard to widows/widowed only small percentage of them are found i.e 1.38 and of them 2% are from the sample of Andhra Pradesh, 1.88% are from Kerala and 1.04% from Karnataka and in the case of Tamil Nadu it is negligible percentage (0.43%) Table. No.5.

Table No.3: Number of members in the total sample families

Number	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
1	-	-	1	0.40	-	-	2	0.80	3	0.29
2	13	4.33	26	10.40	10	4.00	20	8.00	69	6.57
3	37	12.33	66	26.40	29	11.60	63	25.20	195	18.57
4	135	45.00	114	45.60	79	31.60	109	43.60	437	41.62
5	75	25.00	33	13.20	62	24.80	44	17.60	214	20.38
6	34	11.33	10	4.00	64	25.60	12	4.80	120	11.43
7	6	2.00	-	-	6	2.40	-	-	12	1.14
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.4: Type of family

Type of family	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Nuclear	235	78.33	217	86.80	185	74.00	220	88.00	857	81.62
Joint	61	20.33	32	12.80	59	23.60	30	12.00	182	17.33
Extended	4	1.33	1	0.40	6	2.40	-	-	11	1.05
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.5: Martial Status wise distribution of total population of the sample families

Martial Status	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Married	674	51.93	508	54.51	582	50.22	547	57.04	2311	53.15
Unmarried	595	45.84	416	44.64	563	48.58	394	41.08	1968	45.26
Widows/Widowers	26	2.00	4	0.43	12	1.04	18	1.88	60	1.38
Divorce/Divorced	3	0.23	4	0.43	2	0.17	-	-	9	0.21
Total	1298	100.00	932	100.00	1159	100.00	959	100.00	4348	100.00

Level of education

Table No. 6 presents the level of education among the total population of the respondents families. Out of the total population 21.53% are illiterate and the rest of them are literate and educated. Of the total population 35.88% have primary level of education which also includes neo-literates, followed by 31.90% secondary level of education and the rest of them are distributed over intermediate (4.76%), degree (3.77%), post graduation (0.28%) and professional/technical education (1.89%).

Illiterates seen state wise, more percentage of illiterate are found in the sample of Karnataka (32.70%) followed by Andhra Pradesh (30.66%) when compared to Tamil Nadu (11.80%) and Kerala (5.11%). With regard to primary level of education 52.97% are found in Kerala, 34.43% in Karnataka, 32.83 % in Tamil Nadu and 26.73% in Andhra Pradesh. In the case of secondary level of education more or less similar trend is found in the states of Andhra Pradesh, Tamil Nadu, Kerala and Karnataka. It may be mentioned here that those who are in the category of degree, Post Graduation and professional/technical education majority of them are pursuing their studies at present (Table No.6).

Occupation

Table No. 7 presents the occupational division of the total population of the sample families. Out of the total population 36.89% are non-workers constituting small children, students, housewives, aged people etc. The rest of them i.e. 63.11% are workers distributed in various occupations like agriculture and allied sectors, wage labour including MGNREGS, petty business including income generating activities, employment in both private and public establishments.

With regard to working population, 29.51% of the total are engaged in wage work. Seen state wise sample in this category more or less similar status is found in Andhra Pradesh and Kerala and with slight variations in Tamil Nadu (22%) and Karnataka (26.57%) 4.28% of the total population is engaged in agriculture and allied sectors and 18.67% are engaged in petty business including income generating activities. Seen state wise more or less similar situation is observed in the above 2 categories in the 4 states.

With regard to employment, it is observed that 10.65% of the total are engaged in this category, seen state wise 16.74% of them are from Tamil Nadu, 9.49% from Karnataka, 9.17% from Andhra Pradesh and 8.13% from Kerala (Table No.7).

Land ownership

When land ownership pattern among the sample families is examined, out of the total 1050 families, majority of the families are landless (68.57%) and rest of them are land holders i.e. (31.43%), distributed between one to nine acres of land and most of them are small and marginal farmers (Table No.8).

Annual Income

Approximate annual income of the sample families is presented in table No 9. It is clear from the table that the annual income ranges between Rs. 30,000- 40,000 to Rs. 1.00 lakh and above. As seen from the table 8.38% of the total sample families are found in the annual income range of Rs. 30,000 – 40,000. Seen state wise sample in this category more or less similar trend is found. 15.43% of the families are found in the annual income range between Rs. 40,000 – 50,000, seen in this category more percentage of families are from Tamil Nadu (17.60%) followed by Andhra Pradesh (16.67%), Karnataka (15.60%) and Kerala (11.60%). Of the total 27.24% are found in between Rs. 50,000 – 60,000 with minor variation is from state to state. 17.52% of the families are found in the range of Rs. 60,000 – 70,000, of them Andhra Pradesh tops with 19% followed by Kerala with 18.80%, Karnataka with 16.80% and Tamil Nadu with 15.20%. 25.62% of the total families are found in the income range of Rs. 70,000- 80,000 and Rs. 90,000 – 1,00,000. Only 5.8% are found in the annual income of Rs. 1.00 lakh and above. It may be concluded that 70% of the families are in the annual income range of Rs. 50,000 – 60,000 to 90,000 – 1,00,000 and 23.81% are in the income range of Rs. 30,000 – 40,000 to Rs. 40,000 – 50,000 (Table No.9).

Table No.6: Level of education among the total population of the sample families

Education	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Illiterate	398	30.66	110	11.80	379	32.70	49	5.11	936	21.53
Primary edu	347	26.73	306	32.83	399	34.43	508	52.97	1560	35.88
Secondary edu	404	31.12	346	37.12	327	28.21	310	32.33	1387	31.90
Intermediate	70	5.39	68	7.30	18	1.55	51	5.32	207	4.76
Degree	47	3.62	55	5.90	29	2.50	33	3.44	164	3.77
Post Graduation	-	-	3	0.32	2	0.71	7	0.73	12	0.28
Technical/Professional	32	2.47	44	4.72	5	0.43	1	0.10	82	1.89
Total	1298	100.00	932	100.00	1159	100.00	959	100.00	4348	100.00

Table No.7: Occupation wise distribution of total population of the sample families

Occupation	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Workers										
a. wage labour	456	35.13	208	22.32	308	26.57	311	32.43	1283	29.51
b. agriculture and allied activities	38	2.93	44	4.72	56	4.83	48	5.00	186	4.28
c. self employed / business	223	17.18	167	17.92	214	18.46	208	21.69	812	18.67
d. wage employment	119	9.17	156	16.74	110	9.49	78	8.13	463	10.65
Non-workers	462	35.59	357	38.30	471	40.64	314	32.74	1604	36.89
Total	1298	100.00	932	100.00	1159	100.00	959	100.00	4348	100.00

Table No.8: Land ownership

Land (acres)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
1	12	4.00	12	4.80	16	6.40	206	82.40	246	23.43
2	5	1.67	17	6.80	16	6.40	9	3.60	47	4.48
3	1	0.33	7	2.80	5	2.00	3	1.20	16	1.52
4	-	-	4	1.60	4	1.60	3	1.20	11	1.05
5	1	0.33	-	-	3	1.20	-	-	4	0.38
6	-	-	-	-	1	0.40	-	-	1	0.10
7	1	0.33	-	-	-	-	1	0.40	2	0.19
8	-	-	-	-	-	-	1	0.40	1	0.10
9	-	-	-	-	-	-	2	0.80	2	0.19
No land	280	93.33	210	84.00	205	82.00	25	10.00	720	68.57
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.9: Annual income of the sample families

Income (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
30,000-40,000	25	8.33	24	9.60	19	7.60	20	8.00	88	8.38
40,000-50,000	50	16.67	44	17.60	39	15.60	29	11.60	162	15.43
50,000-60,000	83	27.67	65	26.00	67	26.80	71	28.40	286	27.24
60,000-70,000	57	19.00	38	15.20	42	16.80	47	18.80	184	17.52
70,000-80,000	29	9.67	31	12.40	32	12.80	34	13.60	126	12.00
80,000-90,000	27	9.00	18	7.20	20	8.00	13	5.20	78	7.43
90,000-1 lakh	17	5.67	15	6.00	14	5.60	19	7.60	65	6.19
Above 1 lakh	12	4.00	15	6.00	17	6.80	17	6.80	61	5.81
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Annual expenditure

Approximate annual expenditure wise distribution of sample families is presented in Table No. 10. The annual expenditure of all the sample families ranges between Rs. 20,000-30,000 to 1.00 lakh and above. A large percentage i.e, 24.38% of the sample families are found in the annual expenditure range of Rs. 60,000 – 70,000 followed by 15.14% in between Rs. 70,000 – 80,000, 14.19% in the range of Rs. 50,000 – 60,000 and 13.90% in between Rs. 80,000 – 90,000. The remaining families are distributed between Rs. 20,000 – 30,000 (4.86%), 5.52% in Rs. 30,000-40,000, 6.76% in between Rs. 40,000 – 50,000 and 7.14% in between Rs. 90,000 – 1,00,000. Only 8.09% of the total families are found in the annual expenditure range of Rs. 1.00 lakh and above (Table No.10).

Household savings

30.48% of the total sample families have savings and the rest 69.52% have no savings. Seen state wise sample 42.80% have savings in Karnataka, 39.60% in Tamil Nadu, 38.40% in Kerala and only 6% in Andhra Pradesh (Table No.11).

Size of savings

When the quantum of savings is examined it is found from the table that out of 320 families who have savings, 69.06% have savings below Rs.10,000 followed by 17.19% between Rs.10,000 – 20,000 and 5.31% between Rs.20,000 – 30,000 and the rest of them are distributed between Rs 30,000 – 40,000 to Rs 80,000 – 90,000. Seen state wise sample a large percentage of the families are found in below Rs.10,000 to 10,000 – 20,000 in all the sample states (Table No.12).

Household indebtedness

When the debt position is examined, it is found that 41.62% of the respondents families are in debt. When compared state wise the debt position of the sample families ranges between 30.80% in Tamil Nadu to 49.60% in Kerala. It may be mentioned here that the data presented in table Nos. 14 and 15 does not include borrowings by the respondents to start income generating activities (Table No.13).

Table No.10: Annual expenditure of the sample families

Expenditure (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
20,000-30,000	11	3.67	15	6.00	12	4.80	13	5.20	51	4.86
30,000-40,000	15	5.00	16	6.40	13	5.20	14	5.60	58	5.52
40,000-50,000	20	6.67	18	7.20	16	6.40	17	6.80	71	6.76
50,000-60,000	47	15.67	37	14.80	35	14.00	30	12.00	149	14.19
60,000-70,000	69	23.00	60	24.00	62	24.80	65	26.00	256	24.38
70,000-80,000	46	15.33	41	16.40	36	14.40	36	14.40	159	15.14
80,000-90,000	41	13.67	31	12.40	33	13.20	41	16.40	146	13.90
90,000-1 lakh	22	7.33	21	8.40	20	8.00	12	4.80	75	7.14
Above 1 lakh	29	9.67	11	4.40	23	15.00	22	8.00	85	8.09
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.11: Household savings

Savings	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Yes	18	6.00	99	39.60	107	42.80	96	38.40	320	30.48
No	282	94.00	151	60.40	143	57.20	154	61.60	730	69.52
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.12: Size of savings

Savings (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Below 10,000	11	61.11	81	81.82	68	63.55	61	63.54	221	69.06
10,000-20,000	2	11.11	8	8.08	24	22.43	21	21.88	55	17.19
20,000-30,000	5	27.78	2	2.02	6	5.61	4	4.17	17	5.31
30,000-40,000	-	-	1	1.01	4	3.74	1	1.04	6	1.88
40,000-50,000	-	-	5	5.05	4	3.74	3	3.13	12	3.75
50,000-60,000	-	-	1	1.01	-	-	1	1.04	2	0.63
60,000-70,000	-	-	-	-	1	0.93	-	-	1	0.31
70,000-80,000	-	-	-	-	-	-	1	1.04	1	0.31
80,000-90,000	-	-	1	1.01	-	-	4	4.17	5	1.56
Total	18	100.00	99	100.00	107	100.00	96	100.00	320	100.00

Table No.13: Household debt

Debt	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Yes	144	48.00	77	30.80	92	36.80	124	49.60	437	41.62
No	156	52.00	173	69.20	158	63.20	126	50.40	613	58.38
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Size of debt

The range of debt is between below Rs.10,000 to above Rs.one lakh. Majority of those families which are indebted in all the states are between below Rs.10,000 - 50,000. It is interesting to note that 23.39% of the total debtors in Kerala have debt above Rs.1 lakh. On the other hand 12.99% in Tamil Nadu followed by 6.25% in Andhra Pradesh and 2.17% in Karnataka have debt above Rs. one lakh. It may be mentioned here that more families in Kerala have higher incomes, higher expenditure and also in debt (Table No.14).

Sources of credit

38.44% of the total indebted families have accessed credit from banks, followed by 26.92% from money lenders, 17.39% from friends and relatives and 16.25% from SHGs. A large percentage of families from Andhra Pradesh (43.06%) have borrowed from moneylenders and on the other hand 66.94% from Kerala have accessed from credit from Banks, suggesting the important role played by banks in delivering credit in Kerala when compared to other three states (Table No.15).

Ownership of house

Table No.16 presents the status of ownership of houses of the sample families. Out of the total respondents families, 68.19% live in their own houses while 31.81% live in rented houses. When the 4 states are compared, respondents families in Kerala are better placed with 88.40% living in their own houses when compared to Andhra Pradesh (64%), Karnataka (63.20%) and Tamil Nadu (58%).

Type of houses

Type of the houses of the respondents families in which they live in shown in table No.17. With regard to type of houses in which the sample families are living, 48.95% of the total live in semi pucca houses followed by 41.24% in pucca houses and 9.81% in Kachcha houses. When compared state wise, the sample families in Andhra Pradesh are better placed with 56% of them living in pucca houses than in Tamil Nadu (47.60%), Karnataka (34.80%) and Kerala (23.60%).

Table No.14: Size of debt

Amount (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Below 10,000	18	12.50	36	46.75	24	26.09	25	20.16	103	23.57
10,000-20,000	45	31.25	8	10.39	18	19.57	20	16.13	91	20.82
20,000-30,000	25	17.36	2	2.60	15	16.30	11	8.87	53	12.13
30,000-40,000	4	2.78	2	2.60	9	9.78	5	4.03	20	4.58
40,000-50,000	20	13.89	12	15.58	15	16.30	21	16.94	68	15.56
50,000-60,000	4	2.78	1	1.30	2	2.17	1	0.81	8	1.83
60,000-70,000	1	0.69	-	-	-	-	1	0.81	2	0.46
70,000-80,000	-	-	3	3.90	1	1.09	-	-	4	0.92
80,000-90,000	-	-	-	-	-	-	-	-	-	-
90,000- 1 lakh	18	12.50	3	3.90	6	6.52	11	8.87	38	8.70
above 1 lakh	9	6.25	10	12.99	2	2.17	29	23.39	50	11.44
Total	144	100.00	77	100.00	92	100.00	124	100.00	437	100.00

Table No.15: Sources of credit

Amount (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Money lender	62	43.06	24	31.17	26	28.26	10	8.06	122	27.92
Banks	24	16.67	32	41.56	29	31.52	83	66.94	468	38.44
SHGs	19	13.19	6	7.79	18	19.57	28	22.58	71	16.25
Friends and relatives	39	27.08	15	19.48	19	20.65	3	2.42	76	17.39
Total	144	100.00	77	100.00	92	100.00	124	100.00	437	100.00

Table No.16: Ownership of house

Status	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Own	192	64.00	145	58.00	158	63.20	221	88.40	716	68.19
Rented	108	36.00	105	42.00	92	36.80	29	11.60	334	31.81
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.17: Type of house

Status	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Pucca	168	56.00	119	47.60	87	34.80	59	23.60	433	41.24
Semi pucca	112	37.23	96	38.40	140	56.00	166	66.40	514	48.95
Kachcha	20	6.67	35	14.00	23	9.20	25	10.00	103	9.81
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Facilities available in the houses of the sample families

A living house should have certain basic amenities like sufficient living space, electricity, access to drinking water, toilets and bathrooms for comfortable living. If other facilities like LPG, TV's etc, are available in the houses they would further add to the comforts of life. The houses and the facilities in them also indicate the socio – economic status of the families living. The availability and non-availability of above mentioned facilities in the houses of the respondents families is presented below.

Number of rooms

When number of rooms per house is considered, 41.14% of the total have 2 rooms each followed by 32.67% have one room, 17.90% have 3 rooms, 5.62% have 4 rooms and 2.67% have 5 rooms. Compared state wise it is found that 50.80% in Karnataka have only one room in their houses and on the other hand 47.67% in Andhra Pradesh have two rooms and 31.60% in Kerala have 3 rooms. On the whole the respondents from Kerala are better placed in terms of space in their houses when compared to the other 3 states (Table No.18).

Toilets

81.71% of the total houses have toilets. Even in this, Kerala tops with 92% followed by 82.80% in Tamil Nadu, 82.67% in Andhra Pradesh and 69.20% in Karnataka (Table No.19).

Bathrooms

Of the total 85.14% have bath rooms in their houses. In the provision of bath rooms also respondents from Kerala are high in percentage (94%) followed by 85.60% in Tamil Nadu, 88.33% in Andhra Pradesh and 72% in Karnataka (Table No.20).

Drinking water

With regard to the provision of drinking water 70.86% of the total houses have public tap water followed by 15.33% with community hand pumps and 13.81% depending on wells. Out of the total who have access to tap water 92% are from Tamil Nadu followed by 75.20% from Karnataka and 74% from Andhra Pradesh and 41.60% are from Kerala (Table No.21).

Table No.18: Number of rooms

Number	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
1	103	34.33	68	27.20	127	50.80	45.	18.00	343	32.67
2	143	47.67	106	42.40	86	34.40	97	38.80	432	41.14
3	32	10.67	50	20.00	27	10.80	79	31.60	188	17.90
4	15	5.00	22	8.80	5	2.00	17	6.80	59	5.62
5	7	2.33	4	1.40	5	2.00	12	4.80	28	2.67
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.19: Toilets

Toilets	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Yes	248	82.67	207	82.80	173	69.20	230	92.00	858	81.71
No	52	17.33	43	17.20	77	30.80	20	8.00	192	18.29
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.20: Bathrooms

Toilets	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Yes	265	88.33	214	85.60	180	72.00	235	94.00	894	85.14
No	35	11.67	36	14.40	70	28.00	15	6.00	156	14.86
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.21: Sources of drinking water

Sources	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Tap water	222	74.00	230	92.00	188	75.20	104	41.60	744	70.86
Hand pump	75	25.00	15	6.00	57	22.80	14	5.60	161	15.33
Well	3	1.00	5	2.00	5	2.00	132	52.80	145	13.81
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Electricity

Of the total respondents, 95.14% have electricity in their houses and the rest have no electricity facility. More than 90% of the respondents houses in all the 4 states have electricity (Table No.22).

Medium of cooking

60% of the total families have LPG for cooking, within this 76.80% is from Tamil Nadu, followed by 66.33% from Andhra Pradesh, 48.40% from Kerala and 47.20% from Karnataka. 27.05% still use fuel wood for cooking and in this 44.80% come from Kerala 36.40% from Karnataka, 20.33% from Andhra Pradesh and 8% from Tamil Nadu. 12.95% of the total families are using Kerosene for cooking (Table No.23).

Table No.22: Electricity

Electricity	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Yes	295	98.33	233	93.20	230	92.00	241	96.50	999	95.14
No	5	1.67	17	6.80	20	8.00	9	3.60	51	4.86
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.23: Medium of cooking

Medium of cooking	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
LPG	199	66.33	192	76.80	118	47.20	121	48.40	630	60.00
Kerosene	40	13.33	38	15.20	41	16.40	17	6.80	136	12.95
Fuel wood	61	20.33	20	8.00	91	36.40	112	44.80	284	27.05
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Chapter-4

IMPACT OF SKILL DEVELOPMENT TRAINING PROGRAMMES ON THE NEO-LITERATES

This chapter presents the socio – economic profile of the respondent beneficiaries, type of course of training, year of training, problems faced during the training, their opinion on teaching learning materials, tools and equipment, performance of resource persons, impact of training programme on the respondents, type of employment, monthly income, nature of spending of income and its impact on the socio – economic conditions on their families.

A total of 1050 respondent neo-literates who have undergone training in various skill development training programmes from the selected JSS's in 4 states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala were selected randomly for the present study. Out of the total selected respondents 300 are from Andhra Pradesh and 250 each from Tamil Nadu, Karnataka and Kerala.

Social Group

The weaker sections consists of Schedule Castes, Schedule Tribes, and Backward Castes. Further women are considered socially and economically weak because of gender inequality that exists in the Indian society. The JSS's are directed to give priority in skill development training to weaker sections including women.

When the social group wise respondents is examined it is found that 54.76% of them are from OBCs followed by 22.86% from SCs, 11.43% from OC's and 10.95% from STs. In all the 4 states a large number of respondents come from OBC's indicating that OBC's are taking good advantage of the skill development training programmes organized by the JSS's. The percentage of SC respondents in the sample in all the 4 states is similar with marginal differences. When it comes to ST respondents, Karnataka has 20% followed by Kerala with 12%, Andhra Pradesh with 6.67% and Tamil Nadu with 6%. No doubt overwhelming majority of them in all the four states come from weaker sections (Table No. 1).

Table No.1: Social Group wise distribution of the total respondents

Social group	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
SC	70	23.33	59	23.60	56	22.40	55	22.00	240	22.86
ST	20	6.67	15	6.00	50	20.00	30	12.00	115	10.95
OBC	175	58.33	143	57.20	121	48.40	136	54.40	575	54.74
OC	35	11.67	33	13.20	23	9.20	29	11.60	120	11.43
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Sex

It is interesting to note that when the respondents are divided according to their sex, 89.33% are females and 10.67% are males. When the 4 states are compared more or less similar trend is noticed in the states of Andhra Pradesh, Tamil Nadu and Karnataka but in Kerala the percentage of males is 17.60%. Women representation in JSS trainings is more probably because of a few factors like unwillingness of men to undergo training, the type of courses in which training is imparted is more suitable to women and a large percentage of women are only housewives who are able to allocate some time to undergo training. Further it is also possible that in the process of women empowerment economic independence plays an important role and this factor may have persuaded a segment of women to take advantage of skill development training programmes organized by JSS (Table No.2).

Age

Overwhelming majority of the respondents in the four states are found between 15 to 45 years. Out of the total respondents only 3.71% are above 45 years. In Kerala more than 70% of the respondents are found between 25-30 years and above 45 years. On the otherhand in Andhra Pradesh, Tamil Nadu and Karnataka more than 70% of the respondents are found between the age of 15 years and 35 years (Table No.3).

Marital Status

In marital status 73.05% of the total are married but state wise comparison provides an interesting contrast, in Kerala 90.40% of the respondents are married while in Karnataka the percentage of married is 50.80%, in Tamil Nadu it is 73.60% and in Andhra Pradesh it is 76.67% (Table No: 4).

Locality wise division of the total respondents

Table No.5 presents the distribution of respondents according to rural and urban areas. Out of the total respondents 52% are from urban areas and 48% are from rural areas. Seen state wise only in Kerala over 50% of the respondents are from rural areas. (Table No. 5).

Table No.2: Sex wise distribution of the total respondents

Sex	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Male	25	8.33	27	10.80	16	6.40	44	17.60	112	10.67
Female	275	91.67	223	89.20	234	93.60	106	82.40	938	89.33
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.3: Age wise distribution of the total sample respondents

Age (Years)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
15-20	65	21.67	45	18.00	99	39.60	7	2.80	216	20.57
20-25	72	24.00	44	17.60	63	25.20	19	7.60	198	18.86
25-30	90	30.00	53	21.20	41	16.40	43	17.20	227	21.62
30-35	48	16.00	57	22.80	32	12.80	62	24.80	199	18.95
35-40	20	6.67	30	12.00	10	4.00	47	18.80	107	10.19
40-45	4	1.33	15	6.00	4	1.60	41	16.40	64	6.10
Above 45	1	0.33	06	2.40	1	0.40	31	12.40	39	3.71
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.4: Marital status wise distribution of the total sample respondents

Marital status	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Married	230	76.67	184	73.60	127	50.80	226	90.40	767	73.05
Unmarried	66	22.00	63	25.20	121	48.40	22	8.80	272	23.90
Widow/widowers	3	1.00	3	1.20	-	-	2	0.80	8	0.76
Divorce/divorcee	1	0.33	-	-	2	0.80	-	-	3	0.29
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.5: Locality- wise distribution of the total respondents

Division	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Rural	131	43.67	117	46.80	124	49.60	132	52.80	504	48.00
Urban	169	56.33	133	53.20	126	50.40	118	47.20	546	52.00
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Course wise respondents

Table No. 6 presents the distribution of respondents according to the skill development training programmes attended by them. In all the states put together the respondents are distributed over 25 different training programmes. One interesting fact that emerges is that out of the total 56.38% of the respondents have attended training in cutting and tailoring. State wise comparison shows that in Kerala only 38.80% have undergone training in cutting and tailoring compared to Karnataka (71.20%), Tamil Nadu (61.60%) and in Andhra Pradesh (61%). It indicates that except in Kerala in the other 3 states training in cutting and tailoring seems to be popular. The preference for other training programmes differ from state to state. For example embroidery next to tailoring is more popular in Andhra Pradesh than in other states. Even in embroidery Andhra Pradesh comes first when compared to other states. The interest of the weaker sections on other skill development training programmes seems to be less. Out of the 25 skill development training programmes recorded by this study the respondents from Kerala are distributed among 17 training programmes, where as in Andhra Pradesh they are distributed among 11 programmes and the same for Tamil Nadu is 15 programmes and for Karnataka it is 12 training programmes (Table No: 6).

Course fee

As per the information provided by all the respondent beneficiaries that the sample JSS's did not collect any course fee during the training period. It may be mentioned here that the trainees are neo-literates so that all the JSS's have followed the guidelines of Ministry of Human, Human Resource Development, Govt. of India i.e., fee exemption for neo-literates.

Course wise distribution of male respondents

When examined sex wise and course wise division of respondents, it is found from the table (No. 7) that out of the total respondents of 1050, 112 are males and were distributed over 8 different courses such as weaving, electric technician, cookery, food processing including bakery, automobile servicing, book binding, carpentry (wood work), plumbing and sanitary work repairing of fishnets. Of the total 112 respondents 25 are from Andhra Pradesh, 27 from Tamil Nadu, 16 from Karnataka and 44 from Kerala. Out of the total respondents a large percentage of them have undergone training in electrical works followed by Bakery, automobile mechanics etc. Respondents from

Table No.6: Course-wise distribution of the total sample respondent

S.No.	Course	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Embroidery	30	10.00	16	6.40	15	6.00	18	7.20	79	7.52
2.	Tailoring	183	61.00	154	61.60	178	71.20	77	30.80	592	56.38
3.	Fabric painting	22	7.33	9	3.60	-	-	17	6.80	48	4.57
4.	Weaving	9	3.00	2	0.80	3	1.20	2	0.80	16	1.52
5.	Electrical technician	10	3.33	18	7.20	8	3.20	5	2.00	41	3.90
6.	Arya work	6	2.00	4	1.60	5	2.00	7	2.80	22	2.13
7.	Agarbathi / Dhoop sticks	6	2.00	3	1.20	1	0.40	-	-	10	0.95
8.	Beautician	3	1.00	18	7.20	18	7.20	7	2.80	46	4.38
9.	Cloth & Jute bags	8	2.67	-	-	4	1.60	2	0.80	14	1.33
10.	Tie and dye	3	1.00	-	-	-	-	-	-	3	0.28
11.	Soft Toys making	-	-	7	2.80	-	-	4	1.60	11	1.05
12.	Papad making	-	-	2	0.80	-	-	-	-	2	0.19
13.	Cookery, Bakery etc	-	-	2	0.80	-	-	16	6.40	18	1.71
14.	Flowers making	-	-	5	2.00	1	0.40	-	-	6	0.57
15.	Turmeric powder	-	-	1	0.40	-	-	-	-	1	0.09
16.	Automobile servicing	-	-	5	2.00	7	2.80	3	1.20	15	1.43
17.	Zardoshi	-	-	4	1.60	7	2.80	-	-	11	1.05
18.	Lab assistant	-	-	-	-	3	1.20	-	-	3	0.28
19.	Rexene bags	-	-	-	-	-	-	19	7.60	19	1.81
20.	Screen printing	-	-	-	-	-	-	20	8.00	20	1.90
21.	Book binding	-	-	-	-	-	-	5	2.00	5	0.48
22.	Wood work	-	-	-	-	-	-	4	1.60	4	0.38
23.	Paper products	-	-	-	-	-	-	24	9.60	24	2.28
24.	Fish nets repair	-	-	-	-	-	-	20	8.00	20	1.90
25.	Plumbing & Sanitary work	20	6.67	-	-	-	-	-	-	20	1.90
	Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Andhra Pradesh are found in three courses such as weaving (20%), electrical works (40%) and sanitary work (40%), whereas in the sample of Tamil Nadu are found in weaving (3.70%), electrical work (74.07%), Bakery (7.41%), and automobile (14.82%), in Karnataka weaving (6.25%), electrical technician (50%), automobile servicing (43.75%) and in Kerala except one course i.e. sanitary work and all of them are distributed in the remaining 7 courses mentioned above (Table No.7).

Year of training

When the year of training is examined it is found that majority of the respondents in the total as well as state wise participated between the years 2010 and 2011. The research team did make an effort to contact more number of people who had undergone training before the year 2010 from JSS but the team achieved only partial success (Table No.8).

Duration of training

Duration of training programmes undergone by the respondents range from less than one month to 6 months. State wise comparison of duration of training programmes attended by the respondents throws out some interesting differences. For example for 37.90% of the total respondents the duration of training programmes was 3 months. Within this category 66% are from Andhra Pradesh, 52.80% are from Kerala and 18.80% are from Karnataka and only 8.40% are from Tamil Nadu. 29.71% of the total respondents have attended 6 months course. Within this group 60.40% come from Tamil Nadu, 54.00% come from Karnataka and only 4.80% and 4.67% come from Kerala and Andhra Pradesh respectively. The percentage of respondents who have attended training programmes between 1, 2 to 5 months in all the states is very less (Table No: 9).

Opinion on the duration of the course

Respondents were asked about their opinion on the duration of the courses they attended. 70.29% of the total respondents felt that the duration of the course they attended was adequate to gain sufficient knowledge. More than 60% in all the states expressed the same opinion. 19.90% of the respondents felt that the duration of the course was too long and 9.81% felt the course was for very short period (Table No. 10).

Table No.7: Course wise distribution of male respondents

Course	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Weaving	5	20.00	1	3.70	1	6.25	1	2.27	8	7.14
Electrical Technician	10	40.00	20	74.07	8	50.00	5	11.36	43	38.39
Cookery, Food processing & Bakery	-	-	2	7.41	-	-	16	36.36	18	16.07
Automobile servicing	-	-	4	14.82	7	43.75	3	6.82	14	12.50
Book binding	-	-	-	-	-	-	3	6.82	3	2.68
Wood work	-	-	-	-	-	-	4	9.09	4	3.57
Plumbing & Sanitary work	10	40.00	-	-	-	-	-	-	10	8.93
Fish nets repair	-	-	-	-	-	-	12	27.27	12	10.71
Total	25	100.00	27	100.00	16	100.00	44	100.00	112	100.00

Table No.8: Year of training by the respondents

Year	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
2001	-	-	1	0.40	1	0.40	3	1.20	5	0.48
2002	1	0.33	-	-	1	0.40	-	-	2	0.19
2003	-	-	-	-	1	0.40	-	-	1	0.10
2004	-	-	-	-	2	0.80	1	0.40	3	0.29
2005	-	-	-	-	-	-	-	-	-	-
2006	1	0.33	1	0.40	13	5.20	19	7.60	34	3.24
2007	20	6.67	9	3.60	7	2.80	1	0.40	37	3.52
2008	9	3.00	9	3.60	3	1.20	6	2.40	27	2.57
2009	15	5.00	19	7.60	23	9.20	23	9.20	80	5.62
2010	56	18.67	83	33.20	67	26.80	103	41.20	309	29.43
2011	198	66.10	128	51.20	132	52.80	94	37.20	552	52.57
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.9: Duration of the training programme

Duration (Months)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Less than one	6	2.00	6	2.40	4	1.60	33	13.20	49	4.67
1	13	4.33	7	2.80	10	4.00	9	3.60	39	3.71
2	14	4.66	16	6.40	29	11.60	21	8.40	80	7.62
3	198	66.00	21	8.40	47	18.80	132	52.80	398	37.90
4	31	10.33	31	12.40	6	2.40	40	16.00	108	10.29
5	24	8.00	18	7.20	19	7.60	3	1.20	64	6.09
6	14	4.67	151	60.40	135	54.00	12	4.80	312	29.71
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.10: Opinion on the duration of the course

Duration	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Too long	55	18.33	25	10.00	35	14.00	94	37.60	209	19.90
Adequate	222	74.00	169	67.60	192	76.80	155	62.00	738	70.29
Too short	23	7.67	56	22.40	23	9.20	1	4.400	103	9.81
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Sources of awareness

Unless people from weaker sections are aware of the training programmes organized by the JSS they cannot utilise these programmes. Seen from this angle, as seen from the table though several sources acted as channels, most important was ZSS. Of the total respondents 51.43% came to know about the training programmes from the ZSS's, followed by JSS (27.24%) and self (14.95%). Seen state wise ZSS seems to be more active in creating awareness on the training programmes, in Kerala (83.60%) and Tamil Nadu (55.60%). In Andhra Pradesh 42.67% became aware of the training programmes from ZSS and the same for Karnataka is 25.60% (Table No: 11).

Reasons for joining the training programme

To utilize the training programmes of JSS simple awareness is not sufficient. The target group should feel that they would derive some benefit out of these programmes. Seen from this perspective 53.90% of the respondents believed that they would get employment after undergoing training programmes. There is a disparity in this aspect among the sample states. In Andhra Pradesh for 69.67% the hope was getting employment, in Tamil Nadu 56%, in Kerala same reason acted for 52.80% in Karnataka it is 34%. The next important reason was that 24.67% of the total felt that this training would be useful to start their own income generating activity. In this category 45.20% come from Kerala followed by 29.20% from Tamil Nadu, 15.20% from Karnataka and 11.67% from Andhra Pradesh. It is interesting to note that only 14.48% felt that this training would be useful sometime in the future. A small percentage of the respondents joined the courses only to get certificate. There is a huge disparity in motivation between Kerala and other states. In Kerala 98% of the respondents are distributed between two motivational factors, they are to get employment and to start their own income generating activities (Table No.12)

Place of the training

Generally the JSS's organize their training courses at several places most important being the head quarters of JSS and sub-centers. Occasionally JSS also organise these programmes at other places depending on the local needs, relevance and convenience of the trainees. Convenience in terms of adequate space, lighting, water, distance from the residence of the trainees, electricity, mats, furniture etc. Seen from this point of view 66.48% of the total respondents felt that place of training programmes they attended were quite convenient, 33.52% of them felt they were not

Table No.11: Sources of awareness about the training programmes of JSS

Sources	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
ZSS	128	42.67	139	55.60	64	25.60	209	83.60	540	51.43
JSS	85	28.33	74	29.60	114	45.60	13	5.20	286	27.24
Self	66	22.00	24	9.60	60	24.00	7	2.80	157	14.95
Others	21	7.00	13	5.20	12	4.80	21	8.40	67	6.38
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.12: Reasons for joining the training programme

Reasons	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
To get employment	209	69.67	140	56.00	85	34.00	132	52.80	566	53.90
To set up own IGA	35	11.67	73	29.20	38	15.20	113	45.20	259	24.67
For certificate	37	12.33	16	6.40	17	6.80	3	1.20	73	6.95
For future purpose	19	6.33	21	8.40	110	44.00	2	0.80	152	14.48
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

convenient. More than 60% of the respondents in all the states agreed that the place of the training which they attended were quite convenient (Table No. 13).

Training tools and equipment

Almost all the training programmes organized in JSS's require the provision of adequate tools and equipment to demonstrate to the trainees. If these are inadequate the training programmes are likely to suffer and the trainees are likely to acquire inadequate knowledge and practical experience. Seen from this perspective, 62.48% of the respondents felt that tools and equipment were moderate, 32% felt they were adequate and only 5.52% said they were inadequate. State wise comparison in this aspect shows that more than 60% in three states except Karnataka felt they were moderate. But in this aspect JSS in Kerala seems have fared better with 66.80% while the same for other states range between 57.20% in Karnataka to 60.67% in Andhra Pradesh (Table No. 14).

Condition of the tools and equipment

The vocational training programmes tools and equipment used in the training plays a major role in acquiring practical knowledge by the trainees and this equipment should be in condition to impart practical knowledge in the best possible way to the trainees. To find out the opinion of the respondents on the condition of the tools and equipment during their training period, a question put to them on this aspect and the answers are presented in Table No.15. Out of the total 1050 respondents, 45.81% reported the condition of tools and equipment was good while 39.24% felt it was moderate. The remaining 14.95% opined the tools and equipment are in bad condition. Seen state wise sample 49.20% from Karnataka felt it was good followed by 47.20% from Kerala, 46% Tamil Nadu and 41.67% from Andhra Pradesh felt the same (Table No.15).

Those who felt the tools and equipment were bad condition gave several reasons for their opinion. The most important of them are they were very old and many of them required replacement and repairs. Quite often they experienced the break – down of equipment and there were no mechanics on hand to repair them resulting in wastage of time in practicals.

Table No.13: Place of training

Place	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Convenient	196	65.33	178	71.20	142	56.80	182	72.80	698	66.48
Inconvenient	104	34.67	72	28.80	108	43.20	68	27.80	352	33.52
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.14: Training tools and equipment

Tools and equipment	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Adequate	97	32.33	76	36.40	89	35.60	74	29.60	336	32.00
Moderate	182	60.67	164	59.60	143	57.20	167	66.80	656	62.48
Inadequate	21	7.00	10	4.00	18	7.20	9	3.60	58	5.52
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.15: Condition of tools and equipment

Condition	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Good	125	41.67	115	46.00	123	49.20	118	47.20	481	45.81
Moderate	128	42.67	91	36.40	95	38.00	98	39.20	412	39.24
Bad	47	15.67	44	17.60	32	12.80	34	13.60	157	14.95
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100

Teaching learning material

The opinion of the beneficiaries on the teaching learning material is examined, 53.62% of the total said that it is adequate, followed by 33.05% moderate and 13.33% inadequate. Seen state wise sample 61% in Andhra Pradesh said that the Teaching learning material is adequate followed by 52.80% in Tamil Nadu, 50.80% in Kerala and 48.40% in Karnataka. In the case of those who said moderate it ranges between 28.80% in Tamil Nadu to 34% in Kerala (Table No. 16).

Time distribution between practical and theory

All the respondents reported they spent more time in practicals than in theory.

Problems of respondents during the training

53.71% of the total respondents from the 4 states reported that they did not face any problem during their period of training and it is slightly more than 50% in all the four states. The rest 46.29% said that they did face some problems (Table No. 17).

Problems faced by the respondents

The trainees have to be quite comfortable in the training classes without facing any problems to get full advantage of the training. However one can assume that they would probably face some problems in the classes during this period which is likely to have impact on the training. Examining from this point of view the trainees did face some problems as given in Table No. 18. They are, inadequate teaching learning material, long duration of training courses, inadequate facilities at the center like electricity, toilets, drinking water, adequate space, mats, furniture etc., irregular attendance of the resource persons, inadequate tools and equipment, bad condition of tools and equipment and indifferent attitude of resource persons etc. They provided multiple answers on this aspects. 35.89% respondents reported inadequate facilities at the center, 22 % expressed that the duration of the training courses were too long which unable them to attend to their other important works, 14.95% said indifferent attitude of resource persons, 16.53% were of the opinion that teaching learning material is inadequate, 6.10% opined that the inadequate and bad condition of tools and equipment. A small percentage (4.53%) reported that some of the resource persons were irregular in attending the center (Table No. 18).

Table No.16: Teaching learning materials

Teaching learning materials	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Adequate	183	61.00	132	52.80	121	48.40	127	50.80	563	53.62
Moderate	96	32.00	72	28.80	77	30.80	85	34.00	330	33.05
Inadequate	21	7.00	46	18.40	52	20.80	38	15.20	140	13.33
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.17: Problems of respondents in the training

Opinion	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Problem	143	47.67	112	44.80	122	48.80	109	43.60	486	46.29
No problem	157	52.33	138	55.20	128	51.20	141	56.40	564	53.71
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.18 : Problems faced by the respondents in the training

Problems	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Inadequate teaching learning material	21	7.98	46	23.71	52	20.80	38	15.64	157	16.53
Long duration of training course	55	20.91	25	12.88	35	14.00	94	38.68	209	22.00
Inadequate facilities at center	102	38.78	72	37.11	106	42.40	61	25.10	341	35.89
Irregular attendance of resource persons	12	4.56	10	5.15	12	4.80	9	3.70	43	4.53
Indifferent attitude of resource persons	52	19.77	31	15.98	27	10.80	32	13.17	142	14.95
Inadequate and bad conditions of tools and equipment	21	7.98	10	5.15	18	7.20	9	3.70	58	6.10
Total	263	100.00	194	100.00	250	100.00	243	100.00	950	100.00

Note: Multiple answers were provided by the respondents

Certificate

Out of the total beneficiaries 83.05% of them reported they received certificate after the completion of the course. The remaining 16.95% did not receive any certificate (Table No.19).

During the discussion with this group of respondents following two reasons were mentioned for not receiving the certificate.

- They did not have time to visit the JSS to receive certificate and are likely to do it in course of time.
- Some of them did visit the JSS's to receive certificate but the concerned office staff was not available in the office at the time of visit.

Performance of Resource persons

The quality of the training programmes also depends on the qualification and experience of the Resource persons and most importantly the efficiency of the communication capacity of the Resource persons. Here it means that the Resource persons communication skill should match the capacity of the neo-literates level of perception and understanding. The respondents were asked about the quality of the performance of the Resource persons in terms of their understanding. 55.05% of the respondents felt that the Resource persons performance was satisfactory and 31.43% and 13.52% said the performance was moderate and not satisfactory respectively. It may be said that majority of the respondents in all the 4 states expressed satisfaction over the performance of the Resource persons (Table No. 20).

Reasons for dissatisfaction on the performance resource persons

As seen from the table No. 20, 13.52% of the total respondents (No.142) expressed dissatisfaction over the performance of the resource persons. Further the researcher made an effort to find out the reasons on the above aspect and received a combination of answers. Such as Irregular attendance, less experience, unable to come to the level of trainees in teaching and less importance given to the practicals. 29.52% of them felt irregular attendance of the resource persons, 26.51% were of the opinion that resource persons lacked experience in teaching. Interestingly 22.29% of the respondents felt difficulty in understanding the lessons taught by the resource persons both in theory and practicals. These respondents who were only neo-literates and the teachers had to adopt suitable language to reach them. 21.69% felt that resource persons did not give due importance to practical's (Table No.21).

Table No.19: Certificate

Certificate	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Received	259	86.33	203	81.20	198	79.20	212	84.80	872	83.05
Not Received	41	13.67	47	18.80	52	20.80	38	15.20	178	16.95
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.20: Performance of Resource persons

Performance	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Satisfactory	176	58.67	141	56.40	127	50.80	134	53.60	578	55.05
Moderate	72	24.00	78	31.20	96	38.40	84	33.60	330	31.43
Not satisfactory	52	17.33	31	12.40	27	10.80	32	12.80	142	13.52
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.21: Reasons for dissatisfaction on the performance of resource persons

Reasons	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Irregular attendance	18	29.03	10	27.78	12	36.36	9	25.71	49	29.52
Less experience	19	30.64	13	36.11	7	21.21	5	14.28	44	26.51
Unable to come to the level of trainees in teaching	14	22.58	5	13.89	8	24.24	10	28.57	37	22.29
Less importance given to the practicals	11	17.74	8	22.22	6	18.18	11	31.43	36	21.69
Total	62	100.00	36	100.00	33	100.00	35	100.00	166	100.00

Note: Multiple answers were provided by the respondents

Impact of training on the respondents

The success of any skill development training programme on those who have been trained can be understood in terms of securing employment and initiating ones own income generating activities. Examined from this perspective the training programmes organized by JSS in all the 4 states have been successful to a large extent and this is clear from table No.22, because 61.71% of the respondents are self employed by starting their own income generating activities and 26.86% could secure wage employment in different establishments. Only 11.43% of the total respondents have neither secured employment nor started their own income generating activity. In all the 4 states majority of the respondents are gainfully employed as a result of the skill development training programmes received from JSS's (Table No.22).

Wage employment

As seen in the Table No.22, out of the total 1050 respondents 282 got wage employment in different establishments. When sex wise employment status is examined it is found that females out number the male respondents. It is interesting to note that more than 80% of female respondents are found in Andhra Pradesh, Tamil Nadu and Karnataka where as it is 48.28% in Kerala. In the case of males more or less similar situation is observed in Andhra Pradesh, Tamil Nadu and Karnataka while in Kerala it is 51.72% (Table No. 23).

Income generating activities / self employed

Table No. 22 shows that out of 1050 respondents 648 of them stated their own income generation activities in different trades in which they have undergone training in JSS's. Table No.24 presents Income generating activities carried out by the respondents according sex. Majority of the respondents are females than males in this aspect. Seen state wise sample in all the four states more than 90% are females engaged in Income generating activities (Table No. 24).

Further the researcher tried to collect information with regard to location of income generating activity, if income generating activity is located in rented building monthly rent, amount of investment, sources of investment etc., The answers provided by the respondents on the above questions are presented in the following tables No.s 25,26,27 and 28.

Table No.22: Impact of training on the respondents

Impact	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Wage employment	66	22.00	92	36.80	66	26.40	58	23.20	282	26.86
Income generating activity/Self Employment	190	63.33	129	51.80	161	64.40	168	67.20	648	61.71
No activity related to training	44	14.67	29	11.60	23	9.20	24	9.60	120	11.43
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.23: Wage Employed according to sex

Sex	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Male	12	18.18	13	14.13	9	13.64	30	51.72	64	22.70
Female	54	81.82	79	85.87	57	86.36	28	48.28	218	77.30
Total	66	100.00	92	100.00	66	100.00	58	100.00	282	100.00

Table No.24: Self employed according to sex

Sex	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Male	10	5.26	11	8.53	5	3.11	12	7.14	38	5.86
Female	180	94.74	118	91.47	156	96.89	156	92.86	610	94.14
Total	190	100.00	129	100.00	161	100.00	168	100.00	648	100.00

Location of income generating activity

As seen from table No.22, 648 respondents of the total are self employed by starting their own income generating activities on the basis of training they have received from JSS. To start an income generating activity apart from the requirement of finances and marketing facility, availability of space is a crucial factor. Seen from this perspective 80.09% of those who started income generating activities used the available space in their own houses and the rest started it in rented accommodation. Seen state wise more than 70% in all the states started income generating activity in their own houses (Table No.25).

Monthly rent for hiring space (accommodation)

A total of 129 respondents as mentioned in table No. 24, started their Income generating activity in rented accommodation. When the quantum of rent is considered, 58.14% are paying a rent of below Rs.1000 per month and 31.78% are paying between Rs 1000-2000. It means overwhelming majority of the respondents are found to be paying as rent below Rs 1000-2000 and this observation applies to all the 4 states. The rest of the respondents (3.11%) are paying rent between Rs 3000 to 5000 and above per month and they are from Tamil Nadu (numbering 3) and Karnataka (numbering1). (Table No. 26).

Amount of investment on income generating activity

Even to start a small income generating activity certain amount of investment is required. All the respondents who are engaged in income generating activities did invest some amount but overwhelming majority of them invested below Rs.10000, to Rs.10,000 - 20,000. Out of the total for 57.87% investment was only below Rs.10,000 followed by for 22.53% the investment was between Rs. 10,000-20,000. It may be said that overwhelming majority of the respondents from the 4 states invested between below Rs. 10,000 -20,000. The range of investment for the rest of the respondents is between Rs 20,000 – 50,000. Interestingly 10.19% of the total who started income generating activities invested between Rs 40,000-50,000 and within this category the percentage of investors in Andhra Pradesh, Tamil Nadu and Karnataka is less than 8% but in Kerala it is 23.81% (Table No.27).

Table No.25: Location of income generating activity

Location	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Own house	147	77.37	105	81.40	127	78.88	140	83.33	519	80.09
Rented building	43	22.63	24	18.60	34	21.12	28	16.67	129	19.91
Total	190	100.00	129	100.00	161	100.00	168	100.00	648	100.00

Table No.26: Monthly rent for accommodation

Amount (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Below 1000	27	62.79	11	45.83	20	58.82	17	60.71	75	58.14
1000-2000	13	30.23	7	29.17	13	38.24	8	28.57	41	31.78
2000-3000	3	6.98	3	12.50	-	-	3	10.71	9	6.98
3000-4000	-	-	1	4.17	1	2.94	-	-	2	1.55
4000-5000	-	-	1	4.17	-	-	-	-	1	0.78
5000 and above	-	-	1	4.17	-	-	-	-	1	0.78
Total	43	100.00	24	100.00	34	100.00	28	100.00	129	100.00

Table No.27: Amount investment on income generating activity

Amount (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Below 10000	133	70.00	75	58.14	119	73.91	48	28.57	375	57.87
10000-20000	45	23.68	33	25.58	14	8.70	54	32.14	146	22.53
20000-30000	7	3.68	9	6.98	5	3.11	11	6.55	32	4.94
30000-40000	-	-	3	2.33	11	6.83	15	8.93	29	4.48
40000-50000	5	2.63	9	6.98	12	7.45	40	23.81	66	10.19
Total	190	100.00	129	100.00	161	100.00	168	100.00	648	100.00

Sources of investment

When the sources of investment by the respondents in their income generating activities are examined it is found that 77.31% of the total have invested their own money and as seen state wise the percentage ranges between 65.48% in Kerala to 82.61% in Karnataka. Only 13.27% accessed loan from Banks for investment and in this category when the 4 states are compared it ranges between 6.83% in Karnataka to 19.64% in Kerala. Money lenders seems to be playing not so significant role because as seen from the table only 6.64% raised loans from this source (Table No.28).

Number of days of employment (in a month)

When the number of day's employment of those respondents engaged in Self employment and wage employment is examined, it is found that out of the total 930 respondents 45.81% work between 21-25 days in a month, 41.61% work between 15 to 20 days and 12.58% work above 26 days (Table No.29).

Monthly Income of the beneficiaries

One of the objectives of the skill development training programme is to enable the beneficiaries to earn incomes through self employment or wage employment. Seen from this point of view it is found that the monthly income of the beneficiaries (No. 930) ranges between Rs. 3000-4000 to 8000 and above. Out of the total 34.84% earn between Rs. 5000-6000 per month followed by 22.58% between Rs. 6000 – 7000, 15.48% between Rs. 4000 – 5000, 14.73% between Rs. 7000 – 8000, 7.20% between Rs. 3000 – 4000 and only 5.16% earn Rs. 8000 and above. In all these group of monthly income, variation is less among the states (Table No.30).

Opinion on the satisfaction of income earned

Out of the 930 respondents who are generating income based on the training 62.04% are satisfied with the income. In this category 71.24% are from Kerala, 60.79% are from Karnataka, 59.37% are from Andhra Pradesh and 57.01% from Tamil Nadu. The remaining 37.96% of the total are not satisfied with the income (Table No.31).

Reasons offered by the respondents for dissatisfaction on the income

During the discussion with the non satisfactory group of respondents a combination of answers were provided by the respondents. 36.67% of them felt that their income was low because it is not commensurate with the long hours of work.

Table No.28: Sources of investment

Sources	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Own	154	81.05	104	80.62	133	82.61	110	65.48	501	77.31
Banks	32	16.84	10	7.75	11	6.83	33	19.64	86	13.27
Money lenders	3	1.58	13	10.08	15	9.32	12	7.14	43	6.64
Others	1	0.53	2	1.55	2	1.24	13	7.74	18	2.78
Total	190	100.00	129	100.00	161	100.00	168	100.00	648	100.00

Table No.29 Number of days of employment (in a month)

Number of days	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
15-20	97	37.89	109	49.32	81	35.68	100	44.25	387	41.61
21-25	146	57.03	98	44.34	94	41.41	88	38.94	426	45.81
26 and above	13	5.08	14	6.33	52	22.91	38	16.81	117	12.58
Total	256	100.00	221	100.00	227	100.00	226	100.00	930	100.00

Table No.30: Monthly income of beneficiaries: Employed and self-employed

Amount (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
3000-4000	20	7.81	17	7.69	17	7.49	13	5.75	67	7.20
4000-5000	35	13.67	39	17.65	33	14.54	37	16.37	144	15.48
5000-6000	93	36.33	78	35.29	76	33.48	77	34.07	324	34.84
6000-7000	57	22.27	55	24.89	46	20.26	52	23.01	210	22.58
7000-8000	38	14.84	26	11.76	41	18.06	32	14.16	137	14.73
8000 and above	13	5.08	6	2.71	14	6.17	15	6.64	48	5.16
Total	256	100.00	221	100.00	227	100.00	226	100.00	930	100.00

Table No.31: Opinion on the satisfaction of the monthly income

Satisfaction	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Satisfied	152	59.37	126	57.01	138	60.79	161	71.24	577	62.04
Not satisfied	104	40.63	95	42.99	89	39.21	65	28.76	353	37.96
Total	256	100.00	221	100.00	227	100.00	226	100.00	930	100.00

35.90% opined that they had to incur high expenditure on the purchase of raw material. 27.43% felt that they are facing a number of problems in marketing (Table No.32)

Nature of spending income

As seen from table No.20, 88.57% of the total respondents of 1050 are self employed and employed. The respondents provided a combination of answers with regard to the nature of spending of income which are recorded in table No.35. The table reveals that 38.26% are spending a part of their income on household consumption, 23.23% have reinvested on their income generating activities, 19.25% towards payment of loan installment, 8.77% towards meeting the interest on loans and 10.48% on house rents (Table No.33).

Standard of living of the beneficiaries

Earning of additional income is expected to result in the improvement in the standard of living understood in terms of improvement in food intake, better clothing, and spending on children's education and health etc. A combination of answers were provided by the respondents. As seen from the table that the most important impact of increased income seems to be on food intake, since 73.42% of the respondents reported improvement in food intake both in quality and quantity. But there is a difference between Kerala and the other states. In Andhra Pradesh, Tamil Nadu and Karnataka more than 50% reported improvement in food intake while in Kerala only 16.05% reported the same. Again there is difference between Karnataka, Andhra Pradesh and Tamil Nadu. In Andhra Pradesh 99.10% reported the same, in Tamil Nadu it is 97.91% and in Karnataka it is 58.85%. One more interesting factor in comparison of states is that more percentage of respondents in Kerala have reported to have better clothing, improvement in children's education and health than in other 3 states. Further when these three states are compared Karnataka seems to spend better on clothing, children's education and on health. These findings clearly indicate that in Andhra Pradesh and Tamil Nadu food dominates in expenditure when compared to Kerala and Karnataka (Table No.34).

Table No.32: Reasons offered by the respondents for dissatisfaction on the income

Reasons	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Not commensurate with long hours of work	38	33.93	40	38.46	37	37.75	28	36.84	143	36.67
High cost of raw material	46	41.07	34	32.69	35	35.71	25	32.89	140	35.90
Problems in marketing	28	25.00	30	28.85	26	26.53	23	30.26	107	27.43
Total	112	100.00	104	100.00	98	100.00	76	100.00	390	100.00

Note: Multiple Answers provided by the respondents

Table No.33: Nature of spending income

Details	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Payment of interest on loan	31	7.47	19	9.22	24	7.89	34	11.11	108	8.77
Payment of loan installment	98	23.61	19	9.22	41	13.49	79	25.82	237	19.25
Investment on IGA	115	27.71	51	24.76	67	22.04	53	17.32	286	23.23
Household consumption	128	30.84	93	45.14	138	45.39	112	36.60	471	38.26
Rent for accommodation	43	10.36	24	11.65	34	11.18	28	9.15	129	10.48
Total	415	100.00	206	100.00	304	100.00	306	100.00	1231	100.00

Note : multiple answers provided by the respondents

Table No.34: Standard of living of the beneficiaries

Improvement	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Food intake	986	99.10	516	97.91	369	58.85	82	16.05	1953	73.42
Clothing	9	0.90	11	2.09	108	17.22	166	32.49	294	11.05
Education	-	-	-	-	105	16.75	150	29.35	255	9.59
Health	-	-	-	-	45	7.18	109	21.33	154	5.79
Other	-	-	-	-	-	-	4	0.78	4	0.15
Total	995	100.00	527	100.00	627	100.00	511	100.00	2660	100.00

Note : multiple answers provided by the respondents

Interaction with officials

It is clear from the table No.35, 55.33% beneficiaries felt that their capacity to interact with officials improved after the training programme while 44.67% reported there was no improvement in this aspect (Table No. 35).

Role in decision making in the family

Did the respondents gain any importance in decision making in their families after the training programmes. The opinion of the respondents on this aspect is presented in table no.38. except in Karnataka (67.20%) more than 70% of the respondents in the three states namely Andhra Pradesh, Tamil Nadu and Kerala reported that they are now more involved in decision making process in their families. During the discussions with the respondents it is revealed that they now play an important role in the allocation of income to various purposes, children's education and in meeting the health needs of the family members (Table No.36).

Respondents with no work: sex wise

Out of the total respondents 11.43% are neither employed nor started their own Income generating activities (Table No.22), out of them (No. 120) 91.67% are females and the rest 8.33% are males (Table No.37).

Reasons offered by the no activity respondents

In terms of impact of training on the trainees it is found that 88.57% of the total have benefited economically either through wage employment and self employment 11.43% of the total trainees did not start any self employment activity or secured wage employment. An enquiry was made why this small percentage of trainees were unable to benefit by utilizing the training skills. On this aspect, a combination of answers were recorded and presented in Table No. 20a. It is interesting to note that 63.81% of the answers related to lack of finance to start their own business. For 18.42% one of the difficulty was they did not receive cooperation from their family members. 17.76% answers reveal that the trainees had no interest in both wage and self employment (Table No.38)

Follow - up activities

One of the responsibilities of the JSS's is to extend necessary help in forward and backward linkages to the trainees as a follow-up activities. 84.28% of the total respondents did not seek any help from the JSS's. Seen state wise sample respondents in all the states more or less similar situation is noticed (Table No. 39).

Table No.35: Interaction with officials

Opinion	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Improved	174	58.00	129	51.60	132	52.80	146	58.40	581	55.33
Not improved	126	42.00	121	48.40	118	47.20	104	41.60	469	44.67
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No.36: Role in decision making in the family

Decision Making	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Participated	209	69.67	183	73.20	168	67.20	196	78.40	756	72.00
Not participated	91	30.33	67	26.80	82	32.80	54	21.60	294	28.00
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Table No. 37 : No work as stated by the respondents according sex

Sex	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Male	3	6.82	3	10.34	2	8.70	2	8.33	10	8.33
Female	41	93.18	26	89.66	21	91.30	22	91.67	110	91.67
Total	44	100.00	29	100.00	23	100.00	24	100.00	120	100.00

Table No. 38: Reasons offered by the no activity respondents

Reasons	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
No interest	8	15.38	5	14.71	7	17.95	7	25.92	27	17.76
Lack of finance	32	61.54	24	70.59	26	66.67	15	55.55	97	63.81
Non co-operation from the family members	12	23.08	5	14.71	6	15.38	5	18.52	28	18.42
Total	52	100.00	34	100.00	39	100.00	27	100.00	152	100.00

Note: Multiple Answers provided by the respondents

Table No.39: Follow-up activities

Details	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Facilitation of Bank loan	14	4.67	8	3.20	6	2.40	16	6.40	44	4.19
Facilitation of Wage employment	30	10.00	21	8.40	18	7.20	13	5.20	82	7.81
Marketing	8	2.67	6	2.40	7	2.80	18	7.20	39	3.71
Not Approached	248	82.67	215	86.00	219	87.60	203	81.20	885	84.28
Total	300	100.00	250	100.00	250	100.00	250	100.00	1050	100.00

Opinion of the respondents on the usefulness of the training programme

The statement “training programmes is most useful” is put before the respondents for their opinion and 9 options were given. The opinion expressed on the 9 options percentage wise are ranked both to the total respondents and also state wise. The 9 options and the percentage of opinions are given in table No. 40. As seen from the table, strongly agree is ranked first (23.43%), some what agree was ranked gets second rank (16%) followed by occasionally agree with third rank (13.33%), moderately agree with fourth rank (11.33%), moderately disagree with fifth rank (9.71%), occasionally disagree 6th rank (9.33%), strongly disagree 7th rank (7.05%), some what disagree with 8th rank (6.19%) and those who are uncertain gets 9th rank (3.62%). It is clear from the table that strongly agree receiving first rank percentage wise indicates high satisfaction of the respondents followed by moderate agree, occasionally agree and some what agree.

Though in the total opinion of the respondents on the most usefulness of the training from JSS's is satisfactory but there is some variation when the 4 states are compared for example in Kerala 47.20% agree with the statement strongly agree whereas only 9% in Andhra Pradesh agree to the statement of 'strongly agree' and receives 5th rank. In the other 2 states their percentage is nearly half of the Kerala still they get first rank.

When examined the rank order of the options given to the respondents it is clear that majority of the respondents are positive in their attitude towards the usefulness of the training programmes of JSS's because the perception ranges between 'strongly agree' with (23.43%) to 16% with 'some what agree'. In between the study found that 13.33% with 'occasionally agree' and 11.33% with 'moderately agree'. It may be concluded from the table that 64.09% of the total respondents are more or less satisfied (Table No.40).

Table No.40: Opinion of the respondents on the statement “Training programme is most useful”

S. No	Opinion	Andhra Pradesh			Tamil Nadu			Karnataka			Kerala			Total		
		No.	%	Rank	No	%	Rank	No	%	Rank	No	%	Rank	No.	%	Rank
1	Strongly disagree	27	9.00	5	19	7.60	6	22	8.80	7	6	2.40	7	74	7.05	7
2	Moderately disagree	38	12.67	2	31	12.40	3	26	10.40	4	7	2.80	6	102	9.71	5
3	Some what disagree	31	10.33	4	16	6.40	7	18	7.20	8	-	-	-	65	6.19	8
4	Occasionally disagree	37	12.33	3	28	11.20	5	24	9.60	5	9	3.60	5	98	9.33	6
5	Uncertain	8	2.67	7	16	6.40	7	11	4.40	9	3	1.20	8	38	3.62	9
6	Occasionally agree	38	12.67	2	42	16.80	2	36	14.40	3	24	9.60	4	140	13.33	3
7	Some what agree	71	23.67	1	30	12.00	4	41	16.40	2	26	10.40	3	168	16.00	2
8	Moderately agree	23	7.67	6	16	6.40	7	23	9.20	6	57	22.80	2	119	11.33	4
9	Strongly agree	27	9.00	5	52	20.80	1	49	19.60	1	118	47.20	1	246	23.43	1
	Total	300	100.00		250	100.00		250	100.00		250	100.00		1050	100.00	

CASE STUDIES

A total of eight successful case studies, two each from the selected states are presented below.

Case study: 1

Name of Jan Shikshan Sansthan	:	JSS, Anantapur, A.P
Name of the Trainee	:	Mrs. S.Atiya Anjum
Age	:	21 years
Sex	:	Female
Caste	:	OC
Address	:	Sai nagar, 6 th Cross, Anantapur
Training under gone	:	Fabric painting
What was he/she doing before Joining the training at JSS	:	House wife
What is he/she doing today	:	Fabric painting
Year of Establishment	:	2008
Present income	:	Rs.4000/- per month (approximately)

Brief experience of the trainee:

Mrs. S.Atiya Anjum today is very happy and feels proud of her contribution to her families income. She started fabric painting in her house only after under going training at JSS, Anantapur, Andhra Pradesh. Initial capital was given by her husband. All the family members are cooperating with her in fabric painting work. She does this work on prior orders. She believe that her income from this work helped her family to raise standard of living and children's education. Her work is being appreciated by women in her locality and hopes to increase her monthly income in future through this work.

Case study: 2

Name of Jan Shikshan Sansthan	:	JSS, Tirupati, A.P.
Name of the Trainee	:	Mrs.Sujatha
Age	:	31 years
Sex	:	Female
Caste	:	Baliya, Oc
Address	:	Chandragiri
Training under gone	:	Tailoring course, Candle and Agarbathi making
What was he/she doing before Joining the training at JSS	:	Sweeper in Rural health center, Chandragiri (she took up this job after the death of her husband)
What is he/she doing today	:	Started stitching clothes, working as instructor in Candle and Agarbathi making in JSS's sub center located near to her residence.
Year of Training	:	2006
Present income	:	5,000 to 6,000/- per month(approximately)

Brief experience of the trainee:

She is a widow with two children who are studying in 10th and 8th standards. Her husband died due to prolonged ill health. After the death of her husband before she took up sweepers work, in health center her parents supported her and her children's. On the advise of RASS office staff (parent organization of JSS) she joined for training in tailoring course, Candle and Agarbathi making in the year 2006. At present she is engaged in tailoring independently besides working as instructor in Candle and Agarbathi making in JSS's sub-center located near to her residence. She is happy now with the income earned from these activities and hopes to increase her earnings because she expects new customers in the future.

Case study : 3

Name of Jan Shikshan Sansthan	:	JSS, Coimbatore, Tamil Nadu
Name of the Trainee	:	N.Latha Natarajan
Age	:	40 years
Sex	:	Female
Caste	:	B.C
Address	:	No.61-A,Venkatakrishna Road, R.S.Puram, Coimbatore - 2
Training under gone	:	Imitation Jewellery
What was he/she doing before Joining the training at JSS	:	House wife
What is he/she doing today	:	Fashion Jewellery shop
Present income	:	15000/- per month (approximately)

Brief experience of the trainee:

Before starting income generating activity, she was house wife and her husband was auto driver. Monthly income earned by her husband the family struggled to meet both ends. She joined JSS training programme on imitation jewellery on the advice of ZSS. Her husband agreed to her request. One year after the completion of her training she started making imitation jewellery in her house and supplied it to local shops. Her husband was able to raise some capital to establish her own shop and her income per month is Rs.15,000/-. They have already repaid the capital borrowed and now happy because her income coupled with her husbands income is able to meet the needs of their family including the needs of her children's education. She is also very proud that she is providing employment to four people in her shop.

Case study : 4

Name of Jan Shikshan Sansthan	:	JSS, Trichy, Tamil Nadu
Name of the Trainee	:	S.Bala Manikandan
Age	:	20 years
Sex	:	Male
Caste	:	SC
Address	:	Krishna mobiles, Woraiyur, Trichy.
Training under gone	:	Cell phone servicing
What was he/she doing before Joining the training at JSS	:	Salaried employee in shop
What is he/she doing today	:	Running mobile servicing center.
Year of establishment of the unit	:	2010
Present income	:	Rs. 7000/- per month (approximately)

Brief experience of the trainee:

He is a school drop out and could not even complete primary education. In response to the circular of JSS in daily local news paper he joined training in mobile phone servicing. After his training he worked in a cell phone selling and servicing shop for one year. He thinks that working in a shop provided him good experience in the profession. After leaving the shop he started his own servicing center by raising small capital from his family and friends. At present he is earning Rs.7000/- per month and says that he is thankful to JSS, Trichy for giving him training in cell phone servicing.

Case study : 5

Name of Jan Shikshan Sansthan	:	JSS, Raichur, Karnataka
Name of the Trainee	:	Ms. A. Yasmin
Age	:	18 years
Sex	:	Female
Caste	:	OBC
Address	:	Raichur
Training under gone	:	Cutting and tailoring course.
What was he/she doing before Joining the training at JSS	:	Un employed
What is he/she doing today	:	Tailoring work in own house
Year of establishment of the unit	:	2011
Present income	:	3,000/- per month (approximately)

Brief experience of the trainee:

She is un married and neo-literate coming from a poor family and her father worked in automobile servicing center for a small salary. Her desire to help her family made her to join training programme in tailoring at JSS, Raichur, Karnataka. Three months after the training programme her family arranged new sewing machine and other accessories to start the tailoring work at her home. Initially she faced problems in getting the customers but later on the flow of customers increased due to her quality of work with reference to ladies and kids. At present she is happy that she is helping her family in meeting the needs of the family.

Case study : 6

Name of Jan Shikshan Sansthan	:	JSS, Tumkur, Karnataka
Name of the Trainee	:	Mrs. M.G.Deepu
Age	:	26 years
Sex	:	Female
Caste	:	OBC
Address	:	2 nd Block , Natagiri, Tumkur
Training under gone	:	Fabric painting
What was he/she doing before Joining the training at JSS	:	House wife
What is he/she doing today	:	Fabric painting
Year of establishment of the unit	:	2007
Present income	:	2,000/- per month (approximately)

Brief experience of the trainee:

She is an house wife and her husband works as wage worker. She has two small children aged about nine and seven years attending school. She joined in training in fabric painting at JSS, Tumkur on the initiative of a women staff member in JSS. She started fabric painting work in her house two years after training. She says that she is not satisfied with the income she earns at present but believes that the income is likely to increase in course of time.

Case study : 7

Name of Jan Shikshan Sansthan	:	JSS, Kottayam, Kerala
Name of the Trainee	:	Sherly Sunil
Age	:	34 years
Sex	:	Female
Caste	:	Christian
Address	:	Veelakkemalayil, Pallom Post
Training under gone	:	Fabric painting, hand embroidery and designing.
What was he/she doing before Joining the training at JSS	:	House wife
What is he/she doing today	:	Fabric painting, hand embroidery and designing.
Year of establishment of the unit	:	2010
Present income	:	Rs. 4,000/- per month (approximately)

Brief experience of the trainee:

She is neo-literate and on the advice of instructor of literacy center, she joined in the training programme in Fabric painting, hand embroidery and designing at JSS, Kottayam in the year 2008-2009. After the completion of training she joined in a self-help group and with the financial assistance of the group as well as a bank loan she started independently the fabric painting, hand embroidery and designing work in her own residence. She said that the JSS helped her in accessing bank loan. She is regular in repayment of the installment to the bank. At present she is supporting her family in various ways including in meeting the expenditure of the children's education. Further she said that she is planning to start another center in some other locality.

Case study : 8

Name of Jan Shikshan Sansthan	:	JSS, Mallapuram, Kerala
Name of the Trainee	:	K.C. Noushad
Age	:	30 years
Sex	:	Male
Caste	:	OBC
Address	:	Mallapuram
Training under gone	:	Plumbing and sanitary work
What was he/she doing before Joining the training at JSS	:	Unemployeed
What is he/she doing today	:	Plumbing and sanitary work
Year of establishment of the unit	:	2010
Present income	:	Rs. 10,000/- per month (approximately)

Brief experience of the trainee:

He is a neo-literate from Continuing Education Center (CEC) of Mallapuram, Kerala. He was unemployed before joining the CEC. Due to the encouragement given by the prerak at CEC, he joined JSS, Mallapuram training programme on plumbing and sanitary work. Immediately after the training in the year 2010 he started his own work and earning approximately Rs.10,000/- per month. He is also employing four workers in plumbing and sanitary work. For starting his work he borrowed a little amount of money from a money lender mainly to purchase required tools for this work. He says he is satisfied with the income he earns.

Chapter – 5

PROFILE AND FUNCTIONING OF JAN SHIKSHAN SANSTHAN'S

This chapter briefly presents the profile of sample Jan Shikshan Sansthan's in the study area. The profile consists of year of establishment, status of management, category, board of management, functioning of various committees such as Executive Committee, Public Accounts Committee etc, status of accommodation, infrastructure and training equipments both at head quarters and sub centers, need assessment survey, method of publicity, target group of trainees, method of recruitment of resource persons, their problems and experiences, status of staff training, teaching learning materials, monitoring of the training courses, management of continuing education centers, collaborating agencies/ linkages, guidance and counseling, follow up activities with regard to placement and to help the trainees to start their own income generating activities etc.,

It may be mentioned here that a total of 21 Jan Shikshan Sansthan's in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala were selected randomly for the present study. Of them three are under 'A' category, 6 are under 'B' category and 12 under 'C' category. Further out of the total 21 Jan Shikshan Sansthan's 6 are from Andhra Pradesh, 5 each from the rest of the sample 3 states.

A separate Interview schedule (a copy of the schedule – III is enclosed in the appendix) was constructed and used to collect the information from the selected sample Jan Shikshan Sansthan's. Besides focus group discussion was carried out with the Director, Programme Officers, Assistant Programme Officers including field staff.

It may be mentioned here that the number of JSS's studied is only 21 and wherever necessary data is presented in table form and the remaining data is presented in descriptive form.

Year wise establishment of JSS's

Year of establishment including category wise distribution of sample JSS's are presented in table No. 1 and 2. The table shows the year of establishment of JSS's ranges between the year 1979 to 2007.

Table No. 1. Year and Category wise distribution of sample JSS's

S. No	Name of the state	No. of JSS's selected				Year of establishment
		Category 'A'	Category 'B'	Category 'C'	Total	
	Andhra Pradesh					
1.		Hyderabad	-	-	1	1979
2.		-	Vijayawada	-	1	1985
3.		-	Ranga Reddy	-	1	1986
4.		-	-	Guntur	1	1979
5.		-	-	Tirupati	1	2004
6.		-	-	Anantapur	1	2002
				Sub Total	6	
	Tamil Nadu					
7.		Chennai	-	-	1	1982
8.		-	Madurai	-	1	2000
9.		-	Coimbatore	-	1	1984
10.		-	-	Trichy	1	2005
11.		-	-	Walajabad	1	2005
				Sub Total	5	
	Karnataka					
12.		Bangalore	-	-	1	1980
13.		-	Mysore	-	1	1986
14.		-	-	Shimoga	1	2000
15.		-	-	Raichur	1	1994
16.		-	-	Tumkur	1	1997
				Sub Total	5	
	Kerala					
17.		-	Trivananthapuram	-	1	1984
18.		-	-	Palakkad	1	2007
19.		-	-	Thrissur	1	2000
20.		-	-	Mallappuram	1	2000
21.		-	-	Kottayam	1	2006
				Sub Total	5	
	GRAND TOTAL	3	6	12	21	

Table No 2. Total Number of sample JSS's: Year Wise

Sl.No.	Year	Total No. of JSS's
1.	1979	2
2.	1980	1
3.	1982	1
4.	1984	2
5.	1985	1
6.	1986	2
7.	1994	1
8.	1997	1
9.	2000	4
10.	2002	1
11.	2004	1
12.	2005	2
13.	2006	1
14.	2007	1
	Total	21

Status of sample JSS's

An effort was made to know the kind of management of the selected JSS's and the information is presented table in No.3.

Table No. 3. Management Status of Sample JSS's

Sl.No.	Status of Management	No. of JSS's	Percentage
1.	Non-Governmental Organisations	18	85.71
2.	Dept. of Adult Education, Government of AP	1	4.76
3.	Universities	2	9.52
	Total	21	100.00

The table clearly shows that overwhelming majority of the sample JSS's (No.18) are functioning under the aegis of NGO's, two of them are working under the management of universities i.e., JSS, Tiruvananthapuram, Kerala and JSS, Ranga Reddy, University of Hyderabad, A.P. and the remaining one

JSS, Hyderabad is working under the management of Deputy Director, ZSS, Hyderabad District.

Details about Accommodation

Table No.4. Status of Accommodation of sample JSS's

SI.No.	Name of the State	Own building (No of JSS's)	Rented Building (No of JSS's)
1.	Andhra Pradesh	3	3
2.	Tamil Nadu	-	5
3.	Kerala	-	5
4.	Karnataka	2	3
	Total	5	16

With regard to the status of accommodation of the sample JSS's, it is found that out of 21 JSS's, 5 of them are functioning in their own building and the rest 16 are functioning in rented buildings (Table No.4)

Opinion on the accommodation

During the interaction with the directors of the JSS's, out of the total 66.67% reported that the accommodation is sufficient and the rest i.e., 33.33% said it is inadequate (Table No. 5)

Table No. 5. Opinion of the sample JSS's on the Accommodation of the office

SI.No.	Opinion	No of JSS's	Percentage
1.	Sufficient	14	66.67
2.	Inadequate	7	33.33
	Total	21	100.00

Further an enquiry was made to know the monthly rent paid by the JSS's which are located in rented buildings and information is furnished in the table No. 6.

Table No. 6. Monthly Rent

Sl.No.	Amount (Rs)	No. of JSS
1.	3000 – 4000	2
2.	8000 – 9000	1
3.	9000 – 10,000	3
4.	10,000 – 11,000	4
5.	12,000 – 13,000	2
6.	13,000 – 14,000	1
7.	16,000 – 17,000	1
8.	25000	2
	Total	16

As seen from the table No. 6, the monthly rent ranges between Rs. 3000-4000 to Rs. 25000. Two JSS's are found in the monthly rent range between Rs. 3000-4000, one in the range of Rs.8000 – 9000, three in the range of Rs. 9000-10000, four in the range of Rs. 10000- 11000, two in between Rs. 12000 – 13000 each one in Rs. 13000-14000 and Rs. 16000-17000 and two JSS's are paying Rs. 25,000 as monthly rent. During the discussion with the directors, two JSS's which are found in the monthly rent between Rs. 3000 – 4000 reported that their offices are located in their parental organisation's premises hence they are paying minimum rent for the accommodation. Further it is noticed that all the JSS's are having sub-centers in different locations in their respective districts and for that also they are paying rent (Table No.6).

Programme personnel

Educational Qualifications, role and functions of Director

Out of the total 21 directors of sample JSS's, 18 of them are post graduates in various disciplines of social sciences with good track of experience in rural development activities, literacy promotional programme etc. The rest of the three Directors of sample JSS's are having doctoral degrees in various disciplines of social sciences apart from the experience in rural development and literacy activities. Names and Addresses of the sample JSS's is presented in table No. 7.

It may be mentioned that the following five JSS's are functioning with incharge directors.

- JSS's Hyderabad, A.P.
- JSS's Tumkur, Karnataka,
- JSS's Walajabad, Tamil Nadu
- JSS's, Kottayam, Kerala
- JSS's Mallapuram, Kerala.

Table No. 7. Name and addresses and the qualifications of directors.

SI.No.	Name and Address	Educational Qualification
Andhra Pradesh		
1.	Dr. V. Mallikarjuna Reddy JSS, Tirupati	M.A., Ph.D.
2.	Dr. Sowdhagar K.B. JSS, Anantapur	M.A., Ph.D.
3.	Smt. T. M. Usha Rani JSS, Ranga Reddy District	M.A.
4.	Dr. Smt. N. Vidya Kanna JSS, Vijayawada	M.A., Ph.D.
5.	Sri P. Janardhan Reddy JSS, Hyderabad	M.A.
6.	Sri. P. Srinivasa Rao JSS, Guntur	M.Sc., M.Phil
Tamil Nadu		
7.	Sri. P. Thangavel JSS, Chennai	M.B.A.
8.	Sri. V. Balasubramaniyan JSS, Coimbatore	M.A.
9.	Sri. Raj Kumar JSS, Madurai	M.A.
10.	Sri D. Devendiran JSS, Tiruchirapalli	M.A.
11.	Sri. S. William James JSS, Walajabad, Kancheepuram District	M.A.

Karnataka		
12.	S. Rajappa JSS, Bangalore	M.A., B.Ed.
13.	Sri Channabasappa JSS, Mysore	M.A.
14.	Sri Sadanand M.P. JSS, Rayachur	M.Com.
15.	Smt. S.Y. Aruna Devi JSS, Shimoga	M.A.
16.	Smt. R.H. Sukanya JSS, Thunkur	M.A.
Kerala		
17.	Sri Sathish JSS, Tiruvananthapuram	M.A.
18.	Sri K.D. Joseph JSS, Palakkad	M.A.
19.	Sri Omar Koya JSS, Nilambur, Malappuram Dt	M.A., B.Ed
20.	Mrs. Sudha Soloman JSS, Kodungallur, Thrissur Dt	M.A.
21.	Mrs. Jaya Sreekumar JSS, Kurichy, Kottayam Dt.	M.A.

Other Staff

In most of the sample JSS's Programme Officer, Assistant Programme Officers, field co-ordinators/ field assistants/ community facilitators etc., are working. With regard to the educational qualifications of Programme Officers, Assistant Programme Officers, majority of them are Post -graduates and graduates with experience in welfare and development programmes at grass root level including Adult education, continuing education etc. it is observed that they are given job chart and the work is supervised by the director from time to time.

All the programme staff in JSS's are well qualified and experienced but because of the problem of low salaries some of the JSS's reported that their programme staff is leaving by seeking better avenues. Hence the need of the hour is to increase the salaries of the programme staff. Another problem faced by the programme staff is that the uncertainty of their tenure because they are

working on yearly contract basis. To remove this uncertainty and feeling of insecurity, probation period may be fixed and after the completion of the period of probation they may be given permanent tenure.

Training Programme attended by JSS Staff

It is understood from the interaction with the directors and other staff of sample JSS's, that they were deputed for training programmes to State Resource Centers (SRC's), District Industrial Centers (DIC's), ZLSS, Entrepreneurship Training centers etc., for training in the following aspects. The duration of the programmes were one week to 10 days in a year.

- Capacity building
- Record maintenance including reports and document preparation
- Financial management
- Human Resource Management
- Information Communication Technology (ICT)
- Motivation and Approach System
- Project management, Monitoring and Evaluation

Further the researcher tried to elicit the opinion of the staff who have undergone training programmes, most of them revealed that they are satisfied with the training programmes and it is useful in the execution of the activities of JSS's.

Infrastructure and training equipment Head Quarters

All the sample JSS's have the infrastructure and equipment at their head office such as computers (2 to 4) one Xerox machine, one Fax machine, a small library apart from office furniture and training tools and equipment. It is observed that the tools and equipment are inadequate and not in good condition in majority of the JSS's. The condition of vehicle in all the JSS's are not in proper condition and require replacement or extensive repairs.

Sub centers

During the visit to the sub-centers of all the sample JSS's, it is found that the condition of tools and equipment is not satisfactory (inadequate) both in number and in maintenance. The instructors and trainees suggested for the replacement of the tools and machines for smooth and effective functioning of the centers.

Need assessment survey

The success of JSS mainly depends upon proper planning and implementation of the programmes. The JSS staff should have a thorough understanding of different revenue blocks and villages, their physical and social, economic back ground, contact with the local people and other agencies who can extend support to JSS. Programmes which includes trades, courses, activities have to be planned for a year involving finances, resource persons, materials, coverage, quality of delivery of inputs and public relations and the most important aspect is that skill development training should be based on the need assessment of the target group in the area.

An enquiry was made with regard to need assessment survey conducted by the sample JSS's. Majority of the JSS's said that they carry out the need assessment survey every year with the support of Preraks, Panchayat Raj Institutions (PRI's), resource persons, volunteers, self help group members and leaders etc., before starting the vocational training programme.

Target group of trainees

It is found from the annual reports of the sample JSS's that female trainees outnumber males. Further it was found that all the JSS's covered substantial number of SC, ST and OBC persons.

Course Fee

All the sample JSS's are not collecting any fee from the trainees who are neo-literates.

Source of Funds

Ministry of Human Resource Development, Govt. of India

All the sample JSS's reported that they are getting funds from the Ministry of Human Resource Development, Govt. of India in two installments in a year. All the JSS's felt that there is delay in the release of the grants and expressed dissatisfaction on this aspect. With regard to the total quantum of grant from Govt. of India, all the JSS's reported that it is inadequate and suggested for increase in the annual budget to meet the market inflations.

Other Sources

An effort was made to know the other sources of funds raised by the sample JSS's, it is found that all the sample JSS's reported that they are collecting nominal fee from the trainees excluding neo – literates, illiterates,

disabled persons etc., of ranging between Rs. 25-50 per month during the period of training.

Besides they are collecting institutional charges for imparting skill development training programme to the persons sponsored by the state Govt. agencies like as DRDA,(Swarn Jayanthi Swarojar Yojana), Scheduled Castes, Scheduled Tribes, Backward Classes and Minorities Finance and Development Corporation, Zilla Lok Saksharata Samithi (ZLSS), department of vocational education, health, women and child development etc. The collected amount is being credited to the 'Development' Fund which is also under the control of Govt. of India.

Board of Management

Board of management has a major role in the administration and in the management of finances. Board of management has to constitute various committees such as Executive committee, Programme Advisory committee, Selection Committee, purchase committee, vigilance and grievance committee etc. and stream line all the activities to achieve the objectives of JSS. The BOM consists of 12 members including Chairman and Member – Secretary.

An enquiry was made to know the functioning of the BOM, it is noticed that the BOM met twice in all the JSS's during the year 2011-2012. Further the research team has gone through the resolutions and activities carried out by JSS are found to be satisfactory as per the norms.

Functioning of Various committees

Executive Committee

For all practical purposes, the Executive committee of JSS's meets periodically to look into the functioning of JSS and passes resolutions to be followed by the administrators of the JSS's. The committee can also delegate some functions to the director of JSS who act as member – secretary of the executive committee. During the visit to the JSS's, all the JSS's reported that two EC meetings were held during the year 2011-12 as per the guidelines of the scheme.

Public Advisory Committee (PAC)

Public Advisory committee is another important committee which includes not only the members of the board but also subject specialists, i.e.,

experts in vocational education and training. The guidelines purposefully did not specify the frequency of the meetings to be held in a year as it is left to the JSS according to its needs and convenience. This committee can discuss the annual action plan proposals, introduction of new courses, review of existing courses, review of curriculum, reading materials, selection of resource persons for vocational training programmes, fixing of course fee, review of ongoing programmes and scrutiny of annual progress reports.

An enquiry was made to understand the role and functioning of PAC meeting of all JSS, it is found that two meetings were held in all the JSS's during the year 2011-12. The other committees like purchase committee, vigilance and grievance committee were not much effective as per the records of the JSS's.

Year	No. of BOM. meetings	No. of EC Meetings	No. of PAC Meetings
2011-12	2	2	2

Method of Publicity

It is observed that all the sample JSS's are effectively utilizing the print and electronic media for its publicity and the grass root level PRI's support, local community leaders are also used for organizing publicity activities in an effective manner. Besides, pamphlets, mouth to mouth dissemination of information of JSS activities through participation in ZSS meetings, SHG's meetings, exhibition etc., have been most useful.

Programme Delivery

Courses and Curriculum

Curriculum is the organized whole of learning experience which gives a broad frame work of educational components for the beneficiaries. The syllabus and topics of lessons are drawn from the framework of curriculum. Curriculum decides the educational inputs and it acts as a guide to the resource persons to teach the structured lessons in a proper manner. It is found that all the JSS's are following DAE standardized curriculum for 36 vocational courses. Further all the JSS's reported that they are translating the curriculum into local languages and the same are being supplied to the resource persons.

Curriculum Standardized for the Courses popularly conducted by Jan Shikshan Sansthan

1. Bakery & Confectionary
2. Batik and Tie& Dye
3. Beauty Culture and Health Care
4. Bee Keeping
5. Bio-Farming
6. Carpentry and Furniture Making
7. Computer Applications
8. Domestic Attendant
9. Dress Making, Designing and Embroidery
10. Electrical Technician
11. Fabric Painting
12. Fashion Designing
13. Flower Arrangement
14. Fruit and Vegetable Processing and Preservation
15. Hand Pum Mechanism
16. Handicrafts: Toy Making
17. Helpers for Hospital and Nursing Homes
18. Horticulture Assistant
19. Interior Design and Decoration
20. Jute Craft
21. Leaf Plate and Cup Making
22. Maintenance and Repairs of Automobiles
23. Milk Products
24. Mushroom Cultivation and Marketing
25. Plumbing and Sanitary Work
26. Poultry Farming
27. Radio & Television Mechanism
28. Refrigeration and Air conditioning Mechanism
29. Repair and Maintenance of Cycle and Cycle Rickshaw
30. Screen Printing
31. Textile Designing and Printing
32. Veterinary Assistant
33. Watch Servicing and Repair
34. Welding and Fabrication
35. Handicrafts – Applique and patch work
36. Photography and Videography

Teaching learning material

It is observed that all the JSS's are providing teaching learning material to the trainees periodically during the training. The reading material is prepared in local simple language in consultation with the resource persons and the same are being provided to the trainees. Supply of teaching learning material is only moderate and requires improvement.

Monitoring of courses

Monitoring and supervision is required during the training programmes. This is generally being carried out by the Programme Officers and APO's and also by Area Co-ordinators / community facilitators. The observation during the monitoring is brought to the notice of the director of JSS from time to time so that the director can take corrective measures if there is any lacuna.

The research team came to conclusion after discussions with the programme staff of JSS's that the monitoring of training programmes in the JSS's is only at moderate level and needs improvement. The staff claims that their monitoring is not effective because of shortage of staff and time.

The evaluation of training of each programme to get feedback on the efficiency of teaching of resource persons.

Examination and Certificates

It is found from the records of the sample JSS's, less than half of the total sample JSS's (No. 8) after completion of the training course conducted a simple test and awarded certificates to the eligible trainees. The remaining JSS's (No. 13) did not conduct any examination after the completion of the training but issued certificate to the trainees.

Continuing Education Centers (CEC)

It is found that all the sample JSS's have adopted CEC's in their respective jurisdiction and the number of CEC's adopted ranges between 15 to 25.

Life Enrichment Education (LEE)

Besides imparting skill development training it is observed that all the sample JSS's have also organized LEE programmes in order to create knowledge and awareness among the people in their respective areas. The programmes ranged between 4-5 in a year and the programmes are given

below. The programmes are carried out with the assistance of ZSS, Department of Medical and Health, Department of Women and Child Development, Local NGO's etc.,

- ❖ Legal literacy
- ❖ Reproductive health care and food nutrition etc.,
- ❖ Entrepreneurship development
- ❖ HIV AIDS
- ❖ Right to information Act
- ❖ Right to Education
- ❖ Issues on child labour
- ❖ Women and child trafficking including child marriages

Collaborating agencies / Link agencies

It is noticed that all the JSS's identified suitable collaborating agencies in their respective districts like ZSS, Local NGO's, District Industrial Centers (DIC), computer training centers, vocational training centers, ITI's, Polytechnic Colleges, Government Welfare and Development Departments, DRDA, Lead Banks, Entrepreneurship development training centers etc. Majority of the JSS's said the relationship between the collaborating agencies and JSS's is cordial and satisfactory.

Annual Audit

During the visit to the offices of sample JSS's the research team verified the records and it is found that all the JSS's are conducting annual audit regularly.

Resource Persons

During the discussion with the sample JSS's, it was found that the resource persons for various training courses were selected through both formal and informal interviews. Educational and technical background, job experience, locality of living, communication skills etc., of the candidates are examined. Besides, capable and effective ex- trainees of JSS's were also identified and selected as resource persons.

Further it is found that of the total resource persons in the JSS's majority of them are females. Payment of honorarium to the resource person ranges from Rs. 3000 – 6000 and above per month. The exact remuneration depends on the duration and nature of the training programme.

Follow – up activities

As per the programme guidelines every JSS has to follow the ex-trainees and help them to get employment, in starting their own income generating activities, to get loans from formal financial institutions etc.

On the above aspects majority of the JSS's (No.14) seems to be weak. It has been observed that majority of the JSS's (No. 14) have no perfect data base of ex-trainees. The programme staff are guiding orally to some extent to the ex-trainees who approach them. The JSS say that it is difficult to undertake follow up activities extensively due to shortage of staff and time. The rest of the JSS's did make efforts in the follow up activities compared to the others JSS's (No.14).

Conclusions

- ❖ All the directors and other programme staff are well qualified and experience but a few JSS's are headed by In-charge directors.
- ❖ The programme staff including the director felt low salaries and also feeling insecurity in their present jobs.
- ❖ The programme staff attended training programmes organized by various reputed institutions to update their knowledge.
- ❖ Majority of the JSS's are located in rented buildings and the monthly rent ranges between Rs. 3000 – 4000 to Rs. 25000/-
- ❖ Majority of the JSS's reported the annual budget is low.
- ❖ Most of the JSS's felt that delay in the release of grant from Ministry of Human Resource Development, Govt. of India, with regard to other sources of fund a nominal fee Rs. 25-50 per month is collected from the trainees excluding neo-literates and others for all courses as per the guidelines of the scheme.
- ❖ In majority of the JSS's tools and equipment are inadequate and also not in good condition and it requires frequent repairs.
- ❖ Resource persons honorarium is low.
- ❖ All the JSS's adopted 15 – 25 Continuing education centers and also organized Life Enrichment Education.

- ❖ All the JSS's are following the Directorate of Adult Education syllabus. Besides the courses of Directorate of Adult Education some other courses based on the local needs and relevance are also being organized.
- ❖ Committees such as purchase committee, vigilance, grievance committee were not much effective in all the JSS's
- ❖ Monitoring of the course is moderate.
- ❖ All the JSS's have collaborated/ linkages with locally identified suitable agencies and have well established linkages.
- ❖ The follow up activities by the JSS's is weak.

Chapter – 6

SOCIO-ECONOMIC PROFILE AND FUNCTIONING OF RESOURCE PERSONS

An effort was made to understand the socio-economic profile of the resource persons and the role functioning of resource persons which consists of social group, age, sex, marital status, religion, locality of living, level of educational and technical qualifications, job experience, method of appointment, monthly honorarium, opinion on the honorarium, opinion on the teaching learning material and training tools and equipment, perception towards the trainees etc.

As mentioned in the research methodology in the first chapter, a total of 100 resource persons, 25 each from the selected states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala were randomly selected and interviewed for the study.

Social group

Social category wise sample resource persons is presented in table No. 1. Table shows that a large percentage i.e. 70% of the total resource persons are from Other Backward Castes (OBC's). Seen State wise sample in this category 80% are from Karnataka followed by 76% in Tamil Nadu, 64% in Andhra Pradesh, 60% in Kerala. Of the total, 20% are from Scheduled Castes (SC's), in this group of sample 24% each from Tamil Nadu and Kerala, 20% from Andhra Pradesh and 12% from Karnataka. 8% of them are from Other Castes (OC's). Only 2% are from Scheduled Tribes (ST's) one each from the sample of Andhra Pradesh and Karnataka. It may be concluded from the table that overwhelming majority of the resource persons are from weaker sections (Table No. 1).

Sex

Out of the total resource persons 79% are females and the rest 21% are males. In all the 4 states more than 75% are females engaged as resource persons. Engaging more women as resource persons probably relates to the nature of courses organized in the JSS's which attract more women candidates than that of Men (Table No. 2).

Table No.1: Social Group wise distribution of the total respondents of Resource persons

Social group	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
SC	5	20.00	6	24.00	3	12.00	6	24.00	20	20.00
ST	1	4.00	-	-	-	-	1	4.00	2	2.00
OBC	16	64.00	19	76.00	20	80.00	15	60.00	70	70.00
OC	3	12.00	-	-	2	8.00	3	12.00	8	8.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.2: Sex wise distribution of the total respondents

Sex	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Male	6	24.00	4	16.00	5	20.00	6	24.00	21	21.00
Female	19	76.00	21	84.00	20	80.00	19	76.00	79	79.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Age

Age wise distribution of respondents shows that they are found between 15-20 years to 40-45 years but most of them in the total as well as in the 4 states are found between the age groups of 20-25 years to 30-35 years (Table No. 3).

Marital status

With regard to the marital status of the resource persons it is found that 80% are married, 11% are unmarried, 7% widows and 2% deserted/divorced. Seen state wise sample 84% each from the states of Tamil nadu and Andhra Pradesh, 76% each from the states of Karnataka and Kerala are married. Among the unmarried sample 16% each from Karnataka and Kerala followed by 8% from Tamil Nadu and 4% from Andhra Pradesh (Table No. 4)

Religion

As for as religion of the sample resource persons is examined, out of total 73% are Hindus, 10% Muslims and 17% of Christians. It is interesting to note that 36% of the sample resource persons from Kerala are Christians (Table No.5)

Locality of resource persons

Seen from the table No.6, 55% of the total respondents come from urban areas and the rest 45% are from rural areas. When examined state wise in all the four states majority of the resource persons are from urban area (Table No.6).

Educational Qualifications

All the respondent resource persons do have professional experience and a few trainers along with experience in their respective courses also general education qualifications but there seems to be some difference in the general education of the trainers. Out of the total trainers 43% have Intermediate level of education followed by 41% with secondary level of education, 16% are graduates. Compared state wise the percentage with secondary level ranges between 32% in Andhra Pradesh, to 48% in Karnataka. In the Intermediate level of education it ranges between 36% in Tamil Nadu to 48% in Kerala. In graduation 20% are from Andhra Pradesh followed by 16% from Tamil Nadu and 2 each from Karnataka and Kerala (Table No. 7).

Table No.3: Age wise distribution of the total respondents

Age (Years)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
15-20	1	4.00	2	8.00	4	16.00	4	16.00	11	11.00
20-25	4	16.00	7	28.00	6	24.00	5	20.00	22	22.00
25-30	8	32.00	9	36.00	7	28.00	6	24.00	30	30.00
30-35	7	28.00	5	20.00	6	24.00	5	20.00	23	23.00
35-40	3	12.00	2	8.00	2	8.00	2	8.00	9	9.00
40-45	2	8.00	-	-	-	-	3	12.00	5	5.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.4: Marital status wise distribution of the resource persons

Marital status	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Married	21	84.00	21	84.00	19	76.00	19	76.00	80	80.00
Unmarried	1	4.00	2	8.00	4	16.00	4	16.00	11	11.00
Widow/Widowed	2	8.00	2	8.00	1	4.00	2	8.00	7	7.00
Deserted/divorced	1	4.00	-	-	1	4.00	-	-	2	2.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.5: Religion wise distribution of the resource persons

Religion	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Hindu	20	80.00	17	68.00	22	88.00	14	56.00	73	73.00
Muslim	3	12.00	2	8.00	3	12.00	2	8.00	10	10.00
Christian	2	8.00	6	24.00	-	-	9	36.00	17	17.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.6: Locality wise distribution of the resource persons

Locality	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Urban	14	56.00	15	60.00	13	52.00	13	52.00	55	55.00
Rural	11	44.00	10	40.00	12	48.00	12	48.00	45	45.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.7: Level of education among the respondents

Education	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Secondary edu	9	36.00	12	48.00	12	48.00	11	44.00	44	44.00
Intermediate	11	44.00	9	36.00	11	44.00	12	48.00	43	43.00
Degree	5	20.00	4	16.00	2	8.00	2	8.00	13	13.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Technical Qualifications

Table No. 8 provides information on the technical qualifications of the sample resource persons. Out of the total 100 resource persons 50% of them have certificates in their respective specializations (Trade) from various institutions 41% are diploma holders and 9% are certificate holders of JSS, which means the ex-trainees of JSS. Seen state wise sample among certificate holders 52% are from Tamil Nadu, followed by 48% from Andhra Pradesh, 46% from Kerala and 44% from Karnataka. Among the diploma holders 44% are from the Tamil Nadu sample, 40% each are from the sample are Andhra Pradesh, Kerala and Karnataka. Among the JSS certificate holders 16% are from Karnataka followed by 12% from Andhra Pradesh and 4% each from Tamil Nadu and Kerala. The table clearly indicates that all the sample resource persons are qualified technically to teach their respective subjects (Table No. 8).

Job Experience (in years)

The total experience of respondents in teaching in their respective subjects / trades ranges between one year to above five years. Of the total respondents only 16% have one to two years experience and the rest have experience between 3 to above 5 years (Table No. 9).

Method of Appointment

During the discussion with the resources persons it was found that the resource persons were selected through formal interviews and due consideration was given to educational and technical qualifications, job experience, locality of living, etc.

Course-wise distribution of the total sample respondents

As seen from the table, 100 sample resource persons were imparting 23 types of vocational courses in the 21 sample JSS's in the four state. Out of the total 22 courses a large percentage (45%) were engaged in the courses of embroidery and tailoring (Table No.10).

Monthly Honorarium

When monthly salaries/honorarium of the sample resource persons is examined it is found it ranges between Rs 3000 – 4000 to 6000 and above. Of the total resource persons 50% are drawing a monthly salary between Rs 3000-4000 followed by 33% between Rs 4000-5000, 12% between Rs 5000-6000 and only 5% are drawing Rs. 6000 and above. Seen state wise more or less similar pay structure was adopted by all the sample JSS's. The quantum salary of resource persons depends on the type of course, duration, location ect (Table. 11)

Table No.8: Technical Qualifications of the resource persons

Qualification	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Certificates from others	12	48.00	13	52.00	11	44.00	14	46.00	50	50.00
Diploma	10	40.00	11	44.00	10	40.00	10	40.00	41	41.00
Certificates from JSS's	3	12.00	1	4.00	4	16.00	1	4.00	9	9.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No. 9: Job Experience wise distribution of the total respondents

Experience (Years)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
One-Two	1	4.00	2	8.00	-	-	2	8.00	5	5.00
Two-Three	2	8.00	3	12.00	2	8.00	4	16.00	11	11.00
Three-Four	3	12.00	4	16.00	5	20.00	5	20.00	17	17.00
Four-Five	8	32.00	7	28.00	9	36.00	6	24.00	30	30.00
Five-Six	6	24.00	5	20.00	5	20.00	5	20.00	21	21.00
Above Six	5	20.00	4	16.00	4	16.00	3	12.00	16	16.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.10: Course-wise distribution of the total sample respondents

S.No.	Course	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Embroidery	4	16.00	2	8.00	4	16.00	3	12.00	13	13.00
2.	Tailoring	10	40.00	8	32.00	10	40.00	5	20.00	33	33.00
3.	Fabric painting	3	12.00	2	8.00	-	-	2	8.00	7	7.00
4.	Weaving	-	-	-	-	1	4.00	1	4.00	2	2.00
5.	Electrical technician	2	8.00	2	8.00	2	8.00	-	-	6	6.00
6.	Arya work	1	4.00	1	4.00	1	4.00	1	4.00	4	4.00
7.	Agarbathi / Dhoop sticks	1	4.00	1	4.00	2	8.00	-	-	4	4.00
8.	Beautician	1	4.00	2	8.00	1	4.00	1	4.00	5	5.00
9.	Cloth & Jute bags	1	4.00	-	-	-	-	-	-	1	1.00
10.	Tie and dye	1	4.00	-	-	-	-	-	-	1	1.00
11.	Soft Toys making	-	-	1	4.00	-	-	1	4.00	2	2.00
12.	Papad making	-	-	1	4.00	-	-	-	-	1	1.00
13.	Cookery, Bakery etc	-	-	1	4.00	-	-	2	8.00	3	3.00
14.	Flowers making	-	-	1	4.00	-	-	-	-	1	1.00
15.	Turmeric powder	-	-	1	4.00	-	-	-	-	1	1.00
16.	Automobile servicing	-	-	1	4.00	2	8.00	-	-	3	3.00
17.	Zardoshi	-	-	1	4.00	2	8.00	-	-	3	3.00
18.	Rexene bags	-	-	-	-	-	-	2	8.00	2	2.00
19.	Screen printing	-	-	-	-	-	-	3	12.00	3	3.00
20.	Paper products	-	-	-	-	-	-	2	8.00	2	2.00
21.	Fish nets repair	-	-	-	-	-	-	2	8.00	2	2.00
22.	Plumbing & Sanitary work	1	4.00	-	-	-	-	-	-	1	1.00
	Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.11: Monthly honorarium of the resource persons

Amount (Rs)	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
3000-4000	12	48.00	13	52.00	13	52.00	12	48.00	50	50.00
4000-5000	10	40.00	8	32.00	7	28.00	8	32.00	33	33.00
5000-6000	2	8.00	3	12.00	3	12.00	4	16.00	12	12.00
6000 and above	1	4.00	1	4.00	2	8.00	1	4.00	5	5.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Opinion on the honorarium

Out of the total sample resource persons 28% are satisfied with their honorarium while 72% are not satisfied with their monthly honorarium. Since state wise sample similar trend is observed with minor variations (Table No.12).

Teaching learning material

In the case of the provision of raw material 47% of the total felt that it was inadequate followed by 41% felt moderate and 12% felt adequate. In moderate category the percentage of opinion ranges between 36% in Karnataka to 48% in Andhra Pradesh. In inadequate group the percentages ranges between 36% in Andhra Pradesh to 52% in Kerala. In inadequate category it ranges between 8% in Kerala to 16% in Andhra Pradesh (Table No. 13).

Infrastructure and equipment

Examining the provision of infrastructure and equipments in the training centers of both located at head quarters and sub-centers as per the opinion of the resource persons, 52% of the total respondents reported it was moderate followed by 39% felt adequate and 9% felt poor and inadequate. In inadequacy the percentage in Tamil Nadu and Karnataka is 12 each, in Andhra Pradesh it is 8% and in Kerala it is 4%. (Table No.14).

Time distribution between theory and practicals

During the discussion on the above aspect with the selected resource persons all of them expressed that sufficient time is allotted for theory and more times is allotted for practicals. Further they said that they are concentrating more on practical aspects with a view to enhance the quality of work, skills and ability on the part of the trainees. Practical forms approximately 60% and theory 40%.

Performance of trainees

With regard to the performance of the trainees during the training, 68% of the trainers felt their performance was satisfactory while 32% reported it was not satisfactory. When compared state wise more percentage of trainers (76%) in Kerala were satisfied on their performance of the trainees than in other states and state wise it ranges between 60% in Karnataka to 76% in Kerala. These resource persons not satisfied with the performance of the trainees gave reasons like congested accommodation, disinterest among the trainees, lack of proper equipment, supply of inadequate teaching learning material, absenteeism etc., (Table No. 15).

Table No. 12 : Opinion on the honorarium

Opinion	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Satisfaction	7	28.00	8	6	32.00	6	24.00	7	28	28.00
Not satisfaction	18	72.00	17	19	68.00	19	76.00	18	72	72.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.13: Teaching learning materials

Teaching learning Materials	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Adequate	12	48.00	10	40.00	9	36.00	10	40.00	41	41.00
Moderate	9	36.00	12	48.00	13	52.00	13	52.00	47	47.00
Poor/Inadequate	4	16.00	3	12.00	3	12.00	2	8.00	12	12.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.14: Infrastructure and equipment

Equipment	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Adequate	10	40.00	9	36.00	10	40.00	10	40.00	39	39.00
Moderate	13	52.00	13	52.00	12	48.00	14	56.00	52	52.00
Poor/Inadequate	2	8.00	3	12.00	3	12.00	1	4.00	9	9.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Table No.15: Opinion of the respondents towards trainees

Opinion	Andhra Pradesh		Tamil Nadu		Karnataka		Kerala		Total	
	No.	%	No	%	No	%	No	%	No.	%
Satisfactory	18	72.00	16	64.00	15	60.00	19	76.00	68	68.00
Non Satisfactory	7	28.00	9	36.00	10	40.00	6	24.00	32	32.00
Total	25	100.00	25	100.00	25	100.00	25	100.00	100	100.00

Chapter – 7

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This Chapter briefly presents the Summary Conclusions and Recommendations.

The Jan Shikshan Sansthan (formerly known as Shramik Vidyapeeth) is an innovative educational Scheme in the field of non-formal and continuing education and training for adults started by the Government of India in the year 1967. The first Shramik Vidyapeeth was established in Mumbai (Worli). The scheme of Shramik Vidyapeeth was renamed as Jan Shikshan Sansthan in the year 2001. This programme is being implemented by the Ministry of Human Resource Development, Government of India through selected Non-governmental organizations. There are 221 Jan Shikshan Sansthans functioning in the country (2007-2008). Main objectives of JSS's are to Impart vocational skills, life skills and technical knowledge to neo-literates and raise their efficiency and increase their productive ability, provide academic and technical resource support to Zilla Saksharta Samiti (ZSS i.e. District Literacy Committee), including training its Resource Persons, Master Trainers and Preraks.

The JSS's will concentrate on the socio-economically backward and educationally disadvantaged groups of rural and urban population such as men, women and youth, employed, self - employed, neo-literates, prospective workers and unemployed youth and priority is to be given to neo-literates/ semi-literates, Schedule Castes, Schedule Tribes, women/girls, oppressed, migrants, slum dwellers and working children.

Directorate of Adult Education, Government of India standardized curriculum for 36 vocational courses, which are usually conducted by the JSSs. The details of the courses are mentioned below.

Curriculum Standardized for the Courses popularly conducted by Jan Shikshan Sansthans

1. Bakery & Confectionary
2. Batik and Tie& Dye
3. Beauty Culture and Health Care

4. Bee Keeping
5. Bio-Farming
6. Carpentry and Furniture Making
7. Computer Applications
8. Domestic Attendant
9. Dress Making, Designing and Embroidery
10. Electrical Technician
11. Fabric Painting
12. Fashion Designing
13. Flower Arrangement
14. Fruit and Vegetable Processing and Preservation
15. Hand Pum Mechanism
16. Handicrafts: Toy Making
17. Helpers for Hospital and Nursing Homes
18. Horticulture Assistant
19. Interior Design and Decoration
20. Jute Craft
21. Leaf Plate and Cup Making
22. Maintenance and Repairs of Automobiles
23. Milk Products
24. Mushroom Cultivation and Marketing
25. Plumbing and Sanitary Work
26. Poultry Farming
27. Radio & Television Mechanism
28. Refrigeration and Air conditioning Mechanism
29. Repair and Maintenance of Cycle and Cycle Rickshaw
30. Screen Printing
31. Textile Designing and Printing
32. Veterinary Assistant
33. Watch Servicing and Repair
34. Welding and Fabrication
35. Handicrafts – Applique and patch work
36. Photography and Videography

The principal objective of the study is to understand the impact of skill development training programmes of JSS's on the neo-literates in the states of Andhra Pradesh, Tamil Nadu, Karnataka and Kerala. In addition to the above main objective, the study also made an effort to understand the socio-economic profile and functioning of Resource persons and also the Profile and functioning of JSS's with special reference to skill development training programmes.

As per the information provided by the DAE, Government of India during the year 2007-2008, 43 JSS's existed in the selected four states. From each of the selected state half of the JSS's were selected for the study. Seen state wise, from Andhra Pradesh 6 JSS's and 5 each from Tamil Nadu, Karnataka and Kerala were selected randomly for the study. Thus the total JSS's selected for the study comes to 21. Finally from each of the selected JSS 50 neo-literate beneficiary trainees were randomly selected for the present study. Therefore the total sample respondents comes to 1050, of them 300 are from Andhra Pradesh and 250 each from Tamil Nadu, Karnataka and Kerala.

Besides 100 Resource persons, 25 each in different training programmes in the selected JSS's in the sample states were randomly selected for the study. Further a few successful case studies from each of the selected state were recorded.

Both primary and secondary data were collected and used in the study. Four different interview schedules were constructed and used in the collection of data from the selected sample respondents and sample JSS's besides focus group discussion and case studies.

Socio – Economic profile of the sample families

Total neo-literate respondent beneficiary trainees were 1050 and the total population of their families is 4348 and of them 52.30% are males and 47.70% are females. The total population is distributed between below 10 years of age and 60 above years. The population division according to age more or less reflects the population pyramid. One member and two member families are less in number when compared to families with 3 to 4 members. However 4 member families are large in number in all the 4 states. The average size of the family is 4.15 persons. There is state wise variation in this aspect. In Tamil Nadu and Kerala the average size of the family is 3.74 and 3.84 respectively and the same for Andhra Pradesh and Karnataka is 4.33 and 4.64 persons

respectively. Nuclear families are predominant in the total sample of all the states. Out of the total population of the sample families slightly more than half of them are married and this observation applies to all the 4 states.

The literacy rate in the total population is 78.47% and majority of the literates are distributed between primary education and secondary education. In primary education Kerala tops with 52.97% and the least is in Andhra Pradesh with 26.73% including neo-literates. In the rate of literacy as a whole Kerala stands first when compared to other 3 states.

Out of the total population of the sample families 36.89% are Nonworkers and the rest are workers engaged in different occupations like agriculture and allied sectors, wage labour, petty business including income generating activities and employment. 68.57% of the total families are land less and the rest are land holders may be categorised as small and marginal farmers.

The approximate annual income of the sample families ranges between Rs. 30,000 – 40,000 to Rs. 1,00 lakh and above. A large percentage of the sample families (56.76%) are found between the annual income of Rs. 50,000 – 60,000 to 70,000 – 80,000. Only 5.81% are found in the annual income of above Rs. 1.00 lakh.

Only 30.48% of the total families have savings. Compared state wise least is in Andhra Pradesh with 6% and highest is in Karnataka with 42.80%. Kerala and Tamil Nadu are found in between with 38.40% and 39.60% respectively. Majority of the respondents families in all the four states have savings below Rs.10,000. Rest are distributed between Rs.10,000-19,000.

41.62% of the families are in debt ranging between Rs. 10,000 to one lakh. When compared to respondents families in other states, 23.39% from kerala are indebt of above one lakh. As for as sources of credit 38.44% received loans from banks followed by 27.92% from money lenders and the rest from SHG's and others. Compared state wise only in Kerala more than 60% used banks as source of credit and it is less than 42% in other states. Only in Andhra Pradesh moneylenders played an important role when compared to other states.

68.19% of the sample families live in their own houses and the rest of them reside in rented houses. In the case of own houses a large percentage of them are found in Kerala and least percentage is in Tamil Nadu.

Nearly 50% of the total sample families live in semi-pucca houses followed by 41.24% in pucca houses and only 9.81% are living in kachcha houses. 56% of the families live in pucca houses in Andhra Pradesh when compared to other 3 states. In the case of semi-pucca houses 66.40% of them are from Kerala and 56% from Karnataka.

With regard to the number of rooms in the houses of the sample families more than 90% have between one and three living rooms and 4 and 5 roomed houses are very less in percentage. 81.71% and 85.14% of the houses have toilets and bathroom facilities respectively in their houses.

70% of the houses access safe drinking water from public taps, 15% depend on community hand pumps and 13.80% on own wells. 95.14% of the total houses have electricity. 60% of the sample households use LPG as medium of cooking and 27.05% still depend on fuel wood for cooking and the rest 12.95% use kerosene for cooking.

Profile of Respondent beneficiaries and impact of skill development training programme

Out of the total respondents more than 50% are from OBC's followed by SC's, OC's and ST's. Percentage of STs in Karnataka is more when compared to the other three states. 89.33% of the total respondents are females and 10.67% are males. Within males the percentage of males are more in Kerala than in other sample states. Out of the total respondents urban respondents are more in number than respondents from rural areas.

Age wise distribution of the respondents range between 15-20 years to above 45 years. 90% of the respondents in Andhra Pradesh, Tamil Nadu and Karnataka are found in the age groups of 15-40 years while in Kerala 90% is found between 25-30 to above 45 years. Out of the total respondents 73.05% are married and 23.90% are unmarried. Among the married overwhelming majority are from the Kerala sample (90%) compared to other 3 states.

The respondents were distributed over 25 training courses. More than 50% of the respondents have taken training in tailoring. But when compared state wise, in Kerala only 30.80% opted for tailoring while in Karnataka it is

71.20%, in Tamil Nadu 61.60% and in Andhra Pradesh 61%. When the courses are examined it is found that most of the courses are designed for the benefit of women. However there is variation from state to state in the number of training programmes attended by the respondents. For example in Andhra Pradesh the respondents are distributed over 11 different courses, in Tamil Nadu 15 courses, in Karnataka it is 12 and in Kerala it is 17 different courses. The men respondents are distributed over 8 different courses. Nearly 40% have attended training in electrical work followed by cookery, bakery, confectionery food processing, automobile mechanism, plumbing and sanitary work etc.,

Majority of the respondents in the total as well as in the 4 states underwent skill development training programmes during 2010 and 2011. For majority of the respondents duration of training was between 3 to 6 months. With regard to opinion on the adequacy and inadequacy of duration of the course, 70.29% felt that duration was adequate. This opinion ranges between 62% in Kerala to 76.80% in Karnataka.

Various sources acted as catalysts in creating awareness of skill development training programmes organized in JSS's. Out of the total slightly more than 50% became aware from their respective ZSS's. ZSS's seems to have a major role in creating awareness about training programmes of JSS's in Kerala and Tamil Nadu than in Karnataka and Andhra Pradesh. Awareness alone does not lead to motivation and there must be some benefits perceived by the target group to join the training programmes. Slightly more than 50% joined the training programmes with the objective of getting some employment. Nearly one-fourth of the total wanted to start their own income generating activities. A small percentage wanted to get certificate and 14.48% gave a vague response like that it would be useful to them in future. It looks that respondents from Kerala were more practical in their reasons because 98% of them were distributed between getting employment and setting up own income generating activity.

Majority of the respondents in the total as well as in the four states opined that the place of training were convenient in terms of facilities. The JSS are expected to provide tools and equipment required during the training. Slightly more than 60% of the respondents felt that the provision of teaching learning material and equipment was moderate, about 32% felt it was adequate

and only small percentage opined it was inadequate. 55.05% of the total respondents felt that the performance of the resource persons was satisfactory and in all the 4 states more than 50% stated that the performance of resource persons was satisfactory. For 31.43% it was moderate and 13.52% were not satisfied with the performance of the resource persons. With the supply of teaching learning materials 53.62% felt it was adequate, 33.08% said moderate and 13.33% felt it is inadequate.

The trainees are likely to face some problems during the training programmes, 53.71% did not experience any difficulty or problems during the training programmes while 46.29% did experience a few difficulties such as inadequate teaching learning material, long duration of training course, inadequate facilities at center, irregular attendance of resource persons, indifferent attitude of resource persons, inadequate and bad condition of tools and equipment. Compared state wise the percentages in both the categories are more or less similar showing only minor variations. Overwhelming majority from the total and also from the 4 states received certificates after the completion of their training courses.

If the impact of training programmes is seen in terms of tangible benefits, 61.71% of the total respondents reported they are self employed by starting their income generating activities. In this category state wise range is 51.80% in Tamil Nadu to 67.20% in Kerala. 26.86% of the total are wage employed on the basis of training and the state wise range is 22% in Andhra Pradesh to 36.80% in Tamil Nadu. 11.43% of the respondents were neither employed nor initiated any income generating activity and the state wise range in this is 9.20% in Karnataka to 14.67% in Andhra Pradesh.

Out of the total wage employed 77.30% are females and 22.70% are males. Out of the total of those engaged in income generating activities 94.14% are women and 5.86% are men. In all the 4 states more than 90% of the respondents are engaged in income generating activities are women.

In the aspect of location of income generating activity, out of 648, overwhelming majority in the total as well as in the 4 states started income generating activities in their own houses and the rest in rented accommodation. The rent paid by overwhelming majority of the respondents ranges between

below Rs. 1000 to Rs.1000 - 2000. Those who are paying rent between Rs. 4000 to 5000 number only two and they belong to Tamil Nadu.

The amount of investment in income generating activities ranges between Rs. 10,000 to 50,000. However a large percentage of them in the four states invested between below Rs. 10,000 to Rs. 20,000. Among those who have invested between Rs. 40,000-50,000, 23.81% is from Kerala, 7.45% from Karnataka, 6.98% from Tamil Nadu and only 2.63% from Andhra Pradesh. A large percentage of the respondents in the total as well as in the 4 states invested their own capital in the income generating activities followed by 13.27% accessed loan from Banks for investment. In this category 19.64% are from Kerala followed by 16.84% from Andhra Pradesh, 7.75% from Tamil Nadu and 6.83% from Karnataka.

With regard to the number of days of employment in a month 45.81% worked for 21 to 25 days, 41.61% for 15 to 20 days and 12.58% for 26 days and above. Compared state wise majority from Andhra Pradesh and Tamil Nadu were engaged for 20-25 days in a month.

Monthly income of the beneficiaries ranges between Rs. 3000 – 4000 to Rs. 8000 and above. However for majority from all the states the monthly income ranges between Rs. 4,000 – 5,000 to Rs. 6,000 – 7,000.

62.04% of the respondents were satisfied with their monthly incomes while 37.96% were dissatisfied. The level of satisfaction from state to state ranges between 57.01% in Tamil Nadu to 71.24% in Kerala. Those respondents who are dissatisfied on the income provided a combination of reasons like not commensurate with long hours of work, high cost of raw material, problems of marketing etc.,

The income is spent on various purposes according to their importance from consumption in the household, payment of loan installments, reinvestment on income generating activities, payment of interest on loan, rent for accommodation etc.,

Impact on the living conditions of the respondents shows that a combination of answers have been received and the most important impact seems to be on intake of food both in quality and quantity followed by on clothing and health.

After training, the capacity to interact with officials increased among 55.33% of the total respondents and more than 50% in all the 4 states.

Further a large percentage in the total as well as in the 4 states reported that their role in decision making in their families increased to a certain extent.

Of the total no activity carried out respondents (11.43%) reported a combination of reasons either to get wage employment or to start own income generating activity i.e., no interest, lack of finance, lack of cooperation from the family etc.

Overwhelming majority of the respondents not approached the JSS's for seeking health either to get wage employment or to start own income generating activity, same situation was noticed in all the four states.

On the usefulness of the training programmes of JSS's, opinion of the respondents was ranked from one to nine. Out of the total those who strongly agree with the usefulness gets first rank followed by some what agree (second rank), occasionally agree (third rank), moderately agree (fourth rank), moderately disagree fifth rank, occasionally disagree 6th rank, strongly disagree 7th rank, some what disagree 8th rank and those who are uncertain 9th rank. As seen from the ranks, it is clear that on the usefulness of training programmes of JSS's the opinion of the trainees is positive. 64.09% of the total respondents more or less satisfied with the usefulness of the training programme.

Profile and functioning of JSS's

The sample JSS's were started functioning between the years 1979 to 2007.

Out of the total 21 sample JSS's, 18 are working under the management of NGO's, 2 are under the university and the remaining one is managed by the Deputy Director, Adult Education, Govt of Andhra Pradesh, Hyderabad District. Five JSS's are being managed by in-charge directors.

Majority of the JSS's (No.16) are located in rented buildings. The remaining five in their own buildings. The monthly rent ranges between Rs. 3000-4000 to Rs. 25,000/- Sufficient accommodation is available in majority of JSS's.

Directors of all the JSS's are Post-Graduates with sufficient experience and three of them have Doctoral Degrees. Other programme staff are also well qualified and experienced. Programme staff in all the JSS's attended training programmes at State Resource Centers (SRC's), District Industrial Centers

(DIC's), ZSS, Entrepreneurship Training centers etc., for training in the following aspects.

- Capacity building
- Record maintenance including reports and document preparation
- Financial management
- Human Resource Management
- Information Communication Technology (ICT)
- Motivation and Approach System
- Project management, Monitoring and Evaluation

Resource persons are being selected based on their education and technical qualification and job experience. In the appointment of resource persons ex-trainees of JSS's were also given opportunity to act as resource persons. The monthly salaries of the resource persons ranges between Rs 3,000 – 6,000. All the JSS's are following the DAE Syllabus. In majority of the JSS's training tools and equipment is inadequate and not in good condition. Majority of the JSS's carry out the need assessment survey every year before starting the training programme with the support of Preraks, PRI's, Local NGO voluntaries, SHG members, Anganwadi workers and local community leaders etc.

All the JSS's covered substantial number of SC's, ST's, OBC's and women. All the sample JSS's are not collecting any fee from the neo-literate trainees.

All the JSS's get their funding from MHRD, Govt. of India in two instalments in a year but most of them reported delay in the release of the grant and also felt the grant is inadequate and suggested for enhancement. With regard to other sources of funds there are two sources, one is collection of nominal fee from the trainees excluding neo-literates and other is institutional charges collected from other welfare and development departments i.e., collaborating agencies for imparting training programmes to their sponsored candidates.

Board of Management, Executive Committee and Programme Advisory Committee meets regularly as per the guidelines of the scheme but the

functioning of other committees like purchase, vigilance and grievance etc., is not satisfactory.

All the JSS's undertake publicity of its activities by utilizing the print and electronic media and also help from the community leaders, Anganwadi workers, members of SHG's, ZSS's etc. Teaching Learning material is being provided by JSS's during the training and it is found that it is moderate and requires improvement.

Monitoring of training courses is being undertaken by programme staff in all the JSS's but it is only moderate needs improvement. Inadequate staff in the JSS's is adversely effecting the monitoring of training courses. Less than half of the JSS's are conducting simple test after the completion of the training course and awarding certificates. The remaining JSS's are issuing certificates without test. All the JSS's adopted Continuing Educational Centers and Life Enrichment Education programmes.

All the JSS's have identified and established linkages with suitable and relevant local agencies not only for undertaking training programmes but also to carry out forward and backward linkages activities successfully. The follow-up activities by all the JSS's are very weak and majority of the JSS's have no accurate data of ex-trainees.

Socio – Economic Profile and Functioning of Resource Persons

100 Resource persons, 25 each from the selected states of Andhra Pradesh, Tamil Nadu, Karnataka, Kerala were randomly selected for the study. Out of the total 100 Resource persons majority of them are from weaker sections of OBC's, SC's, and ST's but OBC's are predominant in number. Out of the total resource persons, 79% are females and 21% are males. Most of the Resource persons are found between the age group of 20-25 years to 30-35 years. 80% are married and rest of them are distributed over unmarried, widows and divorced. Majority of the sample Resource persons are Hindus followed by Christians and Muslims. Majority of them live in urban areas.

The Resource persons in terms of general education are distributed among secondary, intermediate and graduation, but graduates are very less in number. All of them have technical education. Half of them have certificates followed by diploma's and a few of them have JSS's certificate. The Job experience ranges between one-two to above 6 years.

The total Resource persons are distributed over 22 vocational courses. Seen state wise sample in Andhra Pradesh the resource persons were found in 10 courses, in Karnataka 9 courses, in Tamil Nadu 14 courses, in Kerala 12 Courses.

The monthly honorarium paid to the Resource persons ranges between Rs. 3000-4000 to Rs. 6000 and above but half of them get a monthly honorarium between Rs. 3000 – 4000. Majority of the Resource persons are not satisfied with the honorarium.

The opinion of the majority of the resource persons on teaching learning materials ranges between moderate to poor / inadequate. On the infrastructure, tools and equipment majority opinion ranges between moderate to poor / inadequate.

Majority of the Resource persons were satisfied with the performance of the trainees.

Conclusions

- ❖ Majority of the families of the respondents are of nuclear type.
- ❖ 21.53% of the total population of the respondents families is illiterate. Except in Kerala and Tamil Nadu Illiteracy in Andhra Pradesh is 30.66% and in Karnataka it is 32.70%, in Tamil Nadu it is 11.80% and in Kerala is only 5.11%. Majority of the literates are found in primary which also includes neo – literates and secondary level of education.
- ❖ The approximate annual income of the majority of the sample families of the respondents ranges between Rs. 30,000 – 40,000 to above 1.00 lakh, but a large percentage is found between Rs. 40,000 – 50,000 to Rs. 70,000 – 80,000.
- ❖ Majority of the trainees are from weaker sections and within this women out number the men.
- ❖ The sample beneficiaries are distributed over 25 courses and majority of them have undergone training in tailoring. The duration of the courses ranges between less than one month to six months.
- ❖ According to majority beneficiaries the condition of training tools and equipment ranges between moderate and bad condition.
- ❖ Nearly half of the beneficiaries felt that teaching learning material is moderate to inadequate.

- ❖ Nearly half of the beneficiaries face one or the other problems during training, such as inadequate teaching learning material, long duration of training course, inadequate facilities at centers, irregular attendance of resource persons, indifferent attitude of resource persons, inadequate and bad condition of tools and equipment etc.,.
- ❖ Nearly half of the beneficiaries are satisfied with the performance of the resource persons.
- ❖ Overwhelming majority of the beneficiaries benefited from this programme in terms of self employment and wage employment.
- ❖ Majority of the self employed invested their own capital towards income generating activity, the role of banks in extending credit for investment is negligible.
- ❖ The monthly income of majority of the beneficiaries ranges between Rs. 4,000-5,000 to Rs. 7,000 – 8,000 and above and majority of them are satisfied with their monthly incomes.
- ❖ Majority of the beneficiaries felt the follow-up activities of JSS's are weak.
- ❖ Standard of living of the majority of the beneficiaries has improved in terms of household consumption, health care, children's education etc.,
- ❖ Majority of the beneficiaries are favourable towards the training programmes of JSS's.
- ❖ All the directors and other programme staff are well qualified and experienced but a few JSS's are headed by In-charge directors.
- ❖ The programme staff including the director felt salaries are low and also feeling insecurity about the tenure of their jobs.
- ❖ The programme staff attended training programmes organized by various reputed institutions to update their knowledge.
- ❖ Majority of the JSS's are located in rented buildings and the monthly rent ranges between Rs. 3000 – 4000 to Rs. 25000/-
- ❖ Majority of the JSS's reported the annual budget is low.
- ❖ Most of the JSS's felt that delay in the release of grant from Ministry of Human Resource Development, Govt. of India. With regard to other sources of fund a nominal fee Rs. 25-50 per month is collected from the

- trainees excluding neo-literates for all courses as per the guidelines of the scheme.
- ❖ In majority of the JSS's tools and equipment are inadequate and also not in good condition and it requires frequent repairs.
 - ❖ Resource persons honorarium is low.
 - ❖ All the JSS's adopted 15 – 25 Continuing education centers and also organized Life Enrichment Education.
 - ❖ All the JSS's are following the Directorate of Adult Education syllabus (Courses No. 36). Besides some other courses based on the local needs and relevance are also being organized.
 - ❖ Committees such as purchase committee, vigilance, grievance committee were not much effective in all the JSS's
 - ❖ Monitoring of the training courses is moderate because of inadequate staff. All the JSS's have collaborated/ linkages with locally identified suitable agencies.
 - ❖ The follow up activities by the JSS's is weak.
 - ❖ Majority of the resource persons are from weaker sections of Scheduled Castes, Scheduled tribes and other backward classes but only two are from scheduled tribes.
 - ❖ Educational qualifications of Resource persons ranges between secondary education to graduation. In technical education half of them have certificates in their subject of specialization. Slightly more than 40% are diploma holders and a few of them are ex-trainees of JSS's. Majority of the resource persons have experience in this profession between 2-3 and above 6 years.
 - ❖ Half of the resource persons receive a monthly salary between Rs. 3000-4000. The rest of them are found between Rs. 4000-5000 to 6000 and above but only a small number of them receive Rs. 6000 and above. Majority of them are dissatisfied with their monthly salaries.

Recommendations

- There is large disparity between the women and men trainees, the latter number is very less. Hence more efforts may be made on the enrolment of men for training.
- The condition of tools and equipment for training courses are inadequate. Hence there is need for providing adequate tools and equipment.
- Adequate teaching learning material may be provided to the trainees.
- Five JSS's in the sample are headed by in-charge directors. Necessary action may be taken to appoint full time regular directors.
- Increase the salaries of the programme staff in order to stop the migration of experienced staff. Further since staff is feeling insecure about their tenure, they may be regularized.
- Overwhelming majority of the Resource persons are not satisfied with the honorarium. There is definite need to increase in the amount of honorarium to attract well qualified and experienced candidates as Resource persons.
- Programme staff may be increased in number.
- There is need to create data base of ex-trainees to be effective in follow – up activities.
- Budget may be enhanced and released in time.

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