

# Vocational Skill Development Needs of Neoliterates - A Study



**State Resource Centre**

**Kuvempunagar, Mysore-570 023**

**VOCATIONAL SKILL DEVELOPMENT  
NEEDS OF NEO-LITERATES-  
A STUDY**

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## **FOREWORD**

Following the National Policy of Education (NPE) 1986, the central Government set up the National Literacy Mission (NLM) in 1988 to eradicate illiteracy. The most significant development that followed the establishment of NLM was launching the Total Literacy Campaigns (TLCs) throughout the country in order to promote literacy, the development of 3Rs, as well as functional literacy, the ability to apply what one has learned, to daily life. At the successful completion of the TLCs in different areas, the Post-literacy campaigns (PLCs) have been started with an aim to take the neo-literates from a dependent to a self-guided learning stage and promote development of income generation skills in the process. Attempts are being made to develop income generation skills through different vocational and technical education training programmes.

In Karnataka, the TLCs were started in 1989 and completed in all the districts by 1996. The PLCs were introduced at different stages in all the districts during the period 1990-96 and Zilla Saksharata Samithis (ZSSs) have taken up the related activities. According to the recent estimates, there are about 36 lakhs of neo-literates in the state and about 25 lakhs are expected to become neo-literates by the year 1999. In such a context there is a strong need to make the PLCs more dynamic and effective.

In order to closely understand the functioning of PLCs, a sample survey was undertaken by the State Resource Centre, Karnataka during the period 1995-97 with special reference to the vocational training programmes leading to income generation. The survey was conducted in the four districts viz., Mandya, Chikkamagalore, Dharwad and Bellary by a research team with experts from the State Resource Centre under the guidance of an NLM Consultant. Data were collected through field observations, discus-

sions, case studies and questionnaires and statistically analysed.

The findings of the study are indicative of several lacunae in the process of implementation of the PLCs with regard to the vocational training programme. Lack of motivation and readiness for participating in training programmes on the part of the neo-literates due to several social impediments, lack of commitment and cooperation on the part of the government as well as non governmental training agencies, the inherent limitations of the ZSSs from the administrative and financial points of view, and lack of vision and methodology in the pre-training preparation, training and post training stages are some of the lacunae to be mentioned. On the whole, it is observed that the so called bureaucratic implementation or non-implementation has negatively influenced the progress of PLCs. We can, however, hope that the programme will be reviewed and revitalized during the ninth plan (1998-2002), when the necessary administrative and financial support will be extended through the linkage of the scheme of Continuing Education (CE) with the present PLCs of the state.

The present report is an outcome of sincere and dedicated work by many. Sri N.S. Maruthi, Research Fellow and Sri T. Venkatesha, Research Fellow have worked hard to consolidate and finalise the findings and give shape to the report in the present form. The investigators and all the members of the staff of State Resource Centre, Mysore have helped in this endeavour in one way or the other. I hope that their hard work will fetch the due appreciation.

**Dr. M.N. LEELAVATHI**  
**DIRECTOR**

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## CHAPTER - 1

# FUNCTIONAL LITERACY AND VOCATIONAL TRAINING - AN INTRODUCTION

### 1.1 Meaning of Functional Literacy

The new Education Policy, 1986 and its follow-up document programme of Action (POA) emphasises the need of undertaking a vast programme of literacy in the country in order to raise the standards of life of the people who are deprived of education and literacy, concomitantly are marginalised and suffering from various kinds of deprivation. It further said that vocational courses would be made available to those who become neoliterates.

*'Non-formal, flexible and need-based vocational programmes will also be made available to neoliterates, youth who have completed primary education, school dropouts, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women.*

*(National Policy on Education, 1986, para 5.21)*

The National Literacy Mission Document, 1988 proposed to make 80 million neoliterate adults literate by 1995, through a literacy programme. While doing so, it identified one of the goals of functional literacy as improving economic condition of the poor and the non-literate people so that they could break the vicious cycle of poverty, illiteracy and deprivation.

Functional Literacy implies -

*acquiring skills to improve the economic status and general well being. (National Literacy Mission, 1988, Chapter 2.0)*

In continuation of its broad framework of functional literacy, the NLM proposed inclusion of vocation skills development courses in the post-literacy and continuing education programme. It specified the course as income generating programmes (IGPs).

*IGPs are those vocational and technical education programmes which help participants to acquire or upgrade vocational skills and enable them to conduct income generating activities.*

*(Scheme of Continuing Education for Neo-literates, 1996, page 15)*

## **1.2 Meaning of vocational skills**

A large section of participants of postliteracy and continuing education programme constitutes men and women belonging to very low income-bracket. They are generally labours, marginal farmers, artisans or craftsmen. The wages or income earned by them is too small to meet the daily basic needs, i.e. food, clothes, shelter, medicine etc.

In the above context vocational skills would mean those skills which

- a) help people in getting higher income in the existing vocation or occupation,
- b) Bring additional income through subsidiary or additional vocation or occupation (for example milk production),

- c) Permit change over to a new vocation for income (for example from daily wages to carpentry),
- d) Reduce expenditure and help indirect savings (for example tailoring).

### **1.3 Interdependency of Literacy and Vocational skill Development Programme.**

Many national and international studies on the nature of linkage between literacy and poverty of the type mentioned above, do indicate that they co-exist, even though may not exhibit cause and effect relationship. Globally, for example, the nine countries which UNESCO identified as accounting for 75% of the world's illiterate population - India, China, Pakistan, Bangladesh, Nigeria, Indonesia, Brazil, Egypt and Iran - are all, excepting Brazil, among the poorest countries in the world according to World Bank classification. In the National context also a similar co-existence is discernible in the case of Hindi belt which has low per capita income and high illiteracy rate. The same phenomenon could be seen in case of Karnataka as well (districts of Raichur, Bellary, Gulbarga and Bijapur). Seen from a human angle, the poor are generally nonliterate and vice-a-versa. This leads one to believe poverty reinforces illiteracy, by forcing the parents and children to work full time, earning their living by rather low level unskilled jobs and thus foregoing schooling and other forms of education.

Surveys conducted in India as a whole and interaction with the villagers in various states on reasons for dropping out from primary classes and adult literacy centres show overwhelming dominance of the need for the learner to work on a full-time basis in the field, or in

the family handicraft or handloom or in the case of girls to stay at home to care for small children and help look after the family work.

*The economic factor is the predominant cause for dropping out of school (75-80%), somewhat less important for dropping out of literacy centres (55% for men, but over 75% for women).*

*(Literacy and Poverty by Malcolms. Adisheshaiah, International Bureau of Education's Publication, page 4.)*

The correlation between poverty and non-attendance in adult literacy centres or in the primary schools is also a fact of life, as brought by various studies.

(National Adult Education programme, Report 1990-91, Madras Institute of Development studies).

Literacy leads to information, knowledge and conscientisation or awareness creation. The poor start thinking about the generative causes of deprivation, one of which being lack of education. So they move towards education and when they attain sufficient education would like to move towards removal of poverty. They organise themselves and try to establish their right to education and work and good life.

The post-literacy and continuing education programme taken up in Karnataka should exploit the tendency of neoliterates to move towards removal of poverty mentioned above, to provide sufficient literacy and vocational skills, so that people of Karnataka develop faster than before.

## **CHAPTER - 2**

# **OBJECTIVES AND METHODOLOGY OF THE STUDY**

### **2.1 Background**

In the State of Karnataka total literacy campaign (TLC) has been introduced in all the districts and the latest figures indicate that there are 36 lakh neoliterates spread over the entire state. It is expected that additional 25 lakh nonliterates are likely to become neoliterate by the year 1999.

The Zilla Saksharatha Samitis have taken up postliteracy activities for the benefit of those who have already become neoliterate. In this context it needs to be seen whether any vocational skills development programmes have been taken up by ZSS and if yes, how useful they are in meeting the expectations and requirements of the participants of the programme.

### **2.2 Assumptions**

The assumption of the present study is that whatever vocational skills training programmes have been undertaken by the ZSSs to improve the income of the neoliterates in their existing vocations, or in additional or alternative vocations in the areas of savings or expenditure or additional income were well thought out and the participants of the programmes have benefitted from them.

In this context, it needs to be mentioned that the SRC, Karnataka had undertaken a study in 1995-97 on the integration of developmental programmes with literacy in postliteracy stage. These developmen-

tal programmes were organised in the areas of health, rural development, vocational skills etc., in close collaboration with development departments and non-government agencies. These programmes suffered from certain weaknesses as mentioned below -

- a) The vocational skill development programmes were given marginal importance.
- b) The neoliterates who had undergone trainings were not able to adopt or utilise the newly learnt skills in their day-to-day life.
- c) The ZSSs which organised the training failed to identify the local needs of the neoliterates.
- d) The vocational training imparted had no relationship with the existing occupations of neoliterates.
- e) There was no follow-up activities by the ZSSs or concerned development agencies regarding supply of raw material, financial support, technical support, marketing facilities, and transportation etc.

It is expected that the ZSSs have learnt from the past drawbacks and lapses and their current vocational training programmes are free from the previous weaknesses and also they have improved their efficiency in planning and devising vocational training programmes most importantly, they have succeed in identification of needs of vocational training of the neoliterates in providing follow-up activities so that the trained neoliterates are able to benefit from the training.

### **2.3 The objectives of the study**

In the light of what has been presented in the subpara 2.2, the

objectives of the present study have been set as given below.

### **Broad Objectives**

To ascertain the vocational skills needed by the neoliterates, according to which training courses could be organised by the ZSSs, and to find out the strengths and weaknesses of the trainings organised by the ZSSs in the past.

### **Sub-Objectives**

- a) To identify vocational skill needed by the neoliterates.
- b) To find out the impediments in taking up need based vocational skills training programmes through a study of training courses conducted by ZSS, and
- c) To suggest a process of determining the vocational skills needed by the neoliterates.

## **2.4 Study sample**

In order to make the findings of the study more credible and valid, it was decided to conduct the study in 4 districts which constituted about 20% of the districts of the State. Other criteria determining the sampling were as follows.

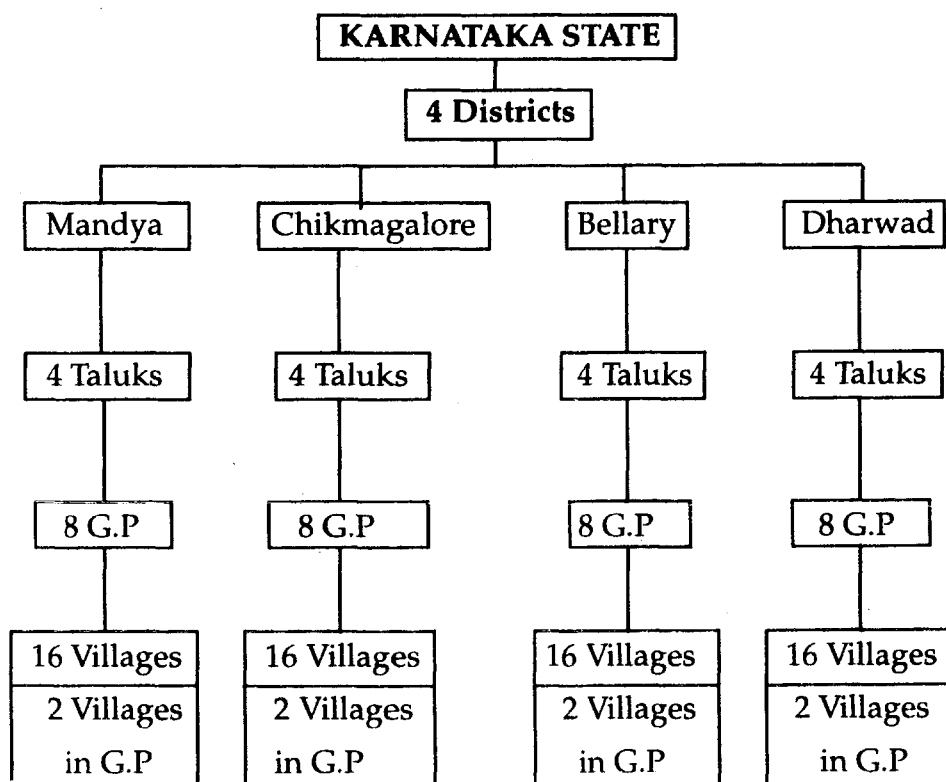
- to cover 4 taluks or blocks in each district, totaling to 16 taluks in all where vocational skill training programmes were conducted.
- two Gramphanchayats in each taluks which had the executive responsibilities of the training programmes.

- two villages in each Grampanchayat which meant a total number of 64 villages where the trainings were conducted.

Besides the above geographical distribution of the sample, all the neoliterates of a village who received skills training were taken as a sample which is what the normal evaluation procedure is in the TLCs.

## 2.5 Details of the sample

In terms of the decision taken about the plan of sampling, the sample districts, taluks, Grampanchayats and villages selected and the number of trainees taken were as shown below.



\* G.P — Grama Panchayat



## 2.6 Study procedure

### a) Personnel

The study was conducted by 2 researchers from the SRC, Mysore and 6 investigators from post-graduate institution, Mysore, under the guidance of an eminent adult educationist.

### b) The procedure adopted was as follows:

- 2 questionnaires, one meant for the neoliterates who had received vocational training and the second meant for who had arranged vocational training in the PL stage were administered by the researchers directly.
- Case-studies of significant vocational training programmes were undertaken.
- Unstructured discussions were conducted with TLC participants, neoliterates, villagers in general and ZSS functionaries at all levels. Some of these discussions were held during specially arranged meetings with the ZSS staff.
- The researchers made keen observations, keeping their eyes and ears open, and made a note of whatever significant facts they saw or heard. These could be seen in the section 'FIELD OBSERVATION'.

2.7 It needs to be stated here that the study suffered from certain limitations which could not be avoided. They were as follows.

- ### a)
- The number of neoliterates according to the records should have been quite large. However, not many were available. The reason

given by the ZSS functionaries was that many of them had migrated in search of jobs. Besides that, hesitation on the part of the neoliterates in meeting a group which came to make some queries kept them away.

- b) Due to passage of a long time since the TLC ended, many neoliterates had replaced into literacy. As such they hesitated to call themselves neoliterates and did not come forward to respond the questionnaire.
- c) In many cases the required data on neoliterates and the vocational training received were not available due to poor documentation system at the taluk level.
- d) The groups which responded questionnaires could be termed as a 'mixed group' of neoliterates of TLC, school drop-outs, primary-passed and others.

## **CHAPTER - 3**

# **ANALYSIS OF QUESTIONNAIRE MENT FOR NEO-LITERATES**

### **3.1 Introduction**

In order to have the views of neoliterates on their vocational training needs, directly from them, a questionnaire (Annexure - I) was prepared and administered on 591 neoliterate respondents in 4 districts. It was done by 2 researchers and 6 investigators directly, without any intermediaries. This chapter analysis the views recorded in the questionnaires.

### **3.2 Contents of the questionnaire**

The questionnaire has 5 sections, each having a main and several secondary questions as detailed below.

#### **Section - A**

This contains details about the personal data, i.e. age, sex, castes and education/or literacy levels which are important criteria for formulating need-based vocational training programmes.

#### **Section - B**

This section elicits information from the neoliterates about their main, their occupation, the reason for adopting it, the income from it and their subsidiary occupation for additional income, etc.

#### **Section - C**

This section focuses attention on vocational training aspects. It tries to analyse the answers of whether the neoliterates had any voca-

tional training and if so, who imparted it. It also highlights the nature of the training, whether the training was good, did respondents take up the vocation after that and if so, what were the initial problems? If the neoliterates did adopt the subsidiary vocation after getting the training, what are their present training needs to boost up the production, are other questions included in this part.

### **Section -D**

This section tries to get the answers to the questions regarding what additional occupation the neoliterates would like to take up in the future in their area? In case they wished to do so what are the requirements that should be fulfilled through trainings?

In Short, this chapter seeks the data on

- a) Personal background of neoliterate respondent,
- b) Their primary occupation
- c) Their secondary occupation, and
- d) Additional, new or alternative occupation which they would like to take up.

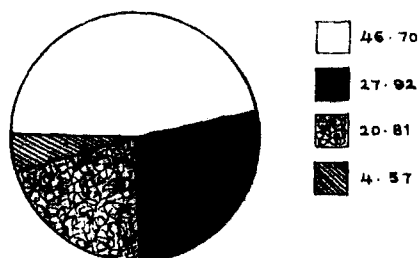
### **3.3 Analysis of the tables**

Tables were prepared on the basis of responses of the neoliterates. They have been analysed below.

Table - 1

**3.3.1 Age-group of Respondent Neoliterates**

Age-group	Respondents	Percentage
Below 15	27	4.57
15 - 25	276	46.70
26 - 35	165	27.92
36 and above	123	20.81



It should be noted here that according to the NLM guidelines the age-group to be served by literacy campaign, i.e. TLC and PLC is 15-35. However, some districts choose to lower the age-group and take in non-school going children of 9-14 age group also. This is reflected in the above data. Similarly, there is also a large number of respondents who fall in the age-group 36 and above. This is due to the flexibility of the programme. However, the major chunk of respondents 441 (74.62%) were in the 15-35 age groups; 276 (46.70%) in 15-25 and 165 (27.92%) in 26-35 age groups. 4.57% and 20.81% of respondents, i.e. 150 were below 15 years or above 35 years.

Table - 2

### 3.3.2 Sex of the Respondents

Sex	Respondents	Percentage
Female	453	76.65
Male	130	23.35
Total	591	100

As the data points out an overwhelming number of respondents, i.e. 453 (76.65%) were females. The reasons could be

- Males were not available for response as they had already handful of work and had no time to spare with researchers.
- Females were comparatively free as they did not normally have vocational or moneyed jobs and hence wanted to make money through a vocation to improve their status.
- The third could be that since females formed nearly two-third of the participants of TLC/PLC, their number among the respondents was naturally quite large.
- Lastly there could be a combination of all these reasons for their being in large number.

Table - 3

**3.3.3 Sex of the Respondents**

Castes	Respondents	Percentage
SC	155	26.35
ST	53	8.97
Others *	383	64.80
Total	591	100.00

\* minorities, OBC, all others

It is evident from the table that the percentage of SC and ST respondents, i.e. 26.35% and 8.97% is a little more than their share in the composition of the rural population.

However, it needs to be pointed out that the percentage of SC respondents varied from district to district. While it was 17.16 in Bellary, it was 2.65 in Dharwar. It went up to 40.74 in Mandya and to 38.33 in Chikkamagalore. One of the reasons for this big difference in percentages (compare Mandya and Dharwar) could be due to selection criteria adopted by the ZSS management.

Table - 4

## 3.3.4 Main occupation of the Respondents

Sl No.	Occupations	Bellary		Mandya		Chikkamagalore		Dharwar		Total	
		Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
1.	Wage-earning	82	48.52	79	41.80	72	60.00	63	55.75	296	50.08
2.	Agriculture	43	25.44	10	5.29	9	7.50	38	33.63	100	16.92
3.	Housewife	22	13.02	22	11.64	0	0.00	7	6.19	51	8.63
4.	Cane work	0	0	7	3.70	14	11.67	0	0	21	3.55
5.	Leaf-cup and Leaf plate making	0	0	17	8.99	0	0	0	0	17	2.88
6.	Tailoring	2	1.18	9	4.76	0	0	0	0	11	1.86
7.	Others *	14	8.28	25	13.22	6	5.00	5	4.42	50	8.46
8.	Not specified	6	3.55	20	10.58	19	15.83	0	0	45	7.61
	Total	169	100	189	100	120	100	113	100	591	100

- \* 1. Agarbathi  
2. Mat weaving  
3. Flower business  
4. Sericulture  
5. Bag stitching  
6. Brick making  
7. Minor Business

8. Masonry  
9. Coir-rope making  
10. Poultry  
11. Anganwadi work  
12. Hotel work  
13. Vegetable vending  
14. Knitting

15. Pot making  
16. Vehicle driving  
17. Sheep rearing  
18. Umbrella repair  
19. Wood cutting  
20. Regular employment



The above table gives the pattern of work the respondents are engaged in. The striking feature is that a little over 50% of respondents are wage-earners, followed by agriculturists and housewives. Cane-work and leaf-cup and leaf-plate making have given employment to 38 persons out of the total 591 (6.43%). 50 respondents of the total (8.46%) are engaged in 20 different kinds of jobs, each job providing a livelihood to 2 or 3 persons on the whole. 45 respondents could not specify the job they are engaged in.

Those who have not specified their vocations may be either too young in age to take up any job or doing domestic work. Some may have no work at all. Their number is substantial, i.e. 45 (7.61%). Wage-earners, house-wives and the unspecified category constitute 66.32% of the total respondents. These are potential clientele of vocational skill oriented training programme.

Table - 5

### 3.3.5 Monthly Incomes

Monthly Incomes	Respondents	Percentage
< 500	279	47.21
500-1000	253	42.81
1001-1500	27	4.57
1501-2000	17	2.88
2000 >	15	2.54
Total	591	100.00

If a person getting less than 6000 annually is considered as living below the poverty-line, then 47.21% of respondents are below the povertyline. Another 42.81% respondents are earning between 6000 to 12000 per month. Since the number of their households is not known, it cannot be certainly said they are above the poverty line. Providing vocational training to them becomes a priority concern in the postliteracy stage. It could be presumed that wage earners, housewives and those falling in unspecified category of main occupation (66.32%) (Table-4) could be falling in income bracket of 500 - 1000 shown in this table.

It should be pointed out that 79.53% of respondents have stated that their income is not enough to maintain their families. Since, economic backwardness is one of the definite causes of school-dropout and absence from the adult learning centres, vocational training seems to be a necessary input in the PLC stage.

Table - 6

### 3.3.6 Subsidiary Occupation

No. of Respondents having subsidiary occupation	Respondents	Percentage
Yes	127	21.49
No	436	73.77
Not specified	28	4.74
Total	591	100.00

The table shows that 456 respondents (73-77%) have not subsidiary vocation which could enhance their incomes. 28 respondents could not respond. They could be under aged or were not motivated enough to respond. Only 127 respondents have answered 'Yes' to the query whether they have any subsidiary vocation.

For want of data, it is very difficult to correlate the fact of 73.77% respondents not having any subsidiary occupation with the findings coming from the tables 4 and 5 related to main occupation and monthly income respectively. However, it could be presumed that there is some correlation among the contents of the tables.

Table - 7

### 3.3.7 Subsidiary Occupation of the respondents

Sl No.	Occupations	Respondents	Percentage
1.	Tailoring	32	21.92
2.	Agriculture	18	12.33
3.	Wage earning	11	7.53
4.	Leaf-cup and Leaf plate making	11	7.53
5.	Cane work	11	7.53
6.	Agarbathi making	11	7.53
7.	Others *	53	36.30

- \* 1. Mat weaving  
 2. Coir rope making  
 3. Sandalwood garland making  
 4. Minor Business  
 5. Flower production and sale  
 6. Sericulture  
 7. Preparation of spice powders  
 8. Pickle making  
 9. Mushroom cultivation  
 10. Poultry  
 11. Sheep rearing  
 12. Milk production  
 13. Nursery  
 14. Chalkpiece making

Table-6 shows that out of 591 respondents 127 have subsidiary vocation too. The table -7 shows that while 53 (36.30) respondents have taken up 6 predominant subsidiaries, the rest have adopted one of the 14 subsidiaries.

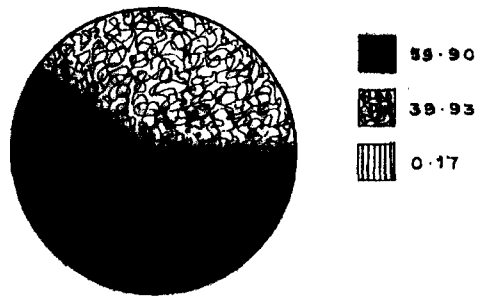
While tailoring seems to be a popular subsidiary vocation with 32 respondents for some (18) agricultural practices become subsidiary vocation. This indicates that the lands are fragmented and /or their yield is too small to depend up as the main source of income. It is also possible that 18 respondents are wage earners in agriculture related practices.

This table seen with table-4 gives a bizarre picture of income generating vocations. While 100 respondents in Table-4 said agriculture was their main occupation. 18 respondents in the above table have indicated agriculture as their subsidiary vocation. Wage earning has been the main occupation of 296 respondent in Table -4. While 11 have adopted it as a subsidiary. It is just possible that a respondent changes his/her subsidiary vocation every few months according to the seasonal vocational requirement, with bits of income from each one. The respondents behaviour differs from district to district, as is clear from data collected by the researchers. For example, whereas 5 out of 26 respondents in Bellary and 10 out of 19 have indicated agriculture as their subsidiary, only 2 out of 84 in Mandya and 1 out of 18 in Dharwar have done so. This requires further probing.

Table - 8

**3.3.8 Whether any Vocational Training Received**

Whether training received	Respondents	Percentage
Yes	236	39.93
No	364	59.90
Not specified	1	0.17
Total	591	100.00



236 respondents (39.93%) have told to have undergone training in varied vocational skills, except in agriculture. However 364 (59.90%) have remained untrained in any vocation.

In the fast changing vocational scenario all over the country, particularly in the area of production techniques as well as new products, the print type of training is unavoidable.

Table - 9

## 3.3.9 Vocational training Taken by Respondents

Sl No.	Particulars of trainings	Bellary		Mandya		Chikkamagalore		Dharwar		Total	
		Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
1.	Tailoring	18	27.27	38	37.25	9	14.75	8	40.00	73	29.32
2.	Agarbathi making	2	3.03	20	19.61	30	49.18	3	15.00	55	22.09
3.	Mushroom cultivation	21	31.82	2	1.96	0	0	0	0	23	9.24
4.	Wormiculture	13	19.70	0	0	0	0	0	0	13	5.22
5.	Sandlewood garland	0	0	3	2.94	9	14.75	0	0	12	4.82
6.	Coir rope making	0	0	12	11.76	0	0	0	0	12	4.82
7.	Others *	12	18.18	27	26.47	13	21.31	9	45.00	61	24.49
	Total	66	100	102	100	61	100	20	100	249	100

- \* 1. Sericulture  
2. Spice powder preparation  
3. Leaf-cups and leaf-plate making  
4. Mat weaving  
5. Pappad and pickle preparation  
6. Milk production  
7. Poultry  
8. Wood work  
9. Leather work  
10. Cane work  
11. Flower production and sale  
12. Chalkpiece making  
13. Phenyle making  
14. Embroidery  
15. Bee keeping  
16. Basket making  
17. Compost making  
18. Tree plantation  
19. Fruit-juice preparation

The tailoring and agarbathi making has attracted largest number of participants, 73 respondents (29.32%) and 55 (22.09%) respectively. These vocations are suited to women and they prefer them. These vocations could be run in a small place at home. Tailoring, particularly preferred by women since they can stitch their clothes as well as children's dresses without any expenditure. Agarbatti is a marketable commodity. Hence preference for this vocation could be easily understandable. The rest of the vocational trainings is preferred by 24.10% respondents. Apparently, they are traditionally preferred by men. The starred training courses have been undergone by 61 respondents (24.49%).

When viewed districtwise tailoring is acceptable in all the 4 districts where the survey was conducted. Agarbatti training attracted the largest number of respondents (49.61%) in chikkamagalore and /somewhat less is Mandya 19.61%. Bellary and Dharwar had very few takers. Mushroom cultivation and earthworm culture was taken up only in Mandya by about 51% respondents. The number of trainings received by 61 (24.49%) comes to 19.

The total number of respondents was 249. This is 13 more than who had said 'Yes' to the query 'have you undergone any vocational training? In the table-8 where this number was 236. This could be accounted by taking into cognizance that some had undergone training in more than one trade.

Table - 10

**3.3.10 Agencies which gave trainings.**

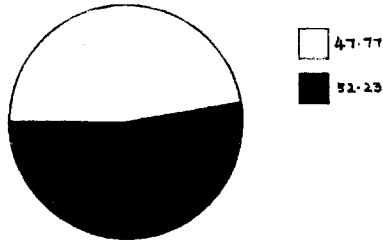
Sl No.	Agencies	Respondents	Percentage
1.	Govt. Agencies	103	43.64
2.	NGOs	50	21.19
3.	Private persons	60	25.42
4.	Relatives	13	5.51
5.	Not specified	10	4.24
	Total	236	100.00

The table shows that the biggest trainer is the Government agencies, who trained 103 persons, i.e. 43.64% of 236 respondents. Next comes private persons. The NGOs have trained 50 respondents. The table highlights the role of relatives of respondents in training. This is a traditional type of training where father trains the son in his trade.

Table - 11

**3.3.11 Number of Respondents Starting a vocation after the Training**

Whether vocation started	Respondents	Percentage
Yes	107	47.77
No	117	52.23
Total	224	100





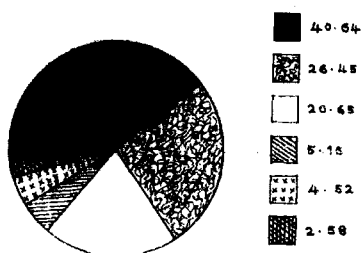
Not all the persons who undergo training started or took up the vocation. The above table shows that out of 224 who underwent training only 107 (47.77) started the vocations they were trained for. It is obvious that the number of starters was less than those who did not start. Who were they who did not start and why did they not, are important questions which should be looked into. One conclusion is to draw and that is 117 felt that the training they received were not viable or they faced initial problems which training programme did not foresee.

Table - 12

### 3.3.12 Problems at Initial stages after Starting the Vocation

Sl No.	Problems	Their Frequency	Percentage
1.	Lack of finance	63	40.65
2.	Non-availability of raw material	41	26.45
3.	Marketing problem	32	20.65
4.	Machine/Tools problems	8	5.16
5.	Insufficient training	7	4.52
6.	Others *	4	2.58
Total		155	100

\* Space and non-cooperation of the family members.



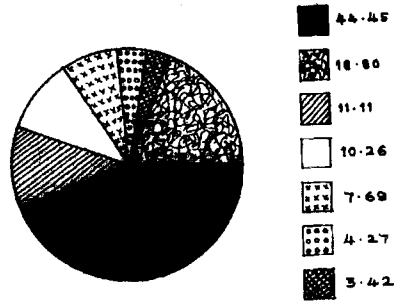
107 respondents who started the vocation after getting training faced 7 types of problems. Of them the finance was the biggest, which occurred 63 (40.65%) times. Non-availability of raw materials and marketing problems haunted 41 times and 32 times respectively. Securing machines and tools, exclusive of finance, and inadequate training did create problems but not more than about 10 (5.16 and 4.52) percent respectively.

Other irritating problems were space for running the occupations like cane-chair making, earthworm cultivation, etc., Surprisingly the relatives discouraged the starters, but reasons could be guessed easily. Those who take up a vocation have to devote a lot of time to make it profitable, hence have to divert their attention from the routine work. This could happen to womenfolk more who would not be able to devote equal time to non-economic activities, i.e. house-hole chores if they take up any new vocation. Women's empowerment through economic independence may hurt somebody's ego.

Table - 13

### 3.3.12 Reasons for not starting the Vocation after Getting Training

Sl No.	Reasons	Respondents	Percentage
1.	Training not over	52	44.44
2.	Financial problems	13	11.11
3.	Non-availability of raw material	12	10.26
4.	Marketing problem	9	7.69
5.	Poor training	5	4.27
6.	Nonavailability of machinery/Tools	4	3.42
7.	Others *	22	18.79
	Total	117	100.00



As stated in Table-11, out of 224 respondents 117 did not start any vocation after receiving training. They gave almost the same reasons as those given by respondents who started the vocation. Only the weightage to the problems changed. See the following comparison where group 'A' means those who started the vocation and Group 'B' means who did not start.

#### Comparative Statement of Frequency of Problems

Sl No.	Problems	Incase of Group 'A'	Incase of Group 'B'
1.	Financial	63	13
2.	Related to raw material	41	12
3.	Marketing	32	9
4.	Non-availability of of machines	8	4
5.	Inadequate training	7	5
6.	Others	4	22

It could be noted that in every case the frequency of problems is higher with those who started the vocation. The reason could be that when one starts the vocations he is in a position to come across more problems. This table draws attention to lack of comprehensive approach to the training which normally ends with some information and manual skill.

### 3.3.14 Respondent's choice of vocations

The respondents were asked to name the vocations which suit the local area conditions and which they would like to undertake. They chose more than one vocation which is reflected in the numbers given against each. The responses have been given district-wise.

Table - 14

#### Respondents Choice of Vocations

Sl No.	Occupations	Bellary	Mandya	Chikkamagalore	Dharwar	Total For 591
1.	Agarbathi making	127	80	37	100	344
2.	Tailoring	117	74	74	64	329
3.	Cattle rearing	73	90	40	78	281
4.	Papad & Pickle making	74	77	31	46	228
5.	Poultry	58	78	33	57	226
6.	Candle making	66	38	49	28	181
7.	Beedi rolling	73	43	31	31	178
8.	Chalkpiece making	39	27	22	23	111
9.	Spice powder making	29	37	13	16	95
10.	Soap making	28	15	8	21	72
11.	Orthers*	207	228	156	128	719

\* Others

1. Mat weaving

2. Soapnut power making

3. Handloom

4. Wood-work

5. Roap making

6. Broomstick making

7. Leaf-cup and Leaf-plate making

8. Phenyl preparation

9. Knitting

10. Rabbit rearing

11. Fishing

12. Mushroom growing

13. Sericulture

14. Nursery

15. Leather goods

16. Rugs/Carpet making

17. Bricks making

18. Matchbox making

19. Motor winding

20. Cycle repair

21. Books binding & printing

22. Sheep rearing

23. Flower production & sale

24. Driving (motor)

25. Ragi flour making and selling

26. Bamboo work

27. Bee keeping

28. Fruit preserving

29. Painting

30. Woolen knitting

31. Basket making

32. Electric good repair

The table gives the priority choices districtwise. Agarbathi making and tailoring are of high priority in Bellary. Next come cattle rearing, pickle making and beedi rolling.

In Mandya cattle rearing and agarbathi making take top positions. Next come poultry, pickle making and tailoring.

Chickkagalore respondents consider tailoring as the highest priority vocation. Next most important vocations, for them are candle making and cattle rearing.

Respondents in Dharwar feel agarbathi and cattle rearing are of highest priority. Tailoring, poultry and pickle making come next to them.

In aggregate agarbathi making and tailoring seem to catch the mind of the respondent most.

Table - 15

### 3.3.15 Conditions for Taking up New Vocations

Sl No.	Conditions	Respondents (Out of 591)	Percentage
1.	Training	485	82.06
2.	Financial Assistance	442	74.78
3.	Marketing knowledge	247	41.79
4.	Machinery availability	173	29.27
5.	Supply of raw materials	147	24.87
6.	Working space	96	16.24

The chart shows that respondent value training as the most valuable input in taking up vocational training. Financial assistance comes next and other conditions occur in the generally known order.

## **CHAPTER - 4**

# **ANALYSIS OF QUESTIONNAIRE MEANT FOR FUNCTIONARIES**

### **4.1 Introduction**

An analysis of responses to the questionnaire meant for the neoliterates was presented in chapter III. This chapter contains an analysis of the responses of the functionaries who were given a special questionnaire (Annexure-II) which sought their opinions on various aspects of vocational training needs of neoliterates. The functionaries who were contacted for information included district coordinators, taluk coordinators, panchayat coordinators, Jana Shikshana Nilayam Preraks and postliteracy Margadarshis.

### **4.2 Contents of the questionnaire**

The questionnaire for functionaries was divided into 4 sections as given below:

#### **Section - A**

This section contains questions on the background of the functionaries, like age, sex, occupation, education length of experience in literary campaigns, etc.

#### **Section - B**

It sought answers to questions as to whether they were involved in skill training programmes in past and if so, what kind of skill training programme they were engaged in the past and whether there was any need survey before the training, etc.

### **Section - C**

This section of the questionnaire elicited answers related to the number of neoliterate trainees, the number of neoliterates who took up the vocations after the training and the reason if the neoliterates did not start the vocation they got the training for.

### **Section - D**

This had questions related to follow-up action of vocational trainings and their nature.

In short, the questionnaire sought data on

- a) Personal background of functionaries,
- b) Their experience in training,
- c) The number of neoliterates undergone training under their management, and
- d) Post-training activities

#### **4.3 Analysis of Tables**

The responses of the functionaries were consolidated in the tables which are being analysed here. Table - 16

##### **4.3.1 Particulars of Respondents**

Respondents	Respondent's No.	Percentage
District Coordinatrors	07	15.22
Taluk Coordinators	12	26.08
Panchayat Coordinatores	13	28.26
JSN Preraks	05	10.87
Voluntear Guides (Margadarshis)	09	19.57
	46	100.00



The table shows that in all 46 persons were contacted for eliciting responses to the questionnaire. Out of them, the taluk and panchayat coordinators together were 25 (54.34%) making the biggest chunk of planners and providers of vocational training to neoliterates. The number of others was also not insignificant. Volunteer guides whose number was 9 (19.57%) were very important, since they formed the network at the grassroots level for any activity including training in vocation. The functionaries' number differed from district to district- Bellary 11, Mandya 18, Chikkamagalore 12 and Dharwar 5. The number of trainees as well as the functionaries both was the lowest in Dharwar.

Table - 17

#### 4.3.2 Sex of the Respondents

Sex	Respondents	Percentates
Male	33	71.74
Female	13	28.26
Total	46	100.00

Over two-third of respondents i.e 33 (71.74%) were males and the rest females. Compared with the number of female neoliterates who underwent training, i.e. 453 out of 591 (76.65%), the size of female functionaries seems to be too small. There could be two reasons for the smallness of their number. One, their number among the full-timers was proportionately small. Two, they were unable to spare their time from the domestic chores. Therefore, those who responded were only conduits to bring the women beneficiaries to the training camps.

Table - 18

**4.3.3 Age of Respondents**

Age	Respondents	Percentage
< 15	01	2.17
16 - 25	03	6.53
26 - 35	24	52.17
36 >	18	39.17
<b>Total</b>	<b>46</b>	<b>100.00</b>

This table shows, the largest number of functionaries was from 26-35 age group i.e. 24 (52.17%) followed by those falling in the 36 and above age group 18 (39.17%). This seems to be the natural scheme of things. It is advantages if the trainees and functionaries are seniors to the trainees. The lone person in the 15 age group was Margadarshi of the postliteracy centre. In comparison, the neoliterate trainees in the 15-25 age-group were 276 (46.70%), in the age-group 26-35 were 165 (27.02%) and in the last group were 123 (20.81%) as shown below:

Particulars	< 15	15-25	26-35	35 >
% of Neoliterates	4.57	46.70	27.92	20.81
% of Funcionaries	2.17	6.53	52.17	39.17



Normally total literacy campaigns last for 1 or 2 years and post-literary campaigns for one year. Then how to account for a longer period of experience? This is due to the fact that even though TLCs/PLCs have a shorter duration, there were other literary programmes before them, like National Adult Education Programme (NAEP) and Jana shikshana Nilayams of continuing education. Also, TLCs/PLCs must have dragged on for longer time. The functionaries who responded to the questionnaire had an opportunity to work for much longer time and thus had enough experience of literary programme. 40 functionaries out of 46 (76.45%) had 3 or more years experience. By another reckoning 11 functionaries were drawn from Bellary district and 18 from Mandya district where TLC/PLC was started much before the other two districts. Out of them 9 and 17 respectively were having experience of literary programme ranging from 3 to 5 years.

Table - 21

#### 4.3.6 Experience of Conducting Vocational training

Training experience	Respondents	Percentage
Yes	38	82.61
No	08	17.39
Total	46	100

The total says that 38 (82.61%) functionaries out of 46 had experience in organising vocational skill training programmes. The rest had no experience. Seen together with the Table-20, what comes out clearly is that a very large number of the functionaries were not only having long experience of literary programme but also had experience in providing vocational training courses, too.

Table - 22

**4.3.7 Vocational Trainings conducted by respondents**

Sl No.	Vocational training	Bellary	Mandya	Chikkamagalore	Dharwar	Total
1.	Tailoring	04	12	09	02	27
2.	Agarbathi	03	08	06	00	17
3.	Mushroom cultivation	10	03	00	00	13
4.	Wormiculture	08	00	00	01	09
5.	Pappad making	03	02	00	00	05
6.	Others*	16	19	08	10	53

\* Other training programmes conducted were as follows:

- |                                |   |
|--------------------------------|---|
| 1. Crushing                    | 13. Sericulture                             |
| 2. Printing (Cards)            | 14. Knitting and emproidoery                |
| 3. Weaving                     | 15. Cool-drinks preparation                 |
| 4. Spicy powder                | 16. Soap making                             |
| 5. Fishery                     | 17. Coir rope making                        |
| 6. Ragi flour sale             | 18. Copost making                           |
| 7. Bee Keeping                 | 19. Wire basket making                      |
| 8. Flower cultivation and sale | 20. Foot rug making                         |
| 9. Motor winding               | 21. Preparation of foods containing vitamis |
| 10. Bedi making                | 22. Poultry                                 |
| 11. Leaf cup and plate making  | 23. Chalkpiece making                       |
| 12. Sandewood garland making   |   |

According to the Table 6, 38 functionaries indicated that they had conducted the vocational training programmes. This they did directly, or by helping other functionaries in conducting training or by cooperating with the functionaries of other departments when the latter organised the training programmes for the neoliterates.

This table (T-7) shows, the respondents organised 29 different kinds of vocational training programmes. The training in tailoring was the largest in number, 27 times, 21.77% of all the training programmes conducted. It was followed in frequency by training in agarbathi making, mushroom cultivation, wormiculture and pappad making. Their frequency being 17, 13, 9 and 5 respectively. This frequency tallies well with the demands of the neoliterates as seen in the analysis of questionnaire meant for neoliterates.

The total number of functionaries in four district was 46 of them 38 (82.60%) had said, neoliterates had been given vocational training. Of these 32 (78.95%) said that vocational training needs of the neoliterates were identified before arranging the training. However, 8 functionaries said, the exercise was not undertaken.

Table - 23

#### 4.3.8 Methods or Basis of identification of training needs of Neo-literates

Sl No.	Methods/Basis	Respondents	Percentage
1.	Discussion with neoliterates	23	76.66
2.	Local needs	02	6.66
3.	Guidance of Industrial Development Officer	02	6.66
4.	Existing Loan facilities	02	6.66
5.	Raw materials availability	02	6.66
6.	Marketing facility	01	3.33
Total		32	100.00

To the query as to how was the need assessed made the responses were different. 23 respondents i.e. 76.66% said that they had discussions with the neoliterates. Local needs, guidance of industrial development officers, loan facilities, available raw materials were cited by 2 functionaries in each case, as the basis for need assessment of vocational training of neoliterates. This looks like a lopsided approach to the problem. One of the functionaries said marketing facility was considered as the basis for determining the need. It is evident, need assessment in each case was made on a narrow basis, forgetting the comprehensive approach which involves various factors including the ones mentioned by the respondents. In such circumstances it is natural that the objectives would also be partially fulfilled.

Table - 24

**4.3.9 Number of Neoliterates Trained and those who took up vocations after Training**

Neo-literates	Number of neoliterates in 4 Districts				
	Bellary	Mandya	Chikkamagalore	Dharwar	Total
Trained	2263	1081	412	310	4066
Who took up Vocation	355 (15.68%)	412 (38.11%)	172 (41.74%)	200 (64.51%)	1139 (27.01%)

The questionnaire asked how many neoliterates had taken the respondent's vocational training in area and how many of those trained have taken up a vocation. According to the responses, the number of those who were trained was 4066. The highest number i.e. 2263, was from Bellary and next in order were Mandya 1081, Chikkamagalore (412) and Dharwar (310). Obviously, the 4066 include the number who were trained in the JSNs in the randomly selected villages, panchayats and taluks.

The table shows inter alia shows the number of trained neoliterates who subsequently adopted the vocational they were trained for. According the table the percentage of those who took up the vocation for which they were trained, varied vastly. It was the lowest in Bellary (15.68%). Mandya could reach 38.11%. Where as Chikkamagalore recorded a higher percentage of 41.74. It could be said that the training programmes saw the best result in Dharwad where the percentage was as high as 64.51%. However, in aggregate, the percentage of those who could put their new earned skill into use was only 28.01. This seems to be due wrong methods used for identification vocational training of needs of the neoliterates. There is no guaranty that all those who receive well planned would take up new vocations without fail. However, good need survey should better take up of vocations than whose is seen here.



Table - 25

#### 4.3.10 Reasons for not starting new Vocation after the training, as stated by Respondent Functionaries

Sl No.	Reasons	Respondents	Percentage for 38
1.	Financial problems	12	31.57
2.	Marketing problems	08	21.05
3.	Raw material problems	06	15.78
4.	Family problems	05	13.15
5.	Still in training	05	13.15
6.	Machine/Tool problem	03	7.89
7.	Shortage of time	03	7.89
8.	Space problem	02	5.26
9.	Others *	02	5.26
10.	Not specified	06	15.78
Total		53	

The total number of respondents from this query was 32. They said that due to various reasons all the neoliterate trainees had not taken up the vocation for which they were trained. The respondents gave more than one reason for the neoliterates not taking up the vocation. This is reflected in the total number of respondents.

Financial and marketing problems were at the top of the list as quoted by 12 and 8 respondents. They were followed by problems of raw material and family problems stated by 6 and 5 respondents respectively. 3 respondents cited time constraint as the reason for neoliterates not taking up a vocation. This meant that their present vocation was time consuming and they could

hardly spare time for the new one. A shade different answer was that the present wages they were getting were more than what they would get in the new vocations which means they needed a second vocation which does not alienate them from their visiting job and which gives more money in less time.

Table - 26

#### 4.3.11 Followup Activities after the Training

Sl No.	Followup Activity unertaken	No. of Respondents	Percentage
1.	Yes	17	44.74
2.	No	20	52.63
3.	Not specified	1	2.63
	<b>Total</b>	<b>38</b>	<b>100</b>

When asked whether they had undertaken any follow-up activities after training the neoliterates. 17 respondents informed that they did whereas 20 said 'no'. One remained stint. Lack of follow-up activity has been a main problems of the training programmes. The trainers wash off their hands after imparting training, thinking their job was over. In this case 52.63% thought follow-up was not their business.

Table - 27

#### 4.3.12 Type of follow-up activity provided

Sl No.	Followup Activity Provided	Frequency Respondents	Percentage for 17
1.	Supply of raw-material	11	64.60
2.	Financial Assistance	9	52.94
3.	Machinery made available	6	35.29
4.	Marketing facilities	5	29.41
	<b>Total</b>	<b>31</b>	

17 of the respondents, who had answered alternatively about the follow-up activities, said that activities consisted of 4 types of supports. Supply of raw material was the most important among them, stated 11 of them. 9 of them assisted the neoliterates in getting financial assistance, 6 in requisition of machinery and 5 in obtaining marketing facilities. It is obvious that some of them helped the neoliterates in more than one way.

Table - 28

#### 4.3.13 Occupations taken up after Training by Neoliterates

Sl No.	Occupation taken up	Respondents	Percentage
1.	Tailoring	7	31.81
2.	Agarbathi	4	18.18
3.	Screen printing	2	9.09
4.	Spice powder preparation	2	9.09
5.	Leaf cup and leaf Plate making	2	9.09
6.	Cow rearing	1	4.54
7.	Handloom	1	4.54
8.	Beedi making	1	4.54
9.	Sericulture	1	4.54
10.	Wormiculture	1	4.54
Total		22	100.00

The respondent functionaries were asked to name the vocations, the neoliterates had adopted after getting training. 22 respondents said, neoliterates had taken up 10 vocations after the training. As is shown in the table, the first 5 choices were Tailoring, Agarbathi making, Screen printing, Spice powder making and leaf-cup and leaf plate making. These five together take care

of 77.26% of all the new vocations adopted successfully. Tailoring heads the list with 31.81% of neoliterates said to have adopted it.

As noted before in Table-22, the respondents had said that neoliterates were trained in 28 vocations. However, they adopted only 10 of them (Table-28). This shows the vocational training programmes were not well conceived. Either the number of trainings should have been well conceived, executed properly with suitable follow-ups, or the number should have been reduced to make them manageable. Tailoring still seems to be a sure shot, which is desired adopted and continued for a long time by the women folk.

Table - 29

**4.3.14 Problems faced by functionaries at the time of Training**

Sl No.	Problems	Frequency of Responses	Percentage for 38
1.	Financial problems	11	28.94
2.	Lack of interest among neo-literates	9	23.68
3.	Marketing problem	8	21.05
4.	Non co-operation of Govt. Officials	7	18.42
5.	Space problems for running training	7	18.42
6.	Organisation problem	6	15.78
7.	Raw material problem	4	10.52
8.	Non co-operation of family members with women	4	10.52
9.	Poor quality of training	4	10.52
10.	Machinery problem	4	10.52
11.	No follow-up	3	7.85
12.	Electricity problem	2	5.26
13.	Transportation problem	1	2.63
14.	No stipend during Training for trainees	1	2.63
15.	Not specified	4	10.52
	Total	75	100.00

In order to retain the interest of the neoliterates in the post-literacy and continuing education programme and also to improve their economic conditions, the ZSS functionaries and the development departments are expected to provide suitable vocational training programmes. However, the issue is beset with lots of problems, including financial and organisational ones. Therefore, the functionaries were asked to specify the problem they encountered in organising the trainings.

34 Respondent have given 14 problems. Some of the mentioned more than one problem, which accounts for the frequency of 75 responses. 4 Respondents said they did not facing any problem.

11 Respondents (28.94%) mentioned finance as the major problem. They were reiterating the fact that there is not enough money in the programme to organise good trainings in large number. Strangely, 9 (23.68%) of the respondents also stated that the neoliterates are not interested in trainings. This could mean, the training courses offered are useless, they are very busy with their existing vocations or they are too tired or lazy to take up new vocation. Marketing is a crucial problem in the perception of 8 respondents. But how could it be a problem in organising a training ? This is a post-production problem. The respondents could not understand the question properly, it seems.

7 Respondents have pointed out the factor of non-co-operation by the government department and the same number of respondents have pointed out accommodation problem for training. It is also worth noting that 6 respondents think that the structure of ZSS is not fit to carry out any training since it is not

equipped with suitable resources for such work. It is basically a campaign oriented structure.

Among the rest of the problems 3 need a critical look one, non-cooperation by family members in the case of women as mentioned by 10.52% of respondents. This is a socio-cultural problem which is operating in the society, keeping women in the houses and preventing them from becoming even literate and not to mention of allowing them freedom to move towards equality of status.

Two, transportation has assumed the shape of a problem since there is very little money to maintain a vehicle or hire it. Also, there is no general cooperation from other departments to lend vehicles for training purpose or for transporting training personnel to the place of training. Three, there is no stipend or DA facilities for those who have to stay in distant a panchayat or taluk headquarters for receiving training, as given in other trainings conducted by rural development department.

Many of the problems of training are manifestation of financial crunch with which the PL and CE are continuously suffering. There are also the problems of non cooperation and noncollaboration and social restriction. But most critical seems to be lack of interest among the neoliterates which might have been result of lack of faith in such trainings.

Table - 30

## 4.3.15 Needs of effective vocational training for Neoliterates

Sl No.	Needs	Respondents	Percentage for 46
1.	Financial facilities	27	58.69%
2.	Marketing	20	42.47%
3.	Raw materials	16	34.78%
4.	Effective training	15	32.60%
5.	Supply of Machinery	13	28.26%
6.	Stipend during training	6	13.04%
7.	Co-operation of Govt. Officials	6	13.04%
8.	Expert trainers	5	10.85%
9.	Space for training	5	10.85%
10.	Transportation	3	6.52%
11.	Preferences to Neoliterates in vocational trainings of other departments	3	6.52%
12.	Planning of training keeping the local resources in view	3	6.52%
13.	Publicity of vocational Training	2	4.34%
14.	Co-operation of elected members	1	2.17%
15.	Vocational training to Neoliterates at their demand	1	2.17%
16.	Good training space	1	2.17%
17.	Not specified	3	6.52%
	Total	150	

The 46 respondents were asked to list out the requirements of effective vocational training of neoliterates. 3 of them did not express their opinion. 43 listed 16 requirements. Some mentioned more than one requirements which is reflected in the frequency

of responses i.e. 127 of the 43 respondents 27 (58.69%) have given high priority for adequate financial support to start a vocation after training. 20 (34.78%) have stressed the importance of marketing facilities, 16 (34.48%) the need of making available raw material and 15 (30.60%) effective training.

Cooperation of other departments preference to neoliterates in there training and provision of stipend, as is given in other rural development trainings, have been emphasised by 6 respondent in the first and third instances and by 3 in the second instance.

Respondent have said that trainers should be experts. There should be good transport arrangement for the movement of trainers. Other training related issues also have been highlighted by respondents.

The first five points have been repeatedly mentioned in various tables. But other points are not insignificant. They may be of secondary importance in the respondents perception. Nevertheless, all of them are crucial for the success of training programmes. There seems to be a correlation between each of these factors and success or failure of vocational trainings.



## **FIELD OBSERVATIONS AND SUCCESS STORIES**

- 5.1 Besides soliciting responses during the administration of questionnaire, each member of the research team interacted with individuals, other than the respondents, in the villages. They recorded their observations district-wise, which are given below.

### **MANDYA DISTRICT**

1. Many of the neoliterates had replaced into various degree of illiteracy due to the closing of learning centres and as a result discontinuation of learning. They were not provided with post-primer reading material during the TLC and the PLC did not start soon after TLC. As a result what was observed was that the neoliterates could only sign their names.
2. While providing training in vocational skills, the local needs were not kept in mind.
3. Availability of local resources, raw material, marketing not taken into account before providing training.
4. The neoliterates training courses lacked in information as to which were the public agencies providing training, what nature of training was imparted, what were loan facilities available from these agencies, etc.
5. The trainings were conducted in collaboration with village industry institutions, voluntary agencies, government departments like DWACRA, TRYSEM etc. The ZSSs did not devise and impart any training on its own.

6. The neoliterates had no idea as to what were the alternative vocations or additional vocations that could be taken up along with the existing vocations, in their areas. They did not also have any idea as to what vocations they could start on their own. Their general reply was that they would take up any vocation for which training was provided. They did not have the capacity or knowledge to decide upon a specific vocation.
7. Generally neoliterates were landless people who were engaged as labourers. Some of them were in possession of a small house and some were not. Therefore, even when they got a vocational training they could not solve the problems of space required to carryout the vocations.
8. Initially neoliterates hesitated to accept a training opportunity. However when they were impressed upon the importance of training, they were willing to take up one.
9. As some neoliterates migrated after obtaining training they were unable to utilise the training provided.
10. Marketing was the major problem. Even though other problems like obtaining loan, raw materials, tools and implements were important, they were only secondary.

#### **CHIKKAMAGALORE DISTRICT**

1. The ZSS did not receive grants to provide vocational development skills. Therefore, there were no room for providing training in vocational skills or other types of useful skills.
2. It was noticed that neoliterates needed short-term vocational training. The long-terms training courses interfered with their daily labour

which helped them in earning their daily bread. Besides, they also reduced the interest of neoliterates in due course.

3. The government department's involvement in the postliteracy programme was lukewarm.
4. It is clear that the neoliterates generally preferred tailoring courses. Most of the neoliterates and coordinators said that tailoring machines should also be provided along with the training in tailoring.
5. Most of the neoliterates were labourers. They complained that they could not give up the casual jobs so as to spare time for the training or to take up a new vocations.
6. Many of the neoliterates had small accommodation which were just good for their living. They did not have space required to run a new vocation.
7. Whereas some faced the problem of raw material, others had the problem of marketing.
8. Individually speaking, neoliterates lacked self confidence and hesitated to take up a new or independent vocation. They were inclined to take it up if there were scope for several of them taking it up as a joint venture.
9. Some of neo-literates did not even have any notion that they can take up a new vocation in addition to the one they have in hand or as an alternative to it. They did not have enough general information on various aspects of different vocations and training.

## **BELLARY DISTRICT**

1. The ZSS took initiative to provide training with the help of different agencies. Important ones among them were departments of agriculture and horticulture, development departments of TRYSEM,

DWACRA, Agricultural University, District Training Institute (DTI), etc. Collaborative arrangements were made with the above mentioned agencies for trainings in the following vocations:

- a) Mushroom growing
- b) Coir Rope making
- c) Onion growing
- d) Preparation of compost manure
- e) Earth-worm rearing
- f) Preparation of nutritious foods
- g) Tailoring
- h) Papaya growing

8 folders containing information on the above said 8 vocations were also printed and distributed among the trainees.

The training courses were mostly informative and as such failed to provide any practical training. Information was provided on 2-3 vocations in a single day through lectures. These could hardly be considered as systematic vocational trainings. As a result, the neoliterates, who obtained these trainings on their own or with others help were not able to run a vocations to a full length.

2. The neoliterates needs were not taken into account while imparting the courses. This came out clearly during the discussions neoliterates. Some of them specified the training they would like to get, which were as follows:

- |                        |                     |
|------------------------|---------------------|
| — Agarbathi making     | — Cycle repairing   |
| — Borewell repair      | — Bag making        |
| — Mud brick making     | — Embroidery        |
| — Coir Products        | (Mostly by girls)   |
| — Cement brick making  | — Leaf-plate making |
| — Spray-pump repair    | — Tailoring etc.    |
| — Mushroom cultivation |                     |

3. The neoliterates in this district had extensively received training in mushroom cultivation. But several problems came in the way in taking up this vocation. One of them was availability of seeds. They were not available on time and nearby. There were not facilities to treat and preserve them. Even when seeds were procured with difficulty and mushrooms were produced, they could not be marketed due to lack of marketing facilities. Therefore the produce had to be used by the producers themselves. Hence adoption of this trade had become difficult.
4. There were no follow-up of turnings. While the ZSS had no time for giving the followup services, the agency which provided the training in the first place did not feel responsible for the follow-up. Therefore, the vocations for which tranings were provided could not be adopted.
5. The ZSS has inadequate monetary support for undertaking training programme. As such, it alone was not in position to provide training.
6. Due to lack of complete knowledge and information, the neoliterates were not able to adopt the vocations after the training.
7. Several neoliterate trainees said that the taunting by neighboureres, an unusual thing to happen, had also discouraged them from taking up new vocation for which they had received training.

8. It came to the notice of the research group that earth-worm rearing was a profitable vocation in rural areas. But there was no arrangements for providing training in that.
9. The field observations also revealed that taking up a vocation for which training had been received proved more successful when it was adopted as a joint venture by many of the neoliterates than by an individual.
10. Lack of marketing facilities and the non-availability of the capital were the two major tumbling blocks in adopting a vocation for which training was imparted.

If these problems were taken care of, the neoliterates would have adopted the new vocations successfully.

### **Dharwar District**

1. The ZSS on its own had not initiated any vocational training for the neoliterates. But vocational training institutions, like DWACRA, TRYSEM, DTI, Agriculture University, voluntary agencies, etc., included some neoliterates in their training programmes.
2. It had been stated before that joint venture approach to marketing was fruitful. It brought profit and ensured right price for the products. The potters cooperative of Mugadha village, in Dharwar taluk was a good example of joint venture. The potters there supplied their earthenwares to their co-operative. The co-operative marketed the wares and the sale proceedings were divided among the members. The cooperative also arranged for easy loans.
3. Some neoliterates who received training found it difficult to get loans and marketing facilities. They apprehended a loss in their business.

The neoliterates wanted solution to these problems.

4. Several trainings had been conducted under DWACRA. Neoliterates were benefitted by these trainings.
5. Some neoliterates had a keen desire to take up new vocations and earn more to improve their life. But they had no idea which vocation would prove to be profitable in their area. They were not able to find it themselves. They were ready to take up a new profitable vocation if appropriate training, guidance and information were provided.
6. It came to light that a voluntary agency (IDS) was providing vocational training in the rural areas of some taluks of the district. It was also noted that the neoliterates who were trained by this agency were also facing the problems of the capital, loans, marketing, tools and machines etc.
7. The ZSS had not taken any steps to even retain augment and continue the literacy skills achieved by the learners.
8. The neoliterates had not found a good vocation which would bring more wages than the daily labour.

## SUCCESS STORY - 1

Name of the Agency :	Women Multipurpose Co-operative Society Limited
Village :	Kudutini
Panchayat :	Kudutinit
Taluk :	Bellary
District :	Bellary

### **Background**

Women Multipurpose Cooperative Society Ltd., in its early days was neither a cooperative nor a society. It was just an unorganised group of a few people. Later on it widened its social coverage and embraced the entire village and started imparting literacy, awareness and vocational training.

While the society was gradually developing, its existence came to the notice of Khadi Gramodyoga Division, District Industrial Development society and Zilla Saksharatha Samiti. With their help, cooperation and support the society got its own building, loans, machines and tools, guidance and training. It is now engaged in providing literacy, awareness and vocational training.

The society which came into existence in the manner mentioned above, was registered as a cooperative society with multipurpose objectives, of making women of the village educationally and economically better off. It has now widened its scope of activities by including many developmental programmes and is carrying them out creditably.



## **Reasons for the Birth of the Society**

The following factors could be attributed to be the reasons for the birth of the society:

- a) Economic backwardness of the people in the area,
- b) A desire to improve their economic standards by providing vocational training,
- c) As a corollary, making non-literates literate in the area
- d) Making people conscious of the socio-economic problems and their capacity to overcome them, and
- e) To make people organised for a fit social action for their own development.

## **Structure of the Society**

The Society has an executive committee, open to all sections of people.

It consists of

- Chiarman
- Secretary
- Members
- Deputy Chairman
- Treasurer

The EC meets once in a month and discusses about the day-today issues, training, developmental activities etc., and decides what activities should be undertaken and how, etc. Accordingly the programmes are organised by the society. Awareness and information are invariably important components of all activities.

## **Institutions supporting the Society**

Names of some institutions which came to support the society initially have been mentioned before. The support base has now grown vastly as shown ahead:

- a) Khadi Gramodyoga Division
- b) District Industrial Training Institute
- c) Zilla Saksharatha Samithi
- d) Horticulture and Agriculture Institute
- e) DWACRA Scheme
- f) TRYSEM Scheme

Obviously three more agencies mentioned at (d), (e) and (f) above have joined the team of supporters of the society. They provide inspiration to take up training and also help in conducting training.

### **Aim and Objectives of the Society**

- a) To help solve people's problems in all areas,
- b) To financially help them through vocational training and related activities
- c) To make them literate,
- d) To promote self-reliance
- e) To generate social awareness, and
- f) To take the people towards development.

The society intends to expand its area of operation and to take up more programmes on a larger scale, so that it could serve more people in a better manner.

### **Progress-Card of the Society**

#### *a) Growing Institution*

The society which made a humble beginning in 1989-90 got itself registered in 1994 as Women Multipurpose Cooperative Society Limited. As a living society it continues its activities vigorously. It has a current

membership of 200 people, out of which 50 are neoliterates.

b) *Society as a catalyst*

The society has become a channel of 6 institutions mentioned before, which carry their programmes to the people through this society. The programmes include:

- Creation of motivation for taking up new vocation
- Providing assistance and support in conducting training
- Providing skill training and information related to training content, such as raw material, machines and tools, finance, marketing, etc.

c) *A Training Institute for Economic Growth*

As a result of cooperation between the Society and other development agencies, the following activities have conducted so far:

- 20 persons have received training in preparing scented sticks (Gandada kaddi),
- 20 persons have been trained in pappad making
- 20 women have been trained in stitching petticoats
- 20 women are now being provided training in tailoring
- 20 persons have been trained in making turmeric powder (harisina pudu) and chilly powder.
- Plans are in hand to provide future training to the various groups on the basis of their needs.

Some of the persons who received training have been running vocations independently. Some have been working collectively under the

guidance and supervision of the society. Of course, some have not taken up any vocation after receiving trainings. For example, out of the 20 persons who were trained in making (scented agarbatti), only 4 have persons have taken up production, 2 independently and 2 under the production venture of the society. Same is the story about papad making. Similarly 15-20 persons are preparing harasina (turmeric) powder and chilly powder under the auspices of the society.

*d) Society's growing income and capital*

Sale of scented sticks (gandada kaddi) is proving quite profitable. Out of the sales proceedings, the capital, taken as loan, is usually rapaid. Part of the sales proceedings is reinvested in the business.

Some amount is put aside as savings of the society. The rest of the amount is disbursed as wages for those who are working under the auspices of the society. This system has put the society in good stead.

*e) Capital formation of the Society*

The society's good work has attracted investment of several developments. Khadi Gramodyoga Division and Cooperative Department of Zilla panchayat have given grants of Rs. 48,000/- to the society grants. The Industrial Training Institute has given Rs. 19,000/- as loan, towards a partial payment of the cost of Rs.24,000/- for the machine required for grinding chilly and harasina (turmeric) powder. Similar helps are coming from many other sources like DWACRA, TRYSEM etc., and the society has already accumulated a capital of Rs. 1,07,000/- and visualising to increase it through loans and assistance. The members of the society have also committed themself to pay towards the capital formation through higher membership money and loans.

*f) Search for Raw Material by the Society*

The society, with the help of supporting agencies, procures raw material from any place where the cost works out lower. For example, the cloth for petticoat making was bought in Ananthapur District of A.P.

*g) Marketing by the society*

The society sells its goods to individuals and local market. It has entered into Bellary taluk market and intends to search markets in other taluks. Hostels in other taluks are targetted as new customers.

The demand for turmeric powder, chilli powder, pappad, Agarbathi and petticoats is increasing.

*h) Social Face of the society*

Economic liberation of poor people is one of the aims of the society. Its other aim is making people aware of the socio-economic realities, to give them information and knowledge through literacy and to spread message of health and family welfare. The society wants to organise people as a force to reckon with and make them self-reliant in their development.

The society wishes to grow and be recognised as a social insitution, concerned with social development of the people in the villages where it works, through various programmes including vocational skills development programme.

## SUCCESS STORY - 2

Name of the Village :	Linganayakanahalli
Panchayat :	Kuruteru
Taluk :	Huvina Hadagali
District :	Bellary

### Background

Linganayakanahalli was an underdeveloped village. Following the advice and guidance from several wellwishers, the villagers established an organisation in the village called Vivekananda Sangha. This organisation has been generating social awareness and providing information on various aspects of life for the smooth running of the day-to-day activities and development of the village.

The village has a mixed population of about 2000 people. However, the diversity of castes has not in any way led to any disharmony among them. They sit together unitedly and solve their day-to-day problems and work jointly towards their village's development.

The villages have involved themselves in the Akshara Vijaya Literacy Programme (TLC) and are endeavouring to make all the nonliterate literate. Vevekananda Sanga has also organised several vocational training programmes in the village and motivated the learners to take advantage of the programmes.

The villages have already received training in making earthworm manure and in agriculture with the help and cooperation of Agriculture University.

The village has taken up and has conducting several other activities, like spreading environmental awareness, small family concept, information on women's development schemes, rural development, forest conservation, etc.

In order to generate awareness about conservation of environment, the enlightened villagers have formed another organisation called Environment Organisation.

Two of the panchayat members through their perserverence have been able to get full share of the village development resources from the village panchayat.

### **Neoliterate Vocational Skill Development**

As mentioned before in this section, Linganayakanahalli people have undertaken several vocational skill development trainings. The importance of these trainings is that some neoliterates, too, have undergone training in Mushroom growing, earthworm manure preparation and improved agricultural practices. Of these trainings the last two have been very useful and the neoliterates are pursuing the related vocations. They have made good progress in them. Some of the factors that contributed to the progress in these two areas are briefly stated below.

#### **The source of inspiration for taking up the two vocations**

The inspiration for adoption of making earthworm manure and of new agricultural practices came from environmentalists of the village and Dharwar Agriculture University.

#### **Reasons for encouraging the above vocations**

They were as follows:

- By adopting them quality of the soil would improve
- These vocations could be continued without damaging the soil.

- The environment could be protected by removing pollutions of water, air and soil.
- Disease resistance quality could be increased and
- The vocation of preparation of earthworm manure would give enough Bio-manure for agriculture.

### **Adoption of the two vocation by more villagers**

The training in the two vocations was first given to 40-50 neoliterates. Those who adopted them successfully passed on the information and skill to others. The number of earthworm manure makers went upto 70 and then it doubled. A very large number of villagers have kept up the vocation. The quantity of earthworm has also doubled.

### **Arrangement for the Capital**

The Agriculture University and Agriculture Department have extended the capital, co-operation and help to the villagers for getting training and adoption of these two vocations.

### **Supply of Raw material (Earthworms)**

To begin the vocation, the Agriculture University helped the villagers by supplying the raw material. The university has also been extended its cooperation to continue the vocation with the follow-up activities.

### **Marketing of Earthworm**

To small quantity of earthworms received in the beginning from the agriculture university had been increasing gradually which posed the question of marketing them. The villagers were not in need of additional quantity, as they already had a large stock for their own consumption. They were also supplying the worms free of cost to the neighbouring villages. So the



marketing was a pressing problem and it continues to be so.

### **Problem faced at the initial stages**

The following problems were faced by the villagers in the initial stages:

- \* They could not get sufficient quantity of raw material
- \* Non-availability of water in sufficient quantity
- \* Non-availability of raw material in adequate quantity
- \* Lack of higher level training, and
- \* Shortage of covers for protection of the worms.

The villagers have remained undaunted against these odds and have purchased their profession dogedly, which has brought them some success. Nevertheless the villagers have to find a solution for the following to make them problems self-reliant.

- Further training of a higher level and its continuity
- Supply of protective covers, and
- Provision of more water.

## **FINDINGS OF THE STUDY**

6.1 The study was undertaken to understand the perception of neoliterates about their vocational training needs, how far these needs have been met by ZSSs and how the training could be improved to deliver required results. This would of course, lead to the factors which the investigating teams perceived as bottlenecks in getting full advantage of the training programmes organised by the ZSS and other institutions, as well as some encouraging factors which should be strengthened. The findings of the study are given below.

### **6.2 FINDINGS**

#### **6.2.1 Social issues**

A little over 90% of the neoliterates interviewed were either below the poverty line or only a little above that. About 80% of them said that their income was not enough to meet both the ends. The hardship was heightened due to the fact that 76.65% of all respondents were women. Therefore, even though most of them were interested in enhancing their incomes, some of them betrayed their hopelessness, fatalism, ignorance and fear about taking up a new vocational training. They also foresaw social impediments.

- a) some of them had no idea that in addition to existing vocation they could take up some subsidiary vocation to augment their incomes.
- b) Some had doubts about efficacy of training and therefore, were hesitant to come forward for undergoing a training.

- c) Women neoliterates were apprehensive of non-cooperation from their family members and feared disapproval from their husbands.
- d) Some preferred their daily wages to a new venture into any subsidiary occupation. Firstly, they feared loss of wages during the training period and secondly, they thought a whole-day wage in some cases, like in coffee estate would be higher than the petty income through additional vocation for which any way they did not have time to spare.
- e) The worst kind of demotivating factor for going for a training was taunting by neighbours, particularly in case of women.

#### **6.2.2 ZSS's Role and cooperation of Development Department**

- a) ZSSs were conceived and created in the context of a mass literacy campaign. Their credential were different, they were not oriented to vocational training. Therefore, only Mandya and Bellary districts could execute the training programmes. The other two districts, namely Chikkamagalore and Dharwar did not take put any trainings.
- b) Since the ZSS were not cut out for providing vocational courses, their role was restricted to getting the help of training agencies for providing vocational training to neoliterates. But for the officials of the latter agencies that was an additional role they had to perform. As such they, with some good exceptions, lacked in commitment.
- c) The development departments, while providing vocational training to rural people as their routine work, included some neoliterates also. But the ZSS found that the intake of trainees

amount they had to meet the aspirations of large number of neoliterate trainees.

#### **6.4.6 Post-Training Activities / Follow-up Actions**

- a) The target group of vocational training courses was very small in comparison to the actual number of neoliterates. Following this the number of trainees who received post-training support was much smaller than those who received training.
- b) The follow-up support was required to get raw material, obtain machines and tools, find market for the products and finance for investment. The trainees also needed space to run the vocation. The ZSS could hardly provide this kind of followup support. As a result the efforts made for training neoliterates in vocations for getting additional income did not bear fruits in majority of cases.

#### **6.4.7 Summary**

- a) ZSSs up vocational training courses on a small scale. In some cases they did not bother about it. This showed that there was not pressure on them to conceive, plan and execute vocational training programmes.
- b) The ZSSs staff was not equipped for this kind of work. They had to take the help from other development departments who had the experience of providing training. But ZSSs could not pressure those departments as they had no authority.

- e) The training singularly lacked in imagination. There were no need surveys, there was no methodical planning for pre-training, training and post-training activities.
- f) Whatever be the drawbacks, there is no doubt that a small number of women neoliterates have benefitted from the training programmes.
- g) The training courses, in the final judgement, appeared to be leading to savings instead of generating more income, which of course is not a small gain.

## **SUGGESTIONS**

### **7.1 Perspective**

Issues discussed in the previous chapters highlight various problems and difficulties faced by the ZSSs in planning and providing vocational trainings to neoliterates at the postliteracy and continuing education stages of literacy programme.

- a) It should be noted that in the overall perspective of National Literacy Mission, the idea of providing vocational training to neoliterates is still in an infant stage, the stress still being on consolidation and continuation of literacy skills. Funds being provided for vocational skills development constitute a very small percentage of the whole budget of PL and CE.
- b) The ZSSs have to be trained for venturing into new areas, for which they were not well equipped, which is clear from the fact that Chikkamagalore and Dharwar did not do much in the vocational area.
- c) There are already several institutions engaged in rural development and vocational training. These development agencies, whether non-NGOs and NGOs, including ZSSs, as part of district administration and resources management have to coordinate their activities keeping their attention on the welfare of the poor, semi or neo-literates.
- d) The market is not stable like in old days. It has become more competitive and the demands change quite frequently. People

should understand this phenomenon. In tune with these constant changes, the trainings have to be redefined in terms of approaches and contents. They should attempt at attitudinal changes, break the dependency syndrome and self-directed continuous training, sharpening the skills. These are the long-term goals of training which emerge from the study.

However to tackle the immediate problems and difficulties the following suggestions are made which if adopted, would go a long way in making vocational trainings more meaningful.

## 7.2 Immediate Steps

The following steps are suggested to improve the quality of vocational training programmes imparted by the ZSSs to neoliterates.

- 1) In pursuance of the policy of PL/CE of the NLM, providing vocational training to neoliterates, on whatever scale possible is imperative for the ZSSs. Vocational training programmes, therefore, however modest, must be included in the plan of action. It should be formulated in cooperation with other district agencies, so that the resources are pooled and coordination established.
- 2) The ZSS personnel, from the district to panchayat level, who are going to handle, directly or indirectly, vocational training, must be oriented/trained by resource agencies.
- 3) The training of neoliterates has to be, as said above, a coordinated activity. Roles to be played by each agency should be clearly delineated and the parameters of cooperation and collaboration well defined.

In some cases the ZSSs would take help of only resource persons who are paid an honorarium. These courses are normally of short duration. In such cases it is worthwhile to get a few panchayat level coordinators trained in the skills and have the training programmes conducted through them. This system has several advantages.

- 4) One of the pretraining activities should be confidence building exercise among the villagers who are going to be involved in the training. As in the case of literacy training, in the case of skill training too, the villagers should be taken in confidence about the nature of training, how it would benefit them and what would it demand of them. There should be no hyperbolic statement about the objectives which often generate mistrust in such activities.
- 5) In order to minimise family and social non-cooperation and also as a strategy for successful adoption of a vocation, it is better to adopt a group or collective approach to vocations.
- 6) No training programmes should be planned and undertaken without a proper need survey. It (need survey) not only should go into what the neoliterates want to do but also the viability of undertaken such a vocation in terms of availability of raw material, machine, tools, marketing, space, water, duration, mental make-up of trainees, etc.
- 7) Vocational skill training should be through practice and not just by demonstration and talk. However the training should provide information on all aspects, mentioned at point 5 above.



- 8) Short duration courses are more affordable by the poor. However, unemployed would be ready to take longer courses. The timings should be fixed according to the convenience of the trainees.
- 9) Women are more in need of vocations so that they can improve their status. Therefore, they should have wide choices of vocations suitable to their convenience.
- 10) Women's vocations could be of 2 kinds; one, which helps them save money (recycling of material, kitchen gardening, tailoring etc.,) and two, which generates money.
- 11) If the new vocations to be undertaken are close to the one the poor are already having i.e., if the new one is just an extension of the current one, (like cow rearing to agriculture) adoption problems are minimised.
- 12) Skills should be supplemented by written information. The written literature could be of two kinds. One, which throws light on agencies providing training and their programmes related to vocational development. Two, manual type, on 'how to do' a job. Both of them should be written in simple language. But the 'how to do' manual form should be in the pictorial.
- 13) The training is not a one-shot affair. There has to be a follow up, which should try to solve the specific social, skill related and information related problems. Till the trainees develop their own entrepreneurship, they should be helped as far as possible, by procuring raw material, tools and getting marketing facilities.

- 14) The ZSSs should legitimately depend for resource support on state Resource Centres, Shramik Vidyapeets and Vidyapeeths of Karnataka State Adult Education Council which are expected to provide support to postliteracy and continuing education programme. These institutions should be approached to undertake feasibility studies, need survey, material development, training and post training support to vocational training courses.

These institutions should also collaborate with their state level counterparts in order to ensure their involvement at the postliteracy and followup stage, to develop courses and to produce simple literature.

## **EXECUTIVE SUMMARY OF THE STUDY**

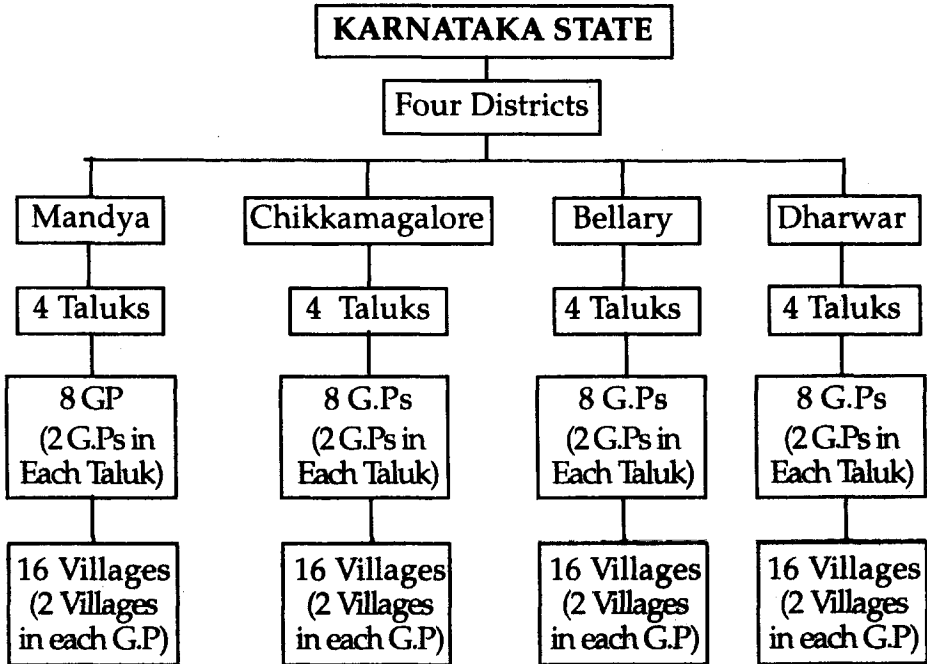
8.1 National Policy on Education 1986 recommended vocational courses for neoliterates. Later in 1988, the National Literacy Mission proposed introduction of vocational training at the Post Literacy stage for the benefit of neoliterates. In pursuance of the National Policy and NLM directives, various ZSSs have organised vocational training programmes in a scale permitted by funds available. Such programmes would be more pronounced at the continuing Education stage in the future.

The State Resource Centre is supposed to provide resource support to ZSSs in running the vocational trainings on a sound basis. Therefore, in order to acquire an insight into vocational course development, it undertook a systematic study of the vocational courses offered in some districts in Karnataka by ZSSs and other institutions.

8.2 The major objectives of the study were as given below:

- a) To identify vocational skills needed by the neoliterates.
- b) To find out the impediments in taking up need based vocational skills training programmes through a study of training courses conducted by ZSS, and
- c) To suggest a process of determining the vocational skills by the neoliterates.

8.3 The details of the areas and respondents selected for study on random basis are given below.



1. Total number of Districts - 4
2. Total number of Taluks - 16
3. Total number of Gramapanchayats - 32
4. Total number of Villages - 64
5. Total number of Respondents - a) Neoliterates - 591  
b) ZSSs functionaries - 46

8.4 The study was conducted by 2 Researchers and 6 investigators. The methods adopted were administering questionnaires, discussions with the ZSS functionaries at all levels, NGO groups and the neoliterate beneficiaries, and observations.

\* G.P. — Grama Panchayat

## **8.5 Findings**

The following are the findings of the study

### **8.5.1 Social issues**

A little over 90% of the neoliterates interviewed were either below the poverty line or only a little above that. About 80% of them said that their income was not enough to meet both the ends. The hardship was heightened due to the fact that 76.65% of all respondents were women. Therefore, even though most of them were interested in enhancing their incomes, some of them betrayed their hopelessness, fatalism, ignorance and fear about taking up a new vocational training. They also foresaw social impediments.

- a) some of them had no idea that in addition to existing vocation they could take up some subsidiary vocation to augment their incomes.
- b) Some had doubts about efficacy of training and therefore, were hesitant to come forward for undergoing a training.
- c) Women neoliterates were apprehensive of non-cooperation from their family members and feared disapproval from their husbands.
- d) Some preferred their daily wages to a new venture into any subsidiary occupation. Firstly, they feared loss of wages during the training period and secondly, they thought a whole-day wage in some cases, like in coffee estate would be higher than the petty income through additional vocation for which any way they did not have time to spare.

- e) The worst kind of demotivating factor for going for a training was taunting by neighbours, particularly in case of women.

### **8.5.2 ZSS's Role and cooperation of Development Department**

- a) ZSSs were conceived and created in the context of a mass literacy campaign. Their credential were different, they were not oriented to vocational training. Therefore, only Mandya and Bellary districts could execute the training programmes. The other two districts, namely Chikkamagalore and Dharwar did not take put any trainings.
- b) Since the ZSS were not cut out for providing vocational courses, their role was restricted to getting the help of training agencies for providing vocational training to neoliterates. But for the officials of the latter agencies that was an additional role they had to perform. As such they, with some good exceptions, lacked in commitment.
- c) The development departments, while providing vocational training to rural people as their routine work, included some neoliterates also. But the ZSS found that the intake of trainees from neoliterates group was very small. It was also found that the quality of training imparted left much to be desired and as a result the trained neoliterates were not able to put the training into practice.

### **8.5.3 Pretraining preparations of ZSSs**

- a) The concept that a thorough survey of the requirements and needs of neoliterates must be undertaken before starting a new vocational training should have been better appreciated by the ZSSs.

- b) Even when the concept was appreciated, the methods adopted were adhoc and perfunctory, nonserious. The ZSSs were not equipped for this kind of work. Nor, was there any study undertaken by national and state level institutions, which could have guided them. Therefore, the content of training programmes were narrow, leaving out crucial issues. As a result, a large number of training programmes could not prepare the trainees to start a new vocations.

#### **8.5.4 Deficiencies During Training**

- a) Choice of Training content - As mentioned before, need survey were hardly conducted. This is reflected in the fact that 36 different training courses were conducted by ZSS, but only 10 of them were taken up by the neoliterates.
- b) Training contents were dealt with narrowly, without covering all aspects needed by the neoliterates. For examples growing earthworms, spice powder making coir products making required information on cheapest source of raw material, availability of machines and tools, marketing, finance etc., which were usually not covered.
- c) In large number of cases the training lead to only self-help or money saving devices. For example, cutting the expenditure by stitching clothes at home, wormiculture are kitchen garden or horticulture, preparing spice powder or pickles for self-consumption etc. They were no doubt vocational courses but for saving money and not for additional income.
- d) The training duration had a close relationship with the

acceptability and uptake of training programmes. The neoliterates did not want or could not offered to stay away for training for long time, since that involved loss of wages or income from the main occupation.

- e) In many cases of training, the skill development was missing. There were only talks and demonstrations. The trainees could not do them themselves and missed a chance of doing by learning.
- f) Once the training programme was over, the details of operation or information were forgotten due to memory loss and there was no way to recall them. Supportive literature was not available. Even when it was distributed, the trainees were unable to comprehend it because of its high difficulty level.

#### **8.5.5 Finance**

The NLM restricts the grants for postliteracy stage to Rs.35-40/- per head. This amount is meant for various other items too. Hence ZSSs could not spend adequate sums on training. Within the available amount they had to meet the aspirations of large number of neoliterate trainees.

#### **8.5.6 Post-Training Activities / Follow-up Actions**

- a) The target group of vocational training courses was very small in comparison to the actual number of neoliterates. Following this the number of trainees who received post-training support was much smaller than those who received training.
- b) The follow-up support was required to get raw material, obtain machines and tools, find market for the products and finance for



investment. The trainees also needed space to run the vocation. The ZSS could hardly provide this kind of followup support. As a result the efforts made for training neoliterates in vocations for getting additional income did not bear fruits in majority of cases.

## 8.6 Suggestions

The following steps are suggested to improve the quality of vocational training programmes to be undertaken in the future.

- 1) In pursuance of the policy of PL/CE of the NLM, providing vocational training to neoliterates, on whatever scale possible is imperative for the ZSSs. Vocational training programmes, therefore, however modest, must be included in the plan of action. It should be formulated in cooperation with other district agencies, so that the resources are pooled and coordination established.
- 2) The ZSS personnel, from the district to panchayat level, who are going to handle, directly or indirectly, vocational training, must be oriented/trained by resource agencies.
- 3) The training of neoliterates has to be, as said above, a coordinated activity. Roles to be played by each agency should be clearly delineated and the parameters of cooperation and collaboration well defined.

In some cases the ZSSs would take help of only resource persons who are paid an honorarium. These courses are normally of short duration. In such cases it is worthwhile to get a few panchayat level coordinators trained in the skills and have the training programmes conducted through them. This system has several advantages.

- 4) One of the pretraining activities should be confidence building exercise among the villagers who are going to be involved in the training. As in the case of literacy training, in the case of skill training too, the villagers should be taken in confidence about the nature of training, how it would benefit them and what would it demand of them. There should be no hyperbolic statement about the objectives which often generate mistrust in such activities.
- 5) In order to minimise family and social non-cooperation and also as a strategy for successful adoption of a vocation, it is better to adopt a group or collective approach to vocations.
- 6) No training programmes should be planned and undertaken without a proper need survey. It (need survey) not only should go into what the neoliterates want to do but also the viability of undertaken such a vocation in term of availability of raw material, machine, tools, marketing, space, water, duration, mental make-up of trainees, etc.
- 7) Vocational skill training should be through practice and not just by demonstration and talk. However the training should provide information on all aspects, mentioned at point 6 above.
- 8) Short duration courses are more affordable by the poor. However, unemployed would be ready to take longer courses. The timings should be fixed according to the convenience of the trainees.
- 9) Women are more in need of vocations so that they can improve their status. Therefore, they should have wide choices of vocations suitable to their convenience.

- 10) Women's vocations could be of 2 kinds; one, which helps them save money (recycling of material, kitchen gardening, tailoring etc.,) and two, which generates money.
- 11) If the new vocations to be undertaken are close to the one the poor are already having i.e., if the new one is just an extension of the current one, (like cow rearing to agriculture) adoption problems are minimised.
- 12) Skills should be supplemented by written information. The written literature could be of two kinds. One, which throws light on agencies providing training and their programmes related to vocational development. Two, manual type, on 'how to do' a job. Both of them should be written in simple language. But the 'how to do' manual form should be in the pictorial.
- 13) The training is not a one-shot affair. There has to be a follow up, which should try to solve the specific social, skill related and information related problems. Till the trainees develop their own entrepreneurship, they should be helped as far as possible, by procuring raw material, tools and getting marketing facilities.
- 14) The ZSSs should legitimately depend for resource support on State Resource Centres, Shramik Vidyapeets and Vidyapeeths of Karnataka State Adult Education Council which are expected to provide support to postliteracy and continuing education programme. These institutions should be approached to undertake feasibility studies, need survey, material development, training and post training support to vocational training courses.

These institutions should also collaborate with their state level counterparts in order to ensure their involvement at the postliteracy and followup stage, to develop courses and to produce simple literature.

\* \* \* \* \*

## Questionnaire Meant for Neoliterates

Village \_\_\_\_\_  
Taluk \_\_\_\_\_

Village Panchayat \_\_\_\_\_  
District \_\_\_\_\_

### Part-1

- |                         |   |              |
|-------------------------|---|--------------|
| 1.1 Name of Neoliterate | : |              |
| 1.2 Age                 | : |              |
| 1.3 Sex                 | : | 1.3.1 Female |
|                         |   | 1.3.2 Male   |
| 1.4 Caste               | : | 1.4.1 SC     |
|                         |   | 1.4.2 ST     |
|                         |   | 1.4.3 Others |

### Part - 2

- |  |   |                       |
|--|---|-----------------------|
| 2.1 What is your main vocation ?   | : |                       |
| 2.2 What is the reason for taking up this vocation ?                               | : | 2.2.1 Traditional     |
|  |   | 2.2.2 Started by self |
|  |   | 2.2.3 Other, name it  |
| 2.3 What is your income for the vocation ?   | : |                       |
| 2.4 Is it enough for your family ?   | : | Yes      No           |
| 2.5 Do you need training in your vocation ?  | : | Yes      No           |
| 2.6 Do you know about the institutions/departments which give vocational training. | : | Yes      No           |
| 2.7 Are you having any additional vocation along with the main vocation ?          | : | Yes      No           |
| 2.8 If yes. What is that ?   | : |                       |

**Part - 3**

- 3.1 Have you received any vocational training ? : Yes No
- 3.2 If yes, for what vocation ? : \_\_\_\_\_
- 3.3 Who gave the training ? : \_\_\_\_\_
- 3.4 What did you learn in the training (manual skill, information etc. ) ? : \_\_\_\_\_  
: \_\_\_\_\_  
: \_\_\_\_\_
- 3.5 Did you start the new vocation after the training?: Yes No
- 3.6 If yes, what problems did you face initially ? : 3.6.1 Lack of finance  
3.6.2 Lack of raw material  
3.6.3 Inadequate training  
3.6.4 Non-availability of machine and tools  
3.6.5 Markering problem  
3.6.6 Other (specify)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3.7 What are your requirements to increase you income through this vocation ? : 3.7.1 More training  
3.7.2 Financial facilities  
3.7.3 Supply of raw material  
3.7.4 Marketing facilities  
3.7.5 Supply of machinery and tools  
3.7.6 Other (Specity)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3.8 If you have not started the vocation after training, what are the reasons ? : \_\_\_\_\_  
: \_\_\_\_\_  
: \_\_\_\_\_  
: \_\_\_\_\_

**Part -4**

- 4.1 What vocations would you like to start keeping your local context in mind ?  
Some vocations are given below. You may select any other if you like.

1. Tailoring
2. Agarbatti making
3. Beedi rolling
4. Pappad, Sandige, Pickle making
5. Spice powder making
6. Mat making
7. Soapnut poder making
8. Weaving
9. Carpentry
10. Rope making
11. Cane work
12. Broomstick making
13. Leaf cup/Plate making
14. Chalkpiece making
15. Candle making
16. Phenyle preparation
17. Soap making
18. Embroidery
19. Jaggery making
20. Poultry
21. Rabit faming
22. Pig rearing
23. Animal care
24. fish growing
25. Bee keeping
26. Mushroom growing
27. Sericulture
28. Nursery growing
29. Shampo preparation
30. Coir goods making
31. Bag stiching
32. Leather goods making
33. Blanket making
34. Shawls / Carpet making
35. Paper plate making
36. Bricks making
37. Matches making
38. Masonry
39. Cycle repair
40. Chair repair
41. Book binding
42. Screen printing
43. Cloth printing
44. Compost making
45. Seed preservation

- 46. Fruits preservation
- 47. Sheep rearing
- 48. Flower business
- 49. Motor driving
- 50. Ragi flour making
- 51. Bamboo work
- 52. Electric goods repair
- 53. Any other (Please specify) \_\_\_\_\_

4.2 What assistance you need to start a new vocation ? \_\_\_\_\_

Date:

Investigator's Signature



## Questionnaire Meant for Functionaries

Village \_\_\_\_\_  
Taluk \_\_\_\_\_

Village Panchayat \_\_\_\_\_  
District \_\_\_\_\_

## Part-1

1.1 Functionary's Name :

1.2 Age :

1.3 Sex :

1.3.1 Female

1.3.2 Male

1.4 Occupation :

1.4.1 District Coordinator

1.4.2 Taluk Coordinator

1.4.3 Other (specify)

1.5 Education :

1.5.1 Master's degree

1.5.2 Degree

1.5.3 PUC

1.5.4 SSLC

1.5.5 Other (specify)

1.6 Since how many years  
have you been working  
in literary field ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Part - 2

2.1 Were any vocational  
trainings for neolite-  
rates organised in  
your area ?

Yes

No

2.2 If yes, specify :

\_\_\_\_\_  
\_\_\_\_\_

2.3 Were the training needs  
of neoliterates identified  
before the training ?

Yes

No

2.4 If yes, specify :

\_\_\_\_\_  
\_\_\_\_\_

**Part - 3**

- 3.1 How many neoliterates have been training in your area ? : \_\_\_\_\_
- 3.2 How many of those trained have taken up the vocation? : \_\_\_\_\_
- 3.3 If the vocation was not started after the training what were the reasons ? : \_\_\_\_\_
- 3.4 Were the followup activities undertaken after provding the training ? : Yes No
- 3.5 If yes, what were they ? : 3.5.1 Finance facilities  
3.5.2 Supply of raw material  
3.5.3 Supply of machinery etc.  
3.5.4 Marketing facilities  
3.5.5 Other (specify)  
\_\_\_\_\_  
\_\_\_\_\_

**Part - 4**

- 4.1 If there are cases where some one has creditably adopted a new vocation after training, write a detailed note about him/her. : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4.2 List out the problems you : \_\_\_\_\_  
faced in providing vocational training to neoliterates in post - literacy programme. \_\_\_\_\_  
\_\_\_\_\_
- 4.3 List out the requirements of effective training of neoliterates in post - literacy. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date:

Signature

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**STATE RESOURCE CENTRE, MYSORE**  
**RESEARCH AND EVALUATION ACTIVITIES**

Sl. No.	Name of the Titles	Report Language	Name of the Researchers	Year
1.	A study on mass programme for functional literacy	Kannada English	Rajahosamala	1988
2.	A study on women dropouts in adult education centre	English	V. Vanaja	1989
3.	Bijapur literacy campaign - A study	Kannada	B. Raju N.S. Maruthi H. L. Mohan	1991
4.	Preraks training - A study	Kannada	B. Raju N. S. Maruthi	1992
5.	Keep to the path...(A study on integration of population education messages in TLCs)	English	B.S. Raju N.S. Maruthi H. L. Mohan	1993
6.	The role of Janashikshana Nilayams in continuing education - An observational study.	Kannada & English	N. S. Maruthi T. Venkatesha C.P.V. Gupta	1995
7.	A study of training in literacy campaign. *	Kannada English	N.S. Maruthi T. Venkatesha C.P.V. Gupta	1996
8.	An evaluation of resource person training in PLP.	Kannada	T. Venkatesha	1996
9.	Another step forward..... (Resource persons II phase training on training and communication support to women in Panchayat Raj Institutions - A review.)	Kannada & English	T. Venkatesh C.P.V. Gupta	1997
10.	An opinion survey on the literacy skills of neo-literates.	Kannada	N. S. Maruthi T. Venkatesha	1997
11.	Integration of developmental programmes in post-literacy & continuing education - A study.	English.	N. S. Maruthi T. Venkatesha	1997
12.	Analysis of population and development. Education contents in primers & population education materials.	English	N.S. Maruthi T. Venkatesha H. L. Mohan	1997
13.	Vocational skill development needs of neoliterates. - A study.	English	N.S. Maruthi T. Venkatesha	1998
<b>Preparation of Guidelines</b>				
1.	Monitoring and evaluation TLC	Kannada		1994
2.	Evaluation of Learning outcome and Tests in TLC (Kannada Translation of Dave Committee Report)	Kannada		1995
3.	Evaluation of TLC in India (Kannada Translation of Arun Ghosh Committee Report)	Kannada		1998
4.	Protesting Neoliterates Books	English		1998

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