



Alternate vocational development programme: A study of Jan Shikshan Sansthan (JSS) PRAYAS, Jahangirpuri, Delhi

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Abstract

The provisions available for vocational training through formal structure has been found to be restrictive in terms of eligibility qualifications, timing of the courses and expenditure involved. There are number of people who feel strong need to acquire such skills and training that could help change their income and social role in society. Jan Shikshan Sansthan i.e. JSS offers an opportunity to the prospective learners skip the formal rigours and offer a multitude of training opportunities to both literate and illiterate population. These courses are designed to suit the specific need of the skill seekers. In area of Adult, Continuing Education and Extension, which is popularly termed as non-formal approach to education and training, Jan Shikshan Sansthan located at district administrative units, offer vocational courses with nominal fee. They also provide barrier-free environment for beneficiaries and courses offer according to market need. This paper attempts to understand the structural and functional components of such efforts through a study of Jan Shikshan Sansthan Jahangirpuri, Delhi.

Keywords: Jan Shikshan Sansthan, PRAYAS, development, programme, vocational

Introduction

Education of adults relates to training in functional skills relevant to their respective economic activities. In reference to 'Literacy' as tool for vocational development, literacy has traditionally been described as the ability to read and write. The United Nation Educational Scientific and Cultural Organization (UNESCO) define literacy as the 'ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contents. Literacy involves a continuum of learning in enabling individuals to achieve their goals to develop their knowledge and potential and to participate fully in their community and wider society. The term 'functional literacy' stands for the ability to read, write and calculate so that a person may engage in all those activities in which literacy is required for effective functioning in his/her group and community and also enabling him/her to continue to use reading, writing and calculation for his/her own and the community development (UNESCO).

Actually in India literacy work took the shape of a mass movement in 1937 after installation of Congress Ministry in the provinces. Many efforts to eradicate illiteracy from our country was made, but literate India I still an illusion. The National Literacy Mission (NLM) was set-up in 1988 with the objectives of making 80 million person in the age group of 15-35 years literacy by the year 1995, but subsequently changes were made in the target which now stands 100 million people in the same age groups to be made literate by the year 1999 and full literacy is projected to achieve by 2005. After recommendations of the Kothari Commission were considered by the Government of India and the resolution on National Policy an Education was issued in 1968. The National Adult Education Programme for eradication of illiteracy was discussed at the first meeting of

the National Board of Adult Education established in 1977 on the recommendation of the Kothari Commission. This programme was inaugurated on October 2nd, 1978. National Adult Education Programme (NAEP) contains three dimensions as Literacy, Functional Literacy and Awareness. Others popular programme in area of adult education are as social education 1960, Community Development Programme (CDP) in 1952, Formers Functional Literacy Programme (FFLP) 1967-68, Shramik Vidyapeeth in 1967 (now rename as Jan Shikshan Sansthan). Total Literacy campaign (TLC) in 1990 etc.

Vocational development in the need of hour and illiteracy as a mass phenomenon blocks economic and social progress, affects economic productivity. In realization of the nation's aspiration concern involves changes in the knowledge, skills, interests and values of the people, as a whole. In developmental term literacy is a means to promote other aspects of development including economic growth, political consciousness, social equality, better quality of life and 'more human' existence. Paulo Freire points out that literacy helps learners towards better understanding of themselves and their surroundings and provides them with the requisite skills and abilities to act in order to improve their socio-economic & political situation. Definitely literacy support access to knowledge, skill and changes in the attitudes and perspective. So we can easily say that literacy works as tool for vocational skill development. The ability to read and write obviously provides a means of linking the individual with the larger society, helping the individual to participate more effectively in the development process. In special reference to 21st century indicator of development is economic growth. It may possible with increase Gross Development Product (GDP) through skill enhancement. In India larger population live

with low level education or drop-out or illiterate. How these types of population can contribute in production.

Vocational development is need of hour

We can simply define the term skill means “ability that has been acquired by training / experiences”. The population which is live in slum, rural areas, industrial areas etc. how they get skill with nominal fee it may challenge before government. It is the imperative for our country to effectively empower the youth with requisite skills and knowledge which is the key towards putting India on the growth trajectory. Currently, India is in the best time of history having more than 50 percent of its population below the age of 25. By 2020, the average age will be 29, resulting in about 47 million surplus working population. This is a historic number. There is an ardent need to channelize youth by focusing on skill development and entrepreneurship. A World Bank Report says that working age population will continue to grow at least until 2040 in India and that can propel the country from a 'developing nation' to a 'developed nation.' The flagship programme 'Make in India' will facilitate investment foster innovation, protect intellectual property and is expected to boost manufacturing activity across diverse sectors with the capacity to create 100 million new jobs by 2022. How demographic dividend (age group 15 – 64 years) can contribute in production its challenge before nation. In out of 12 millions people that enter the workforce every year, only two percent formal training. The Jan Shikshan Sansthan (JSS) provide vocational training for drop-out youth and adults especially for neo-literate and girls with nominal fee. But the emergence of new Ministry of Skill Development and Entrepreneurship, the skill enhancement evolving rapidly. National Skill Development Corporation (NSDC) also vital role play for skill enhancement nationwide. All training providers now have to adhere to National Occupational Standards (NOS) for skill certification. National Skill Qualification Framework (NSQF) for India integrates and provide linkage between vocational education and general education. In area of Adult, Continuing Education and Extension, Jan Shikshan Sansthan (JSS) works as vocational training institute in all over India. All most 250 and above centers work in different states of India. Jan Shikshan Sansthan (JSS) provide more than 350 short term courses in different trades.

Special features of Jan Shikshan Sansthan (JSS) Jahangirpuri, PRAYAS, Delhi

- Open admission through out of year.
- Flexibility in age, education and eligibility criteria.
- Normal Fee.
- 20 students in each batch.
- Course offer for Slums youth, adolescent and PRAYAS home children's.
- Special focus on minority youth.
- Infrastructure (have own confined campus)
- Well qualified Instructor / Trainer.
- Two Branch Offices in Mahendra Park Jahangirpuri, Delhi and Rohini, Bawana Road, Delhi.
- Sanitation and drinking water.
- Labs facility.
- Helps to set up own business.

- Counseling facility.
- Focus on 15 years and above beneficiaries.
- Course offer from 1 month to 6 months and one year duration.

Jan Shikshan Sansthan (JSS), Jahangirpuri PRAYAS, Delhi conduct all classes in PRAYAS Children home campus it very near to Jahangirpuri slum Area. Non-formal technique of instruction giving greater importance to practical instruction than to theoretical interaction. Jan Shikshan Sansthan (JSS), Jahangirpuri PRAYAS Delhi helps to improve occupational skills and technical knowledge of the neo-literate and trainers to contribute to raise their efficiency. The methodology includes theory, practical and field-work experiences. They also provide follow-up services to the beneficiaries. Priority is to be given to Adults, Neo-literates, Semi-literates, Drop-outs, Other Backward Classes (OBC), Schedule Caste (SC), Schedule Tribe (STs), Minority, Women, Slum working children etc. Most of beneficiaries belongs from Below Poverty Line (BPL) or low income groups.

Objective of the Study

1. To identify the status of Jan Shikshan Sansthan (JSS) beneficiaries.
2. To examine the problems and benefits of offer courses.
3. To identify the need of Jan Shikshan Sansthan.
4. To examine the organizational set-up of Jan Shikshan Sansthan (JSS) PRAYAS, Jahangirpuri, Delhi.

Jan Shikshan Sansthan

In context of growing urbanization in the coming decades, Ministry of Education and Culture, Government of India had started a scheme of Shramik Vidyapeeth (SVPs) - a programme of adult education for workers in urban and industrial areas. In the context of the country overall development, this programme was conceive as responding to the educational and vocational training needs of numerous groups of adults and young people. Workers are mostly belongs from un-organised, urban informal sector and people who had been migrated from rural to urban areas were expected to derive substantial benefits from such a scheme. The first Shramik Vidyapeeth was establish in Mumbai (Worli) in the year 1967. After completion of twenty five years Shramik Vidyapeeth was evaluated by the TATA Institute of Social Sciences (TISS), Mumbai in 1993. TISS submitted its final report at the end of 1993. They reported that skill-oriented programmes of the Shramik Vidyapeeth are largely directed towards enabling the beneficiaries to be engaged in self-employment and potential to equip individuals with the skills required to be gainfully employed etc. Jan Shikshan Sansthan conducting skill up- gradation in the areas of programmes of non-formal, adult continuing education. Main objective of Jan Shikshan Sansthan is to provide occupational skill and technical knowledge duration may one month or one year. Functions of Jan Shikshan Sansthan include identify target groups, areas, training programmes for key resource persons etc. Target groups of Jan Shikshan Sansthan is to socio-economic backward and educationally disadvantage groups of urban / rural population etc. More than 250 Jan Shikshan Sansthan working in all over India have professional staff, co-ordinator, programme officer and others required staff,.

Sampling

A sample of 50 beneficiaries of different vocational courses were randomly selected for study. The sample basis on beneficiaries who attending the ongoing courses conducted by Jan Shikshan Sansthan (JSS), PRAYAS, Jahangirpuri, Delhi. An interview schedule and observation method used for this study. The interview schedule was designed to elicit

information on various items such as personal characteristic of beneficiaries, academic aspects, familiar background. Future plan, impact of courses etc.

Data were collected from 50 beneficiaries of Jan Shikshan Sansthan (JSS), Jahangirpuri, PRAYAS, Delhi with the help of interview schedule.

Table 1: Caste

General	OBC	SC	ST	Minority	Total
10 (20%)	12 (24%)	18 (36%)	03 (6%)	07 (14%)	50 (100%)

The beneficiaries are divided in to five groups based on caste and community namely General (Gn), Other Backward Classes (OBCs), Schedule Caste(SC), Schedule Tribes (STs), Minority Majority of the respondent beneficiaries 36% belonged to Schedule Caste followed by Other Backward Classes (OBC) 24%, General (20%), Minority (14%) and Schedule Tribe (6%).

Table 2: Sex

Male	Female	Others	Total
28 (56%)	22 (44%)	00 (0%)	50 (100%)

In order to improve socio-economic condition of women, priority was given for women/girls in various development programmes, including Jan Shikshan Sansthan. The study

shows that majority 56% of the respondent beneficiaries were male and the women constituted 44% of the sample. Not find any transgender/others in Jan Shikshan Sansthan (JSS) PRAYAS Jahangirpuri, Delhi.

Table 3: Age

15-25 Years	26-35 years	36 +	Total
38 (76%)	12 (24%)	00 (0%)	50 (100%)

The data shows that none of beneficiaries was below 15 years of age because Jan Shikshan Sansthan (JSS) offer Courses only for 15 and above age group. Most of also beneficiaries belong from productive age group 15-35 years. These 76% were in age group 15-25 and 24% in age group 26-35 year, none was above 36+.

Table 4: Education Level

Illiterate	Neo-literate	1-5	6-10	12th	Degree	P.G	Total
6 (12%)	13 (26%)	2 (4%)	16 (32%)	8 (16%)	3 (6%)	2 (4%)	50 (100%)

Jan Shikshan Sansthan (JSS) Jahangirpuri, PRAYAS, Delhi envisages preferential treatment for neo-literates but majority of beneficiaries 10th passed. Some of student pursued under-graduates only 4% beneficiaries was P.G. and 6% was U.G. in out of 100%.

participation in various educational programmes. The data shows most of respondents (70%) were unmarried and married beneficiaries specially women constituted only 30%.

Table 5: Marital Status

Married	Unmarried	Total
15 (30%)	35 (70%)	50 (100%)

The married and unmarried are more likely to participate in Jan Shikshan Sansthan (JSS) vocational programmes. Marital status has much influence on participation or non-

Table 6: Location

Urban	Rural	Slum	Total
15 (30%)	05 (10%)	30 (60%)	50 (100%)

Majority of the respondents are from Jahangirpuri Slum area (60%), Urban constituted only 30% and remaining Delhi Rural Area 10% only. Most of beneficiaries find Jahangirpuri Slum Area they well aware about PRAYAS and Jan Shikshan Sansthan Courses.

Table 7: Income

2000-4000	4001-7000	7000-10000	10001-15000	15000 & above	Total
2 (4%)	12 (24%)	14 (28%)	22 (44%)	10 (20%)	50 (100%)

Based on monthly income the beneficiaries were divided into five groups. As per data 44% have monthly income of Rs. 10001-15000. The 28% of respondent have monthly income find between 7001-10000. While only 4% respondent family income was between 2000-4000 belongs from daily wages worker. Most of familiar occupation find worker on daily wages engaged in unorganised sectors.

unit and remaining said to get a job (part time or full time) in National Capital Region (NCR) or anywhere.

Reasons for Joining the Courses

More than 40% of the beneficiaries have stated that the main motivating factor for joining the course was to set-up a own

Further career guidance and help to start business services also provided by Jan Shikshan Sansthan Jahangirpuri, PRAYAS, Delhi. Most of electrical trade beneficiaries specially who belongs from Jahangirpuri Slum area said that created to set-up a self employment unit near the Jahangirpuri, Delhi area. Beauty culture beneficiaries show interest to start work with established beauty parlors or renewed service providers. In plumbing courses found that 40% beneficiaries from PRAYAS Children home they

devoted to learn and future plan to join industry. Many ex-beneficiaries of tailoring and cutting, electrical, beauticians etc. courses have said that majority of their co-participant are using the skill acquired in Jan Shikshan Sansthan, Jahangirpuri, PRAYAS, Delhi. After completion of vocational training some of them set-up their own units (including neo-literates) and some are working as assistance in other shops or industries. The students of plumbing interested to work with establish shop or service provider agencies.

The organisational structure of Jan Shikshan Sansthan (JSS), Jahangirpuri, PRAYAS, Delhi are as:-

Table 8

Director	01
Programme Officer	01
Assistant Programme Officer	02
Programme Assistant	03
Accountant	01
Driver	01
Security Guard	01
Peon	01
Sweeper	01
Total	12

Above all have devoted to Jan Shikshan Sansthan (JSS) with trainer and students. But Jan Shikshan Sansthan (JSS) Director stated that vocational training institution faces co-ordination problems with National skill Development Corporation (NSDC) and National Skill Qualification Framework (NSQF). National Skill Qualification Framework have different Parameter and Jan Shikshan Sansthan (JSS) have follow different parameter to offer vocational courses. In PRAYAS also provide other vocational courses as typing, computer courses with the help of National Institute of Open School (NIOS).

The respondent interviewed were Tailoring and Cutting, Electrical, Plumbing, Beauty Culture, Dress Making & Designing.

Table 9

Sl. No.	Name of Courses	Respondents	Percentages
1.	Electrical Works	10	20%
2.	Plumbing	10	20%
3.	Beauty Culture	10	20%
4.	Tailoring & Cutting	10	20%
5.	Dress Making	10	20%
	Total	50	100%

Identify Problems Faces by Beneficiaries of Jan Shikshan Sansthan, PRAYAS, Jahangirpuri, Delhi.

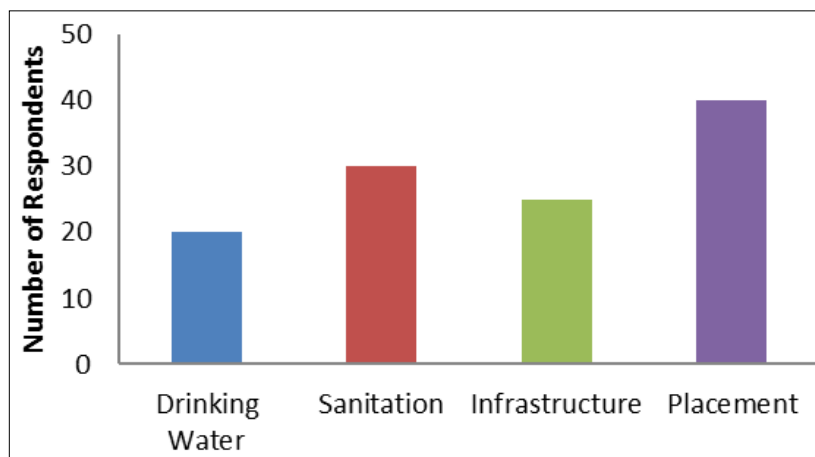


Fig 1

Most of beneficiaries stated that they faces placement and sanitation problems. They not satisfied with sanitation in toilet. They not satisfied with sanitation arrangements. Some beneficiaries felt that the schedule & Tribe is convenient but infrastructural facility is inadequate. Drinking water problems faced 20 (40%) beneficiaries. after completion of courses faced problems of placement session. They stated that placement should be given priority by Jan Shikshan Sansthan, Jahangirpuri, PRAYAS, Delhi.

Conclusions

The Jan Shikshan Sansthan, Jahangirpuri PRAYAS, Delhi able to fulfill objectives of the scheme. The quality and content of various vocational & skill development programme tried to maintain and modify according to need. Jan Shikshan Sansthan, Jahangirpuri, PRAYAS, Delhi have been found to be need-based and relevant, flexible in nature.

In context of prevailing socio-economic conditions. The Jan Shikshan Sansthan (JSS), Jahangirpuri, PRAYAS, focus on deprived section of society including minority.

Almost all the courses completed within stipulated period. Drop-out rate is must less except in case of leaving the area of another place or other circumstances. All trainers devoted to solve academic and technical problems among students. Women beneficiaries express their interest, desire and future plan achievement without any hesitation it is possible to join Jan Shikshan Sansthan Centre.

Suggestions

1. Scientific technique should be used in vocational training process.
2. Infrastructure development should be used for the purpose.
3. Jan Shikshan Sansthan should balance between the

- theory, practical and field work.
4. Jan Shikshan Sansthan should arrange extra coaching for slow learner and regularly receive feedback.
 5. Jan Shikshan Sansthan (JSS), Jahangirpuri, PRAYAS, Delhi should set-up highly advance library and subscribe newspaper and intimate to all beneficiaries regarding local, state or nation-wise advertised vacancies.
 6. They should identify other need based vocational courses and also certified skilled person who already engaged in work.
 7. Jan Shikshan Sansthan (JSS), Jahangirpuri, PRAYAS, Delhi should offer different short-term courses among Jahangirpuri, Slums women and adolescent duration from one week to one months.
 8. Jan Shikshan Sansthan (JSS) should collaborate programme with industrial trade experts and professionals for special lecture, internship or placement.
 9. The Technical person from the government departments should visit regularly in Jan Shikshan Sansthan Centre and organize refresher courses for trainer.
 10. Jan Shikshan Sansthan (JSS) Centre should organize extension aActivities in nearer places and awareness programme regarding tobacco injury, female feticide, drug de-addiction, etc.

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