

Jana Shikshan Nilayam

(a scheme)



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NIEPA - DC



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Ministry of Human Resource Development

Department of Education

New Delhi

March 1988

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THE SCHEME OF JANA SHIKSHAN NILAYAM

INTRODUCTION

1. The experience in the field of Adult Education in India, as those of several other countries, shows that in the absence of a learning environment and effective programmes of post-literacy and continuing education the efforts made in literacy programmes yield extremely limited results. Therefore in 1982-83 the Government started funding a post-literacy and continuing education programme and specified the duration of the basic literacy, post-literacy and follow-up programmes as 350, 150 and 100 hours over a period of 3 years. Later, based on monitoring and feedback from the implementing agencies, a new time-frame of 8 months of basic-literacy plus 4 months of post-literacy and 1 year of follow-up was adopted in 1985 which reduced the total period of 3 years to 2 years, keeping intact the total duration of 600 hours.

2. In the course of the nationwide debate on the New Education Policy it became clear that the past efforts to institutionalise post-literacy and continuing education were inadequate and there was an urgent need to create permanent structures and facilities for this purpose. National Policy on Education (NPE) and Programme of Action (POA) have given considerable attention to the need for creation of satisfactory arrangements for post-literacy and continuing education. The relevant excerpts from these documents are given in Annexure-I.

3. With a view to giving special emphasis on provision of functional literacy in 15-35 age group, and also to ensure that recent technological and pedagogical advances are brought to bear on adult education programmes, the Government decided in 1986 to start National Literacy Mission (NLM). NLM provides the framework of adult education and functional literacy programmes in the country. Like NPE and POA, NLM stresses the importance of post-literacy and continuing education. The relevant portions in NLM are given in Annexure-II.

THE CONCEPTUAL FRAMEWORK

4. As provided in the National Literacy Mission document, the Government decided in Feb'88 to establish Jana Shikshan Nilayams (JSNs) all over the country in a phased manner. The intention behind establishing them is to institutionalise post-literacy and continuing education. While doing so, an effort has been made to utilise the experiences of several similar attempts made in the past by the various Departments of Central and State Governments, non-government agencies and people themselves.

In this context, it may be stated that JSN includes programmes which were being organised as part of farmers' training programmes, rural radio forum and charcha mandals, youth clubs, mahila mandals, mobile and village library system, rural reading rooms, etc. It may also be stated that new vistas of communication have been opened up for human development on account of the recent advancement in communication technologies which insist on learning through literacy supplemented by a variety of other modes.

It is important to note that determined efforts are being made to steer the development process towards extending it to weaker sections of the society. It is, therefore, essential that access to development information becomes an integral part of the development as well as adult education strategy.

5. The basic objective in the planning of post-literacy and continuing education programmes is to ensure retention of literacy skills, provision of facilities to enable the learners to continue their learning beyond elementary literacy, and to create scope for application of their learning for improvement of their living conditions.

6. Another important aspect of JSNs is to establish linkage between the JSN and
- elementary education, so that the dropouts and passouts of the latter would benefit from it;
 - non-formal education, so that the passouts of NFE also receive post-literacy and continuing education facilities and the Prerak who is incharge of the JSN is integrally associated with the supervision of NFE centres; and
 - functional literacy centre itself, so that its passouts continue applications of their literacy skills and knowledge with the help of JSN and the Prerak takes over the supervision of the centres.

7. For purposes of clarity, the main objectives of the scheme of establishment of JSNs are as follows:

- (i) Provision of facilities for retention, continuing education and application of functional literacy,
- (ii) Dissemination of information on development programmes, widening and improving participation of traditionally deprived sections of society,
- (iii) Creation of awareness about national concerns such as national integration, conservation and improvement of the environment, women's equality, observance of small family norms, etc. and sharing of common problems of the community,
- (iv) Improvement of economic condition and general well being as well as improvement of productivity,
- (v) Recreation and healthy living.

FUNCTIONS

8. The following are the functions of a JSN:

- (i) An Evening Class — for upgradation of literacy and numeracy skills to be organised for 3-4 hours once a week. The learners would have the option to come for an hour or so at the time of their convenience on that day.
- (ii) A Library — for which books would be purchased from the non-recurring and recurring provisions; copies of old journals will be maintained and useful booklets relating to development programmes will be published by concerned agencies.
- (iii) A Reading Room — with wallpapers, and newspapers appropriate for adult learners, informative and entertaining journals, developmental literature etc.
- (iv) A Charcha Mandal (Discussion group) — for discussion on common problems.
- (v) Training programmes — simple and of short duration, relating to such subjects as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved chulha, etc. JSN may also help the local youth to benefit from various vocational training programmes.
- (vi) Sports and adventurous activities — the stress being on indigenous sports, walking excursions, cycling trips in groups, etc. if savings are available, visit by bus to development projects, could also be arranged.

- (vii) Recreational and cultural activities — particularly traditional and folk forms of art, rural theatre, puppetry, etc.
- (viii) An Information Window — for securing information on various developmental programmes; information and material suitable for neo-literates has to be procured from the concerned development agencies.
- (ix) A Communication Centre — where community radio, audio cassette player-cum- recorder may be provided. To begin with, TV and VCR may also be provided in the JSNs of 40 Technology Demonstration Districts (TDDs).

BENEFICIARIES

9. The JSN will serve the following categories of persons :

- (i) The neo-literates who complete the functional literacy course;
- (ii) Those who become literate through the mass programme for functional literacy;
- (iii) School dropouts;
- (iv) Passouts of primary schools;
- (v) Passouts of Nonformal Education Programme; and
- (vi) All the other members of the community so far as group activities and cultural programmes are concerned.

The above beneficiaries' categories have been spelt out to ensure that focus of JSN activities remains on them. However, the JSN would be open to all persons of the villages concerned for their continuing education.

STRUCTURE AND ADMINISTRATION

10. The structure of JSNs is visualised as given below:

- (i) The JSNs will be established as permanent continuing education centres in all the project areas in a phased manner. They may be started at any time after the commencement of the project activity in a particular area. In certain cases, they could also be taken up independent of a project.
- (ii) A JSN will serve a population of about 5,000 persons spread over a cluster of 4-5 contiguous villages. In thickly populated areas, the population covered may be more than 5000. In sparsely populated areas such as hill tracks, tribal and desert areas, the population covered could be less than 5,000.
- (iii) A JSN will be established on a priority basis in a village where people come forward to support it by providing a suitable accommodation and other local resources. However, the interest of weaker sections of the society shall be specially kept in view.

A JSN will be initially housed in a school building, panchayat ghar, or any other public building. In course of time, the villagers would be encouraged to put up an inexpensive hall accomodating about 50 persons. They would do it on their own or through National Rural Employment Programme (NREP) or other rural works programmes.

- (iv) The agency organising the functional literacy programmes would also operate JSNs. In the case of a government project, the DAEO, PO and APOs will be overseeing the administration of JSNs in their area.

- (v) If the area of operation of basic literacy and post-literacy programmes is shifted in due course, the DAEO and one of the APOs from the Project to be designated as APO (JSN) would continue to look after the JSNs. The APO (JSN) would be accommodated in one of the JSNs which would be centrally located.
- (vi) It is likely that in due course of time, under the area approach, an area will be substantially freed from illiteracy and the existing project will be wound up leaving only the JSNs. In such a contingency, the DAEO who is presently in charge of the adult education programme in a district will continue to oversee the smooth running of JSNs with the assistance of the APO (JSN).
- (vii) If a project is run by a voluntary agency or any other agency, the JSNs in that area will be looked after by the agency concerned. If a project run by it is shifted from that area, the agency would continue to look after the JSNs started by it and would report to the DAEO concerned.

PRERAK - SELECTION, ROLE AND RESPONSIBILITIES

A. Concept

11. The following points should be kept in view with regard to the selection and functions of a Prerak :

The person in charge of running a JSN will be called Prerak. (This word is intended to connote the idea of a person who acts as a motivator or who inspires others.) The Prerak is envisaged as a volunteer who has time and inclination to serve the community with a spirit of service. He/she would be paid an honorarium of Rs. 200/-p.m., not a remuneration for the service rendered but a symbolic honorarium.

B. Selection

- (i) The Prerak will be selected invariably from the local area. The person to be so selected should:
 - (a) have given evidence of interest in serving the community, particularly women and economically deprived sections of the society;
 - (b) have leadership quality and ability to take voluntary help of the local youth;
 - (c) have sufficient freetime, atleast 3-4 hours every evening;

- (d) have atleast Matriculate qualification, (to be reduced to VIII class level in respect of specially gifted person, women and persons belonging to SC/ST).
- (ii) An unqualified priority in the selection of Prerak should be given to women. The process of selection should take into account that women are not always able to communicate with confidence when men are involved in selection procedures. However, in view of the fact that a predominant percentage of the beneficiaries would be women, the need for according priority to women cannot be overstated.
- (iii) Yet another aspect that should be kept in view is the background of the candidate. Other things being equal, a person who has given evidence of being a successful AE/NEF Instructor should be preferred.
- (iv) Selection of Prerak should be made by involvement of the local community. Where Village Education Committees have been set-up, they may be consulted in the selection of Preraks. In other situations, village youth and women should be appointed as Preraks.
- (v) The responsibility for proper selection of Preraks, in the manner indicated above, will rest with the Project Officer.

C. Functions

The functions of a Prerak should not be viewed narrowly. He/she should be viewed as a leader of a team of Adult Education/Non-formal Education Instructors and a person responsible for organisation of diverse kinds of post-literacy and continuing education activities in the overall context of life-long learning. Such a profile may often lead him/her to play a mobilising role in the community, enabling local community to reflect on the social, cultural, economic and environmental situation, encouraging them to work together for their betterment and assisting them to establish rapport with persons and agencies who can assist in this respect. Within this overall perspective, the specific functions of a Prerak would include:

- (i) to run activities of a JSN referred to at para 8, himself/herself with the help of volunteers;
- (ii) to organise post-literacy and continuing education programmes in the villages other than the ones in which JSN is situated (and which are under his supervisory responsibility), inter-alia, by
 - taking newspapers, journals and books at the time of his visit to those villages,
 - organising inter-village sports and cultural competitions,
 - inviting interested persons for interaction with development functionaries etc.,
 - encouraging local youth/women to take responsibility as honorary JSN extension workers.

(iii) to supervise adult education centres and/or non-formal education centres. It is expected that the Prerak will run the JSN activities for 3 days and do supervisory work on the other 3 days in a week. Necessary provision for this has been made in the scheme of Rural Functional Literacy Projects and presumably also in State Adult Education projects.

An attempt will be made to motivate a local volunteer to open the library and the reading room and facilitate other activities on the days when he/she cannot be present in the JSN.

RESOURCE SUPPORT

12. Resource support will consist of various activities as detailed below.

A. Resource Contents

Special measures will have to be taken to provide resource support to JSNs, which would comprise:

- training of Preraks and volunteers;
- multi-media packages for short duration training courses;
- production of material related to developmental programmes, including health and family welfare;
- publication of books suitable for JSN libraries;
- publication of journals, newspapers, wall papers etc.;
- production of video cassettes, audio cassettes and other visual materials;
- research and evaluation relating to post—literacy and continuing education in general and the working of JSNs in particular.

B. Training

Preraks will be given an initial training of about 3 weeks. In the subsequent years they will receive a training of 10-11 days each year. Necessary provision for this has been made in the scheme of Rural Functional Literacy Projects and presumably also in State Adult Education Projects. Savings on training cost provided in the project will be used for 3-4 days training of volunteers.

The responsibility for coordination of training of Preraks will rest with the State Resource Centres. They will organise the training through District Resource Units, resource persons in districts or through project staff.

Training of volunteer workers would be the responsibility of the Project Officer .

Appropriate audio visual materials would be got prepared by the Directorate of Adult Education, New Delhi and State Resource Centres for training of Preraks and volunteers.

C. Linkages with Development Departments

Appropriate agencies responsible for training in skill development, orientation for health and family welfare, farmers' training, etc. will be involved in preparation of training modules for short duration training programmes.

Organisation of short duration training programmes would be a component in the initial training of Preraks, but it would become an important component in their subsequent trainings. In the organisation of these training programmes also, the functionaries of the concerned department would be fully involved.

D. Materials Developments

Publication of books for JSN libraries is a gigantic task. Government, semi-government agencies, voluntary agencies, private publishers, etc. will be involved in publication of books on a large scale.

While the Directorate of Adult Education, New Delhi will have the nodal responsibility at the national level, such responsibility at the state level would be shouldered by the State Resource Centres.

The NBT will undertake publication of a large number of books in practically all languages listed in the Constitution on issues of national concern and those referred to in NPE.

All development departments and agencies, organising programmes for economically and socially disadvantaged sections of the society would bring out their materials, including forms, in the language and print appropriate for neo-literates.

State Resource Centres, voluntary agencies and private publishers would be encouraged to publish magazines, journals, newsletters, wall papers and other printed materials for use in JSNs. Appropriate audio–visual materials will also be brought out by the Directorate of Adult Education, New Delhi, State Resource Centres and other appropriate agencies.

While efforts will be made to greatly increase production of useful and interesting books for post—literacy and continuing education programmes, State Governments may devise appropriate procedure for purchase of books, periodicals, etc. for JSNs

E. Research

The Directorate of Adult Education, New Delhi and State Resource Centres will also take measures to promote research and evaluation in respect of post—literacy and continuing education programmes. Some of the areas which may receive special attention in this behalf would be:

- (i) summative evaluation of JSN programmes in blocks and districts;
- (ii) evaluation of the quality of available materials for libraries and reading rooms;
- (iii) preparation of bibliographies for JSNs;
- (iv) comprehensive research regarding retention of literacy and its application;
- (v) reading interest of neo-literates; and
- (vi) impact studies.

SUPERVISION

13. (i) The Project Staff, i.e., District Adult Education Officer, Project Officer and Assistant Project Officers will supervise the functioning of the JSNs and the centres of Adult Education Non-Formal Education in their area. They would take a comprehensive view of the supervision and provide necessary guidance on time and frequently. A suitable record of such guidance should be made in a register meant for the purpose.
- (ii) After the closing of a project in an area DAEO and APO (JSN) will continue to supervise the JSNs in their areas.
- (iii) The voluntary agencies and other agencies will supervise the JSNs run by them. However, DAEO, and PO and APOs will visit them periodically and provide suitable guidance for improvement, if need be.

MONITORING

14. There is a need for regular monitoring of JSNs. This will involve:

- (i) a quarterly report on the activities and broad indication regarding participation by beneficiaries;
- (ii) activities of a Prerak as a supervisor and continuing education worker;
- (iii) problems faced by the JSN.

It needs to be emphasised that the monitoring will not stress the quantitative aspect. Preraks will be informed about the importance of accurate reporting during their training and supervision of the JSNs and that the project staff will try to fully understand if there are deficiencies in Prerak's achievement.

FINANCIAL PATTERN

15. The following is the financial pattern for a JSN:

NON-RECURRING

(i) Equipment (almirah, petromax, ground-table for putting newspapers, roller boards, etc.)	Rs. 2000.00
(ii) Books	Rs. 2300.00
(iii) Maps, charts, pictures	Rs. 1000.00
(iv) Sports items and recreational materials	Rs. 1000.00
(v) Bicycle	Rs. 700.00
TOTAL	Rs. 7000.00

RECURRING

(i) Honorarium of Prerak	Rs. 2400.00
(ii) Kerosene	Rs. 500.00
(iii) Purchase of newspapers and periodicals (this includes purchase of four newspapers and a few periodicals which will be placed in the villages other than the ones where the JSN is located)	Rs. 1800.00

(iv) Purchase of books	Rs. 1500.00
(v) Replacement of materials related to sports, recreation and others	Rs. 500.00
(vi) Contingencies	<u>Rs. 300.00</u>
TOTAL	<u>Rs. 7000.00</u>

ANNEXURE-I

RELEVANT EXCERPTS FROM NATIONAL POLICY ON EDUCATION-1986 AND PROGRAMME OF ACTION ON POST-LITERACY AND CONTINUING EDUCATION.

NATIONAL POLICY ON EDUCATION-1986

4.10 Our ancient scriptures define education as that which liberates i.e. provides the instruments for liberation from ignorance and oppression. In the modern world, It would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.

4.11 The critical development issue today is the continuous upgradation of skills so as to produce manpower resource of the kind and the number required by the society. Since participation by beneficiaries in the developmental programmes is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norms, promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened.

4.12 The whole nation must pledge itself to the eradication of illiteracy particularly in the 15-35 age group. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers, etc. Concerted efforts will be made to harness various research agencies to improve the

pedagogical aspects of adult literacy. The mass literacy programme would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility to change it.

4.13 A vast programme of adult and continuing education will be implemented through various ways and channels, including :

- (a) establishment of centres in rural areas for continuing education;
- (b) workers' education through the employers, trade unions and concerned agencies of government;
- (c) post-secondary education institutions;
- (d) wider promotion of books, libraries and reading rooms;
- (e) use of radio, TV and films, as mass and group learning media;
- (f) creation of learners' groups and organisations;
- (g) programmes of distance learning;
- (h) organizing assistance in self-learning; and
- (i) organising need and interest based vocational training programmes.

PROGRAMME OF ACTION

33. Continuing education

Scope for continuing their education is important for all learners. The strength of the PNFE will depend to a considerable extent on our being able to link the initial programmes of NEF with effective programmes of continuing education. This has several implications for PNFE. (a) Arrangements will be made for testing of children in NFE stream and specific instructions issued to facilitate lateral entry into the formal system for students of non-formal education stream. (b) Non-formal education centres would insist on children completing education at least upto V class level, and arrangements of non-formal education upto class VIII would be provided wherever necessary. Effort would also be made to link non-formal courses with the Open Schools. (c) Scholarships to the needy children, particularly working children, will be provided to enable them to continue education in the formal system. (d) NFE programme would also be linked with the schemes of public libraries, Jana Shikshan Nilayams, etc. (e) Vocational and technical courses of a wide variety would be provided for children and youth who come out of the non-formal stream.

10. Continuing education is an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Continuing education includes post-literacy for neo-literates and school drop-outs — for retention of literacy skills, continuation of learning beyond elementary literacy, and application of this learning for improving their living conditions. But continuing education goes beyond post-literacy and its instrumentalities include the following:

- (1) Establishment of Jana Shikshan Nilayam (JSN) for clusters of villages, the total population of which may be about 5000. JSNs to be integrated with the programmes of adult education and non-formal education, will be housed in the school building, Panchayat Ghar, etc. and provide facilities of library, reading room, Charcha Mandal, Cultural activities and may also include a community TV set.
- (2) Employers, trade unions and the concerned agencies of Government will organise systematic programmes of workers' education for improving their educational standards and upgradation of their skills with a view to improving productivity, workers' wages and their well-being.
- (3) All post-secondary education institutions including universities, colleges and polytechnics will be expected to give to extension work the same importance as they do to instruction. Extension programmes would include mass education as well as systematic courses of continuing education for the work force and the professionals. Distance learning techniques will be widely used for this purpose.
- (4) Programmes of book promotion will be taken up on the lines indicated in the Policy. Libraries and reading rooms in educational institutions will be opened to the public in the evenings and necessary additional grants provided to them for this purpose. Voluntary efforts for establishment of reading rooms and libraries will be encouraged.

- (5) As spelt out in the section of Media and Education Technology, radio, TV and films will be encouraged to subserve the objectives of education and recreation.
- (6) Non-formal programmes of vocational and technical education, based on the needs and interests of learners, will be organised on a large scale, ensuring that women participate in such programmes with men. The existing arrangements provided under schemes such as TRYSEM, Krishi Vigyan Kendras, Farmers' Training Centres, etc. would be supplemented by part-time courses organised by educational and technical institutions.

EXCERPTS FROM NATIONAL LITERACY MISSION ON POST—LITERACY AND CONTINUING EDUCATION

A phased programme of post-literacy and continuing education will be implemented. The principal instrumentality will be Jana Shikshan Nilayam (JSN). A JSN will be set up for a cluster of 4-5 villages (population about 5000).

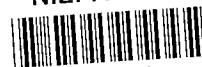
JSN's functions

- evening class for upgradation of literacy and numeracy skills
- library
- reading room with suitable newspapers and journals
- Charcha mandal for discussion on common problems
- simple and short duration training programmes relating to subjects such as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved chulha, etc.
- sports and adventure activities
- recreational and cultural activities, particularly the traditional folk forms
- a window for securing information on various developmental programmes
- a communication centre where community radio, audio cassette players, T.V. and possibly VCR may be provided

Continuing education will also be provided through the following:

- employers, trade unions and the concerned agencies of the government for the workers and other employees
- all post-secondary education institutions, including universities, colleges and polytechnics, to give extension work the same importance as they do to instruction
- book promotion programmes to be taken up on a big scale
- libraries and reading rooms in education institutions to be opened to public in the evenings
- non-formal programmes of vocational and technical education based on the needs and intrests of learners to be organized on a large scale, ensuring that women participate in such programmes with men
- mass media to supplement other programmes.

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