

Towards A
FUNCTIONAL LEARNING SOCIETY

THE TAMIL NADU BOARD OF CONTINUING EDUCATION

Madras 20

September 1975

© The Tamil Nadu Board of Continuing Education



**Administrative Unit,
National Staff College of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
DOC. No.....
Date.....**

THE TAMIL NADU BOARD OF CONTINUING EDUCATION

President :
DR. MALCOLM S. ADISESHIAH

74, Second Main Road
Gandhinagar, Adayar
Madras-20

THIRU C. G. RANGABASHYAM
Special Secretary, Department of Education
Fort St. George
Madras

Dear Thiru Rangabashyam,

Sub : Transmittal of Towards A Functional Learning Society

I have pleasure in transmitting to you, on behalf of the Tamil Nadu Board of Continuing Education. A Survey of and Plan for Non-formal Education in Tamil Nadu, in response to the Government's request made in September 1974.

The survey covers the non-formal education activities of six Departments of Government, their directorates and divisions and those of 98 non-governmental voluntary agencies. The resulting canvas is both impressive and indicative.

It is impressive because it involves a rather wide cross-section of men, women, and children in the State pursuing some appropriate form of education and training; to complete where there has been no formal education, as in the case of various literacy programmes; to replace where there has been attrition at school and college as in the case of the growing number of drop-outs and push-outs; to correct in terms of employment as in the case of passing-out school-leavers and college graduates who emerge from the formal system without occupational orientation; or to augment the employability of technical and professional persons through training or retraining for the jobs for which they have been selected.

The survey is also indicative of the precise task ahead of us; to the attainment of the twin National and State objectives of poverty-eradication and self-reliance. Non-formal education in this State can ensure that

every man, woman and child has the minimum learning skills so that he or she may live a gainful and productive life and provides the complementary training for our professional cadres so that they may contribute to their own well-being and the achievement of our explicit common goals.

The Plan emerging from the survey calls for a definition of State policy on education as comprising the goals and methods of formal education; the goals and techniques of non-formal education; the funding of non-formal education by the Government and complementarily, by the public and private manufacturing sectors, large farms, co-operatives and philanthropists; and the establishment of time-bound priority areas and programmes of action. The last of these will be directed at the small and marginal farmers, landless labourers, the small artisan and the self-employed, adult illiterates and school drop-outs. The Plan proposes that the Department of Education fill the void in its existing structure by creating a Directorate of Non-formal Education. It also calls on the voluntary organizations – particularly the majority of the State's colleges who are today uninvolved and uncommitted – to intensify their programmes in the priority areas and use government funds in a co-ordinated and productive manner under the guidance of the Board.

It has been a matter of intense satisfaction and pleasure working on this plan, which follows and complements the major lines of educational advance for Tamil Nadu laid down in *Towards A Learning Society*, the State Perspective Plan for education. I would like to take this opportunity to express my grateful thanks to all my colleagues in the committee, who worked on this task, to you, Education Secretary, for wise guidance and unflinching support, to all Departments of Government, to the voluntary bodies who generously gave of their time and provided a wealth of information and to the indefatigable member-secretary, Thiru K. Venkatasubramaniam, who had, during this mandate, also to discharge other fresh responsibilities given to him.

It now remains for the Government to consider the plan and its components and take the effectuating decisions for implementation. An early decision will also encourage and energize voluntary bodies to whom also the Plan is addressed. In fulfilling this task, I shall be available for clarification and help as necessary.

With kinds regards,

Yours sincerely,

31st July, 1975

Kalath S. Acharyar

CONTENTS

	<i>Page</i>
Letter of Transmittal	iii
Contents	v
Preface	vii
CHAPTER	
■ Introduction	1
■ I Non-formal Education in Tamil Nadu : An Overview	5
■ II Our Stakes in Non-formal Education	27
■ III An Interim Assessment	31
■ IV Features and Problems of Programmes	40
■ V Towards A Curriculum Content for Non-formal Education and Its Functionalities	56
■ VI A Recommended Policy	66
ADDENDUM	
■ VII Appendix : Parameters of Projects and Programmes	69
■ VIII Annex : Specimen Questionnaire	123

PREFACE

The Government welcomes this first survey of Non-formal Education in Tamil Nadu. It is Government's policy to develop this area of non-formal education as a supplement to the large programme of school, college and University education that has been its major, and somewhat exclusive, concern as far as the Department of Education is concerned.

The wide range covered by non-formal education in the State that is brought out in this report is impressive. The Government Departments of Agriculture, Rural Development, Labour and Employment, Health and Family Planning, and Social Welfare are engaged in a growing programme of education and training in their specialized fields. The analysis of these programmes and the comments and recommendations made on them will engage the attention of the Departments in the coming months.

The non-formal education and training schemes operated by the 98 voluntary agencies who have reported also cover all development areas. As the report points out, there are probably many agencies involved in this programme who have not been reached by this first survey. Even so, the activities undertaken by the voluntary bodies that have reported are significant and can be rapidly expanded if they had the personnel and financial resources. This is one of the issues that the people and the Government will have to examine in order to decide on appropriate action for the future.

The report sets forth a Plan for Non-formal Education in Tamil Nadu which is a continuation and elaboration of programmes or groups of projects contained in the Plan for Education, Science and Technology, *Towards A Learning Society*, established by the State Planning Commission as part of the State Perspective Plan. The Plan for Non-formal Education in this report contains some important policy recommendations addressed to the Government and to the voluntary bodies as also programmes and schemes, with appropriate financial provisions. The Government will examine the Plan with particular care and attention and decide on the manner in which it will carry out its responsibilities in the field of non-formal education.

I would like to express, on behalf of the Government, grateful thanks to the Tamil Nadu Board of Continuing Education, and its President, Dr. Malcolm S. Adiseshiah, who is the architect of this report and Plan. I am certain that this report and its innovative content will be a catalyst in the development of the State and its people, which is the common objective of everyone working in this field.

Fort St. George
Madras

C. G. RANGABASHYAM
*Special Secretary in the
Department of Education*

INTRODUCTION

§ 1 The Government of Tamil Nadu was the first State Government to turn the general and awakened interest in non-formal education into a practical first step. In G.O. Rt. No. 1922 of 23rd September, 1974, it requested the Tamil Nadu Board of Continuing Education to undertake a survey of non-formal education programmes in the State in order to map the future lines of advance in the field. The Tamil Nadu Board of Continuing Education set up a committee to undertake the survey.

Chairman

- 1 Dr. Malcolm S. Adiseshiah
Director
Madras Institute of Development Studies
Adyar, Madras 20

Member

- 2 Thiru C. G. Rangabashyam, I.A.S.
Special Secretary to Government in the
Education Department
Madras 9
- 3 Dr. Tmt. Visalakshi Nedunchezhiyan
Assistant Director
Health Services & Family Planning, (M.C.H.)
Madras 6
- 4 Tmt. Champalakshmi Venkatachalam
Chairman
State Social Welfare Board
Madras 6
- 5 Tmt. S. Satyabhama, I.A.S.
Secretary to Government in the
Social Welfare Department
Madras 6
- 6 Thiru D. K. Oza, I.A.S.
Secretary to Government in the
Social Welfare Department
Later Director of Employment & Training
Madras 9

Member

- 7 Thiru N. Krishnamoorthy, I.A.S.
Joint Secretary to Government in the
Education Department
Madras 9
- 8 Thiru T. D. Sundar Raj, I.A.S.
Director of Fisheries
Madras 6
- 9 Thiru G. Kamalaratnam, I.A.S.
Commissioner of Labour
Madras 5
- 10 Thiru I. J. Abraham
Joint Secretary to Government in the
Labour & Employment Department
Madras 9
- 11 Rev. SISTER Catherine McLevy, F.M.M.
Secretary
Board of Continuing Education
St. Thomas Convent
Madras 4
- 12 Thiru R. Perumal, M.A., B.T.
Director of School Education
Madras 6
- 13 Dr. V. C. Kulandaiswamy
Director of Technical Education
Madras 25
- 14 Thiru R. Srinivasa Babu, B.A.
Deputy Secretary to Government in the
Education Department
Madras 9
- 15 Thiru B. S. Kuppaswami
Joint Director of Agriculture
Madras 6
- 16 Thiru G. R. Rao
Secretary
Hindustan Chamber of Commerce
Madras 1

Member

- 17 Thiru K. Kolandaivelu
Principal
Sri Ramakrishna Vidyalaya Arts College
Coimbatore 20
- 18 PROFESSOR C. V. Sethunathan
Registrar
Indian Institute of Technology
Madras 36
- 19 Thiru P. Chinnadurai
Joint Director of Animal Husbandry
Madras 6
- 20 Thiru M. H. Ahamed Basha
Deputy Secretary to Government in the
Department of Health & Family Planning
Madras 9
- 21 Thiru C. A. K. Shanmugam
Additional Director of Health Services
Madras 6
- 22 Thiru S. Subbiah
Assistant Director of
Health Services & Family Planning
Madras 6
- 23 Captain Subba Raman
Director
National Service Corps
University of Madras
Madras 5
- 24 Thiru Nelson
Secretary
Madras Christian Council
Madras 4
- 25 PROFESSOR M. S. Jothi
President
Regional Council of Adult Education
Madras 12

Member

- 26 Thiru T. K. Nair
Research Director
Madras School of Social Work
Madras 8
- 27 Tmt. Manda Krishnamurthi
Honorary Secretary
Avvai Home
Madras 20

Member-Secretary

- 28 Thiru K. Venkatasubramaniam, M.A., B.T., B.L.
Director of Government Examinations
Madras 6

The committee, on November 22, 1974, approved a questionnaire after review and discussion with 15 Departments of Government and a number of voluntary agencies running non-formal education programmes. It also met three times to review the progress and discuss problems faced by the agencies in assessing their schemes. As at the end of April, all Departments of Government had submitted their responses to the questionnaire, while there was not one report from the voluntary bodies like the YMCA, YWCA, the tutorial colleges, the regular arts and science colleges, the nationalized banks, etc. A renewed appeal was sent out to these bodies to report on their programmes and the deadline for submission was extended to June 1, 1975.

2 The committee expresses its thanks to the Departments of Government, particularly the Secretary to Government (Education) and his staff who have extended to the survey help, advice and cooperation at all stages. It is also grateful to the many non-governmental agencies who have co-operated in this first effort at mapping out Tamil Nadu's non-formal education programmes.

The committee met on June 27, reviewed the draft and transmitted it to the Board which approved it. It invited agencies which had not done so to submit programme reports before mid-July. On the basis of 50 further programmes reported by mid-July and suggestions for modifications and improvements made by the agencies, the report was finalized by the end of July. There are some lacunæ in this first survey of non-formal education, particularly with reference to the programmes of the voluntary agencies in some of the southern districts of the State. The report as a whole is, however, a representative sample of the kind of schemes under way in Tamil Nadu.

CHAPTER I

NON-FORMAL EDUCATION IN TAMIL NADU : AN OVERVIEW

§ 1.1 The major problem faced by the survey and possibly by all sections of the people to whom this report is addressed is the unfamiliarity of the term, non-formal education, and the newness of the concept. Participation in the survey has been a slow and gradual process of education; even so, the resulting canvas shows gaps. In the first part of the presentation, the schemes are reported in the order in which they were received.

§ 1.2 The survey covers 134 ongoing schemes in Tamil Nadu, involving 5.68 lakh persons in non-formal education. A word of explanation is needed with regard to both these figures. The number of schemes, namely 134, hides a larger number of submissions. In commercial education, 1044 responses to the questionnaire were received but they are here treated as one scheme (No. 49). On the National Service Scheme (NSS), 12 colleges reported but they are treated as one scheme (No. 114). The same considerations apply to the tutorial colleges (No. 58), the technical training courses (No. 74), SKIP (No. 89), the YWCA (No. 97), and the YMCA (No. 116). The programme coverage of 5.68 lakh persons includes seven large schemes : mass education centres; coverage 1,35,000 (project No. 3); commercial education; 84,961 (No. 49); tutorial colleges; 22,500 (No. 58); boy scouts and guides; 83,559 (No. 76); NSS; 20,000 (No. 114); correspondence courses; 14,661 (No. 115); and sports councils; 1,00,000 (No. 117). Moreover, no attempt has been made to estimate the numbers attending the 300 agricultural discussion groups (No. 36), the 50 Kisan *melas* (No. 37), 3,600 village *vizhas* (No. 38) and the 28 management display plots (No. 39). (The number of trainees in each case is numbers per annum.) The 134 schemes reported are as follows :

- 1 18 Adult Literacy Centres training 257 illiterates in the age group 8-18 by the Department of School Education;
- 2 150 Farmers' Functional Literacy Centres training 5,400 farmers by the Department of School Education;
- 3 1500 Mass Education Programme Centres in Salem and Ramanathapuram to educate 1,35,000 adult illiterates by the Department of School Education;
- 4 200 Non-formal Education Centres (proposed) for 6,000 persons in the 15-25 age group by the Department of School Education;

- 5 Seven Pre-Vocational Training Centres for 500 school drop-outs by the Department of School Education;
- 6 19 Comprehensive High Schools with out-of-school, pre-vocational training for 400 students by the Department of School Education;
- 7 Apprenticeship training for 50-60 apprentices by the Government of India and Ashok Leyland, Ennore;
- 8 Stipendiary apprenticeship training for two engineering graduates and two diploma-holders per year by Government of India and Ashok Leyland, Ennore;
- 9 Company apprenticeship training for 20 engineering graduates and 20 diploma-holders by Ashok Leyland, Ennore;
- 10 Improvership training programmes for 25-30 craftsmen by Ashok Leyland, Ennore;
- 11 Vocational training for 20 to 30 young persons sponsored by technical institutions at Ashok Leyland, Ennore;
- 12 Apprenticeship training for 91 young persons by Lakshmi Machine Works;
- 13 Special coaching for 34 young persons from scheduled castes and tribes by the Directorate of Harijan Welfare;
- 14 Evening classes for 75 industrial workers by the Directorate of Employment and Training;
- 15 Apprenticeship training for 4,512 apprentices by the Directorate-General of Employment and Training, New Delhi, and the Directorate of Employment and Training, Madras;
- 16 Training for 54 handloom weavers, pattern-makers and goldsmiths by the Directorate of Employment and Training;
- 17 Book-binding training for 16 persons by the State Board for Handicapped;
- 18 Training 100 Women's Welfare Extension Officers and *Gramasevikas* by the Department of Social Welfare;
- 19 Orientation Course for 50 *Mukhyasevikas* by the Department of Social Welfare;
- 20 Training 35 *Balasevikas* and 10 Child Welfare Organizers by the Department of Social Welfare;

- 21 Refresher training of 40 *Gramasevikas* by the Department of Social Welfare;
- 22 Training of 40 convenors of Mahalir Manrams by the Department of Social Welfare;
- 23 Trade Union leadership training for 410 persons by the Central Board of Workers Education, Government of India and Tamil Nadu Institute of Labour Studies;
- 24 Vocational training for 35 boys discharged from correctional institutions by the Department of Approved Schools and Vigilance;
- 25 Trade training for 60 girls discharged from correctional institutions by the Department of Approved Schools and Vigilance;
- 26 Training for 150 leprosy paramedical workers by the Department of Health and Family Planning;
- 27 Training 142 laboratory technicians by the Department of Health and Family Planning;
- 28 Training for 11 physio-therapists by the Department of Health and Family Planning;
- 29 Training for 59 Health Inspectors by the Department of Health and Family Planning;
- 30 Training for 101 Pharmacists by the Department of Health and Family Planning;
- 31 Training for 120 Family Planning Workers and paramedical personnel by the Department of Health and Family Planning;
- 32 Training for 500 farmers for five days per annum by the Directorate of Agriculture;
- 33 Training for 75 discussion convenors for three days each by the Directorate of Agriculture;
- 34 Training of 60 SFDA, MFAL, and DPDA personnel by the Department of Agriculture;
- 35 Training and demonstrations for 100 progressive farmers by the Department of Agriculture;
- 36 Discussion groups (200 for men and 100 for women) by the Department of Agriculture;
- 37 50 Kisan *melas* and District Agricultural Seminars by the Department of Agriculture;

- 38 3,600 village *vizhas* by the Department of Agriculture;
- 39 28 management display plots by the Department of Agriculture;
- 40 Training of 320 young farmers (age 18-30) by the Department of Agriculture, (In Coimbatore District, projects Nos. 32-41 are carried out by Tamil Nadu Agricultural University.);
- 41 Training 490 farmers per year in intensive paddy cultivation by Tamil Nadu Agricultural University;
- 42 Training 480 poultry farmers per year by Tamil Nadu Agricultural University;
- 43 Training of 60 orphans in carpentry, tailoring, automechanics by Seva Samajam Boys' Home, Saligram;
- 44 Training 400 fishermen (age 18-35) by the Department of Fisheries;
- 45 Training 14 teachers in educational and clinical counselling by the Meston Training College;
- 46 Training 68 persons working in PHCs (District Health Officers, Medical Officers, Public Health Engineers, Health Educators, Visitors and Inspectors) by the Department of Health and Family Planning;
- 47 Training 60 graduate-teachers in health education by the Department of Health and Family Planning;
- 48 Training 4,000 Youth Service Corps men and women by the Directorate of Youth Service Corps;
- 49 Training 84,961 young men and women in shorthand and typewriting by 1,044 commercial education institutes under the supervision of the Directorate of Technical Education;
- 50 Training 50 persons in automobile service engineering and 17 in agricultural engineering and tractor servicing by the Ramakrishna Vidyalaya Polytechnic and Industrial Institute and Section;
- 51 Training 191 farmers and selected farmers in six villages in improved agricultural practices by the Ramakrishna Vidyalaya School of Agriculture;
- 52 Training 109 adults in literacy education by the Ramakrishna Vidyalaya College of Rural Higher Education and Teacher Training College;
- 53 Educating 300 children in three villages not already in schools by the Ramakrishna Vidyalaya College of Rural Higher Education;

- 54 Refresher training for 750 primary school teachers by the Ramakrishna Vidyalaya Gandhi Teacher Training Institute;
- 55 Training 64 physical education teachers by the Ramakrishna Vidyalaya Maruti College of Physical Education;
- 56 Refresher training for 645 high school teachers by the Ramakrishna Vidyalaya Teachers' College;
- 57 Training of 100 women in six villages in nutrition, and training of 157 nutrition workers by the Avinashilingam Home Sciences College;
- 58 Training of 22,500 students by 22 Tutorial Colleges for passing school and university arts, science and commerce examinations in any one of the State's three universities;
- 59 Training 52 young people by Chennai Thozhilalar Manram;
- 60 Training 5,250 spinners, weavers and other artisans by the Tamil Nadu Gandhi Smarak Nidhi;
- 61 Training 100 persons in Yogasanas by Gandhi Smarak Nidhi;
- 62 Training 140 persons in nature cure by the Nature Cure Association, Tamil Nadu;
- 63 Training 20 young workers to upgrade skills by Workers' Educational College, Singanallur;
- 64 Training 160 persons in cost, and management accountancy by A.S. Coaching Centre, Madras, and in accounts by Accounts Test Tutorial, Madras;
- 65 Training 36 women in tailoring, needlework and embroidery by Magalir Seva Nilayam, St. Thomas Convent;
- 66 Training 100 persons in automobile, radio and draftsmanship by the Industrial Labour Welfare Association, Coimbatore;
- 67 Training 50 women private secretaries by Davar's College, Madras;
- 68 Training 200 young men and women in business and marketing management by Davar's College, Madras, the College of Commerce, Madras, Venus Tutorial College, Madras, and Nataraj Tutorials, Tiruchirappalli;
- 69 Training 150 persons in export marketing and management by Indian International Trade Centre;

- 70 Training 300 persons in engineering, computer and management systems by Indian Technical Institute and Institute of Business Systems, Madras;
- 71 Training 250 persons in commercial skills by Institutes of Commerce in Mannar, Madras, Ottapalam and Madurai;
- 72 Training 121 school drop-outs by the Tamil Nadu Board of Continuing Education;
- 73 Engineering training to 600 young men and women in automobile and general engineering and aircraft engineering by Hindustan Engineering Training Centre, Madras;
- 74 Training 180 persons in radio and television maintenance by National Radio Television Institute, Madras, the Hindustan Electronics Institute, Madras, and Raj Electronics, Madras, and Technical Institute, Madurai;
- 75 Training 50 persons in telex-telephone operation by Royal Technical Institute, Madras;
- 76 Training 83,559 scouts and guides in 51 educational districts in the State;
- 77 Training 150 scout-instructors in skills with revised Indian content by Madras City Corporation;
- 78 Training 3,000 Harijans in citizenship and literacy by the Progress Saving School, Cheyyar;
- 79 Training 20 village women in childcare, nutrition, family life and planning by Madras Christian College, Tambaram;
- 80 Training 75 women in slum areas in child welfare, nutrition and family budgetting by the Community Service Centre and the New Residents' Welfare Trust, Madras;
- 81 Training 18 unemployed men in salesmanship by the Community Service Centre, Madras;
- 82 Training 15 women for work in the Day Care Centres by the Community Service Centre, Madras;
- 83 Training 20 unemployed matriculates for service in hotels and restaurants by the Community Service Centre, Madras;
- 84 Training 60 young men and women for leadership in the new tenements replacing slums by the Community Service Centre, Madras, and the New Residents' Welfare Trust, Madras;

- 85 Training 60 men and women of Kamalamadam village in literacy by the Regional Council of Adult Education, Madras;
- 86 Training 30 women of Pralayampakkam village in basket-making, crochet and literacy by the Regional Council of Adult Education;
- 87 Training 1,000 engineers, scientists and managers in computer programming, public health engineering and water treatment for short periods by the College of Engineering, Guindy, and in building construction and Technical Teacher Training by the Government College of Technology, Coimbatore;
- 88 Training 30 lady first-aiders for each block in "medical first information report" by the Voluntary Health Services, Madras;
- 89 Training 1,332 young persons including orphans, destitutes and handicapped in carpentry, fitting, blacksmithing, tailoring, welding, agriculture, horticulture, printing, typewriting, handloom weaving and poultry-rearing by 19 institutions affiliated to Skills for Progress (SKIP) in Tirunelveli, Madurai, Kanyakumari, North Arcot, Thanjavur, Tiruchi, South Arcot and Madras;
- 90 Training 31 girls in sewing, typewriting, poultry-keeping and weaving in self-employment by the Self-employment Counselling and Training Centre, Palayamkottai;
- 91 Training 48 young persons in rural self-employment, milk supply, sheep-rearing, spraying and bicycle repair by the Agricultural Institute, Katpadi;
- 92 Training 36 medical receptionists and trainees by the (CSI), Church of South India, Viruthampet;
- 93 Training 84 girls in dressmaking by the Village Training Centre (CSI), Dharapuram;
- 94 Training 37 girls in pre-school education by Crèche Training Centre (CSI), Kotagiri and Tiruchi;
- 95 Pre-primary education for 140 children in seven centres by the Crèche Training Centres (CSI) in Coimbatore, Tiruchi and Thanjavur Districts;
- 96 Training in work-oriented, functional literacy for 180 school drop-outs by two Navajeevam Centres at Udumalpet and Karur;

- 97 Training in functional literacy, tailoring, hygiene, nutrition and home management to 400 school drop-outs and adult illiterates, girls and women by the YWCA, Madras, Mudichur, Madurai and Nagercoil, in eight areas;
- 98 Training 35,000 slum-dwellers, youth and adults in work-oriented literacy and craft training by American College, Madurai;
- 99 Training 600 families in leadership, community and tailoring programmes by the Stella Maris College, Madras;
- 100 Training 100 women for the admission examination of Banaras Hindu University by the Mahila Vidyalyaya, Madras;
- 101 Training 201 engineers in building technology by the Thiagarajar College of Engineering, Madurai;
- 102 Training 175 adults and children in functional literacy by the Government College of Technology, Coimbatore;
- 103 Training five engineers for a post-graduate diploma in Industrial Solid State Equipment Design by Government College of Engineering, Salem;
- 104 Training in Electrical Engineering for 20 teachers of polytechnics by Tamil Nadu Polytechnic, Madurai;
- 105 Training 193 engineers and technicians in entrepreneurial and self-employment programmes by the Government Polytechnic, Tiruchi;
- 106 Training 195 rural primary schoolchildren in Narayanapuram Village to improve their standards by the Adult Education Association, Madras;
- 107 Training 60 men and women in functional literacy by the Ayya Nadar Janaki Ammal College, Sivakasi;
- 108 Training 800 young persons in further education, recreation and self-employment by the Nehru Yuvak Kendras in Salem, South Arcot, North Arcot and Tiruchirapalli;
- 109 Training 25 persons in functional literacy by the Government Arts College, Rasipuram;
- 110 Training 28 slum adults as communicators in attitudinal change by the New Residents' Welfare Trust, Madras;
- 111 Training 10 youth from slum areas as clinical helpers and extension workers for employment in slum clinics by the New Residents' Welfare Trust, Madras;

- 112 Training 42 women from slum areas in child care, nutrition, immunization and ante-natal care by the New Residents' Welfare Trust, Madras;
- 113 Training 108 PTC bus conductors in spoken and written English by Stella Maris College, Madras;
- 114 Training 20,000 students under the National Service Scheme (NSS), the participation of 2,170 students in health and hygiene work; agriculture literacy training; slum work; operation of *gobar* gas plants; road construction; adult education, functional literacy and community development are reported by Stella Maris College, and Ethiraj College, Madras; Government Arts College, Krishnagiri; Kumaraswami College, Nagercoil; Loyola College, Madras; Government College, Thanjavur; St. John's College, and Sadakathulla Appa College, Palayamkottai; Muthuramalinga Thevar College, Melaneelithanallur; Tirunelveli; and Madurai University;
- 115 Training, through correspondence courses, 14,661 persons for preparation for University diplomas and degrees by Madurai University;
- 116 Training 3,000 youth and adults in functional literacy, self-employment, community development, health and hygiene by YMCAs in Madras, Salem, Coimbatore, Tiruchirappalli, and Madurai;
- 117 Training one lakh youth in sports and recreation by the 14 District Sports Councils;
- 118 Training 4,000 selected staff for bank services by the nationalized banks;
- 119 Training of 200 farmers in improved farm practices, 600 rural adults in functional literacy, 300 men and women in family planning and 220 workers in rural crafts by Gandhigram;
- 120 Training 86 entrepreneurs and technicians by the Small Scale Industries Institute;
- 121 Training 2,000 women in various crafts in Madras and the districts by the State Social Welfare Board;
- 122 In-service training programmes for 10,000 primary school and 2,000 secondary school teachers organized by the State Institute of Education and the Directorate of School Education;
- 123 Summer Refresher courses for 800 college teachers organized by the three universities;

- 124 Refresher courses for 200 engineering college and polytechnic teachers organized by the Directorate of Technical Education;
- 125 Workshop for 35 social science professors organized by the Madras Institute of Development Studies;
- 126 Occupational Training for 60 school drop-outs and socially disabled girls and women in the age group 12-35 by Stree Seva Mandir, Madras;
- 127 Training in adult education for 50 women by Stree Seva Mandir;
- 128 Vocational training for 600 girls and women by Stree Seva Mandir;
- 129 Provision of *crèche* and *balwadi* services to 25 children of working mothers by Stree Seva Mandir;
- 130 Training 50 women in bookbinding and typesetting; wood and metal work; and the manufacture of auto and electronic spares at the Press and Precision Works by Stree Seva Mandir;
- 131 Training 60 school drop-outs and adult illiterates by Chikanna Government Arts College, Tirupur;
- 132 Training 651 young persons in language and vocational guidance by Sacred Heart College, Tirupathur;
- 133 Training 50 young persons in industrial design by the Institution of Cooperative Education, Tiruchirapalli; and
- 134 Training 160 young persons in engineering by the Indian Institute of Engineering Technology, Kodambakkam.

§ 1.3 Salient and relevant information on each scheme in the order in which the replies were received from the agency reporting are set forth in the Appendix; these are somewhat more elaborate than the coded statements contained in the foregoing paragraph (para 1:2). The questionnaire circulated to the agencies appears as an annex after the appendix.

§ 1.4 These 134 education and training schemes may be classified into two broad groups—a classification which helps in further defining non-formal education in terms of function: (a) General Education Training; and (b) Occupational Training.

§ 1.5 General Education can be sub-divided into three sub-groups; and Occupational Training into 14 sub-groups.

A GENERAL EDUCATION TRAINING

I *Remedial and Basic Education* for those who have not gone to school at all; who have dropped out; who have been pushed out of the formal education system; and those who need special coaching because of a handicap or an external retarding factor. Under this sub-group would fall the:

(a) 18 Adult Literacy Centres for 257 illiterates in the age group 8-18 by the Department of School Education (No. 1);

(b) 150 Farmers' Functional Literacy Centres for 5,400 farmers by the Department of School Education (No. 2);

(c) 1,500 Mass Education Programme Centres in Salem and Ramathapuram for 1,35,000 adult illiterates by the Department of School Education (No. 3);

(d) 200 Non-formal Education Centres (projected) for 6,000 persons in the age group 15-25 by the Department of School Education (No. 4);

(e) Training for 121 school drop-outs by the Tamil Nadu Board of Continuing Education (No. 72);

(f) Literacy classes for 60 adult men and women by the Ayya Nadar Janaki Ammal College, Sivakasi (No. 107);

(g) Literacy classes for 60 adult illiterates in Kamalamadam by Regional Council of Adult Education, Madras (No. 85);

(h) Training 175 rural primary school children to help them improve standards by the Adult Education Association, Madras (No. 106);

(i) English classes for 108 bus conductors by Stella Maris College, Madras (No. 113);

(j) Backward classes coaching for 34 young persons by the Directorate of Backward Classes (No. 13);

(k) Educating 300 children in three villages not in schools by the Ramakrishna Vidyalaya College of Rural Higher Education (No. 53);

(l) Training of 22,500 students by 22 tutorial colleges for school and university level arts, science and commerce examinations in any one of the several universities (No. 58);

(m) Training 52 young people by Chennai Thozhilalar Manram (No. 59);

(n) Training 20 young workers to upgrade skills by Workers Educational College, Singanallur (No. 63);

(o) Training 109 adults in literacy education by the Ramakrishna Vidyalaya College of Rural Higher Education and Teacher Training College (No. 52);

(p) Training 3,000 Harijans in citizenship and literacy by the Progress Saving School, Cheyyar (No. 78);

(q) Training in work-oriented functional literacy for 180 school drop-outs by two Navajeevam Centres at Udumalpet and Karur (No. 96);

(r) Training in functional literacy, tailoring, hygiene, nutrition and home management to 400 school drop-outs and adult illiterates by the YWCA, Madras, Mudichur, Madurai and Nagercoil in eight areas (No. 97);

(s) Training 3,500 slum-dwellers in work-oriented literacy and craft training by American College, Madurai (No. 98);

(t) Training 600 families in leadership, community and tailoring programmes by Stella Maris College, Madras (No. 99);

(u) Training 100 women for the Admission Examination of Banaras Hindu University by the Mahila Vidyalaya, Madras (No. 100);

(v) Training 175 adults and children in functional literacy by the Government College of Engineering, Salem (No. 102);

(w) Training 25 persons in functional literacy by the Government Arts College, Rasipuram (No. 109);

(x) Training of 14,661 persons through correspondence courses for university diploma and degree examinations by Madurai University (No. 115);

(y) Training 3,000 youth and adults in functional literacy, self-employment, community development, health and hygiene by YMCAs in Madras, Salem, Coimbatore, Tiruchirappalli and Madurai (No. 116);

(z) Training 600 rural adults in functional literacy by Gandhigram (No. 119); and

(za) Training in adult education for 50 women by Stree Seva Mandir (No. 127);

II *Orientation Courses* in general education and social service projects :

(a) Training 4,000 youth service corps workers by the Directorate of Youth Service Corps (No. 48);

(b) Training 28 slum adults in Community Development and Extension work by the New Residents' Welfare Trust, Madras (No. 110); and

(c) Training 75 women from slum areas as communicators in attitudinal change by the New Residents' Welfare Trust (No. 112).

III *General Youth Education and Service Programmes* for young persons with or without general education :

(a) Sports education and competition organized for one lakh young men and women by 14 district sports councils (No. 117);

(b) Education and sports activities organized for 800 young people by four Nehru Yuvak Kendras one each in Salem, South Arcot, North Arcot and Tiruchirappalli (No. 108);

(c) General education programmes organized for 83,559 Scouts and Guides by the Tamil Nadu branch of Bharat Scouts and Guides, in the 52 educational districts (No. 76);

(d) Training 150 scout instructors in training skills with Indian content and revised curriculum by Madras City Corporation (No. 77);

(e) Social Service programmes by 20,000 students organized under the National Service Scheme reported by 10 colleges and one university (No. 114); and

(f) Training 28 youth from slum areas in Community Development and Extension by the New Residents' Welfare Trust, Madras (No. 111).

B. OCCUPATIONAL TRAINING

Organized for providing or improving professional skills for workers in position and others training to be workers, both men and women.

I. *Agriculture*: compulsory education, training and demonstration projects for farmers or farm organizers :

(a) Training 500 farmers for five days *per annum* by the Directorate of Agriculture (No. 32);

(b) Training 75 discussion convenors for three days each by the Directorate of Agriculture (No. 33);

(c) Training 60 SFDA, MFAL, and DDPA personnel by the Department of Agriculture (No. 34);

(d) Training and demonstration for 100 progressive farmers by the Department of Agriculture (No. 35);

(e) Discussion groups for 200 men and for 100 women organized by the Department of Agriculture (No. 36);

(f) 50 Kisan *melas* and district agricultural schemes by the Department of Agriculture (No. 37);

(g) 3,600 village *vizhas* by the Department of Agriculture (No. 38);

(h) 28 management display plots by the Department of Agriculture (No. 39);

(i) Training of 320 young farmers (age 18-30) by the Department of Agriculture; (In Coimbatore, project Nos. 32-41 are carried out by the Tamil Nadu Agricultural University in the district area) (No. 40);

(j) Training 490 farmers per year by the Tamil Nadu Agricultural University (No. 41);

(k) Training 480 poultry farmers by the Tamil Nadu Agricultural University (No. 42);

(l) Training 191 farmers (and an additional number by a system of selection) in six villages in improved agricultural practices by the Ramakrishna Vidyalaya School of Agriculture (No. 51); and

(m) Training 200 farmers by Gandhigram (No. 119).

II. *Training in fisheries* for fishermen and their children :

(a) Training of 400 fishermen (18-35) by the Department of Fisheries (No. 44).

III. *Nutrition education* in the form of training or demonstration :

(a) Training of 100 women in six villages in nutrition, and training of 157 nutrition workers by the Avinashilingam Home Sciences College (No. 57).

IV. *Industrial* training to impart or improve mechanical skills to existing or potential workers.

(a) Seven Pre-Vocational Training Centres for 500 school drop-outs by the Department of School Education (No. 5);

(b) 19 Comprehensive High Schools with out-of-school pre-vocational training for 400 students by the Department of School Education (No. 6);

(c) Apprenticeship training for 50-60 apprentices by the Government of India and Ashok Leyland, Ennore (No. 7);

(d) Stipendiary apprenticeship training for two engineering graduates and two diploma-holders per year by the Government of India and Ashok Leyland, Ennore (No. 8);

(e) Company apprenticeship training for 20 engineering graduates and 20 diploma-holders by Ashok Leyland, Ennore (No. 9);

(f) Improvership training programmes for 25-30 craftsmen by Ashok Leyland, Ennore (No. 10);

(g) Vocational training for 20-30 young persons sponsored by technical institutions at Ashok Leyland, Ennore (No. 12);

(h) Apprenticeship training for 91 young persons by Lakshmi Machine Works (No. 12);

(i) Evening classes for 75 industrial workers at the Directorate of Employment and Training (No. 14);

(j) Apprenticeship training for 4,512 apprentices by the Directorate-General of Employment and Training, New Delhi, and the Directorate of Employment and Training, Madras (No. 15);

(k) Vocational training for 34 boys discharged from correctional institutions by the Department of Approved Schools and Vigilance (No. 24);

(l) Trade training for 60 girls discharged from correctional institutions by the Department of Approved Schools and Vigilance (No. 25);

(m) Training of 60 orphans in carpentry, tailoring, auto mechanics by Seva Samajam Boys' Home, Saligram (No. 43);

(n) Training 50 young persons in automobile service engineering and 17 in agricultural engineering and the servicing of tractors by the Ramakrishna Vidyalaya Polytechnic and Industrial Institute (No. 50);

(o) Training 1,000 engineers, scientists and managers in computer programming, public health engineering and water treatment for short periods by the College of Engineering, Guindy and in building construc-

tion and training of technical teachers by the Government College of Technology, Coimbatore (No. 87);

(p) Training 1,332 young persons in carpentry, fitting, blacksmithing, tailoring, welding, agriculture, horticulture and printing by 19 institutions situated in eight districts and affiliated to Skills for Progress (SKIP) (No. 89);

(q) Training 201 engineers in building technology by the Thiagaraja College of Engineering, Madurai (No. 101);

(r) Training five engineers for a post-graduate diploma in Industrial Solid State Design by the Government College of Engineering, Salem (No. 103);

(s) Training in Electrical Engineering for 20 teachers of polytechnics by Tamil Nadu Polytechnic, Madurai (No. 104);

(t) Training 100 persons in automobile, radio engineering and draftsmanship by the Industrial Labour Welfare Association, Coimbatore (No. 66);

(u) Training 86 entrepreneurs and technicians by the Small Scale Industries Institute (No. 120);

(v) Training to 600 young men and women in automobile and general engineering and aircraft engineering by the Hindustan Engineering Training Centre, Madras (No. 73);

(w) Training 180 persons in radio and television courses and maintenance by National Radio Television Institute, Madras, Technical Institute, Madras, Hindustan Electronic Institute, Madras, and Raj Electronics, Madras (No. 74);

(x) Training 50 persons in telex and telephone operation by Royal Technical Institute, Madras (No. 75);

(y) Vocational training for 600 girls and women by Stree Seva Mandir, (No. 128);

(z) Training 50 women in book binding, type composing, wood and metal work, the manufacture of auto and electronic spares at the Press and Precision Works by Stree Seva Mandir (No. 130);

(za) Training 50 young persons in industrial design by the Institution of Cooperative Education, Tiruchirapalli (No. 133); and

(zb) Training 160 young persons in engineering by the Institute of Engineering Technology, Kodambakkam (No. 134).

V. *Health* training to various categories of health personnel :

(a) Training of 150 leprosy para-medical workers by the Department of Health and Family Planning (No. 26);

(b) Training for 142 laboratory technicians by the Department of Health and Family Planning (No. 27);

(c) Training 11 physio-therapists by the Department of Health and Family Planning (No. 28);

(d) Training 59 health inspectors by the Department of Health and Family Planning (No. 29);

(e) Training 101 pharmacists by the Department of Health and Family Planning (No. 30);

(f) Training 120 family planning workers and para-medical personnel by the Department of Health and Family Planning (No. 31);

(g) Training 68 persons working in PHCs (district health officers, public health engineers, health educators, visitors, and inspectors) by the Department of Health and Family Planning (No. 46);

(h) Training 60 graduate teachers in health education by the Department of Health and Family Planning (No. 47);

(i) Training 100 persons in *yogasanas* by Gandhi Samarak Nidhi (No. 61);

(j) Training 140 persons in nature cure by the Nature Cure Association, Tamil Nadu (No. 62);

(k) Training 300 health and family planning personnel by Gandhigram (No. 119);

(l) Training 30 lady first-aiders in Medical First Information Report by the Voluntary Health Services, Madras (No. 88); and

(m) Training 36 medical receptionists by CSI, Virudampet (No. 92).

VI. *Social Welfare* education and training programmes for women and other social welfare workers :

(a) Training 100 Extension Officers in Women's Welfare and *grama-sevikas* by the Department of Social Welfare (No. 18);

(b) Orientation course for 50 *mukyasevikas* by the Department of Social Welfare (No. 19);

(c) Training 35 *balasevikas* and 50 child welfare organizers by the Department of Social Welfare (No. 20);

(d) Refresher training for 40 *gramasevikas* by the Department of Social Welfare (No. 21);

(e) Training of 40 convenors of Mahalir Manrams by the Department of Social Welfare (No. 22);

(f) Training 20 village women in child care, nutrition, family life and planning by Madras Christian College (No. 79);

(g) Training 42 women in slum areas in child welfare, nutrition and family budgetting by the Community Service Centre and New Residents' Welfare Trust, Madras (No. 80);

(h) Training 15 women for work in the Day Care Centres by the Community Service Centre, Madras (No. 82);

(i) Training 37 girls in pre-school education by Crèche Training Centre, Kotagiri and Tiruchi (No. 94);

(j) Pre-primary education for 140 children in seven centres by the Crèche Training Centres in Coimbatore, Tiruchi and Thanjavur Districts (No. 95); and

(k) Provision of pre-primary *crèche* and *balwadi* services to 25 children of working mothers by Stree Seva Mandir (No. 129).

VII. *Cottage Industries* training provided to men and women to supplement their earning capacity :

(a) Training for 54 handloom weavers, pattern makers, and goldsmiths by the Directorate of Employment and Training (No. 16);

(b) Book-binding training for 16 persons per course by the State Board for Handicapped (No. 17);

(c) Training 5,250 spinners and weavers and other artisans by Gandhi Smarak Nidhi (No. 60);

(d) Training 36 women in tailoring, needlework, embroidery by Mahalir Seva Nilayam, St. Thomas Convent, Mylapore (No. 65);

(e) Training 2,000 women in various crafts by the State Social Welfare Board (No. 121);

(f) Training 84 girls in dress-making by the Village Training Centre, Dharapuram (No. 93);

(g) Training 220 workers in rural crafts by Gandhigram (No. 119);

(h) Training 30 women of Pralayampakkam village in basket-making, crochet and literacy by the Regional Council of Adult Education (No. 86); and

(i) Training 60 school drop-outs and socially disabled girls and women in the age group 12-35 (No. 126).

VIII. *Commercial Education*: to train secretaries, clerks and stenographers:

(a) Training 84,961 young men and women in shorthand and type-writing by 1044 commercial education institutes under the supervision of the Directorate of Technical Education (No. 49);

(b) Training 50 women private secretaries by Davar's College, Madras (No. 67); and

(c) Training 250 persons in commercial diplomas by institutes in Mannar, Madras, Ottapalam and Madurai (No. 71).

IX. *Management skills* particularly in some of the newly developing areas:

(a) Training 200 young men and women in business and management by Davar's College, Madras; College of Commerce Madras; Venus College; Madras; and Nataraj Tutorials, Tiruchirappalli (No. 68);

(b) Training 150 persons in export marketing and Management by Indian International Trade Centre (No. 69);

(c) Training 300 persons in engineering, computer and management systems by Indian Technical Institute and Institute of Business Systems, Madras (No. 70); and

(d) Training 100 persons in cost and management accountancy by A. S. Coaching Centre, Madras and in accounts by Accounts Test Tutorial, Madras (No. 64).

X. *Teaching* programmes to upgrade teachers' qualifications and for refresher courses:

(a) Refresher training for 750 primary school teachers by the Ramakrishna Vidyalaya Gandhi Teachers' Training Institute (No. 54);

(b) Training 64 physical education teachers by the Ramakrishna Vidyalaya Maruti College of Physical Education (No. 55);

(c) Refresher training for 645 high school teachers by the Ramakrishna Vidyalaya (No. 56);

(d) In-service training programmes for 10,000 primary school and 2,000 secondary school teachers organized by the State Institute of Education and the Department of Education (No. 122);

(e) Summer refresher courses for 800 college teachers organized by the three Universities (No. 123);

(f) Refresher courses for 200 engineering college and polytechnic teachers organized by the Directorate of Technical Education (No. 124); and

(g) Workshop for 35 social science professors organized by the Madras Institute of Development Studies (No. 125).

XI. *Self-Employment* and employment programmes organized by various bodies and financed by themselves, the government, industries and banks :

(a) Training 20 unemployed matriculates for service in hotels and restaurants by the Community Service Centre (No. 83);

(b) Training 60 young men and women for leadership in the new tenements to replace slums by the Community Service Centre, Madras and the New Residents' Welfare Trust, Madras (No. 84);

(c) Training 18 unemployed men in salesmanship by the Community Service Centre (No. 81);

(d) Training 48 young persons in rural self-employment, milk supply, sheep rearing, etc., by the Agricultural Institute, Katpadi (No. 91);

(e) Training 31 girls in sewing, typewriting, poultry-keeping by the Self-Employment Counselling and Training Centre, Palayamkottai (No. 90); and

(f) Training 193 engineers and technicians in entrepreneurial and self-employment programmes by the Government Polytechnic, Tiruchi (No. 105).

XII. *Bank staff* training organized by the nationalized banks :

(a) Training of 4,000 selected staff for bank services by nationalized banks (No. 118).

XIII. *Trade Union* education programme to train trade union leadership :

(a) Trade union leadership for 410 persons by the Central Board of Workers' Education, Government of India, and the Tamil Nadu Institute of Labour Studies (No. 23).

XIV. *Counselling* training to train teachers and social workers in education and clinical counselling;

(a) Training 16 teachers in educational and clinical counselling by the Meston Training College (No. 45).

§ 1.6 On the basis of the inventory of the projects set forth in para 1.2 and classified in para 1.5, it is possible to define non-formal education programmes in Tamil Nadu.

§ 1.7 The first feature common to all the programmes is that they provide opportunities for *learning*—learning literacy, farming, industrial, trade management or commercial skills, health service, social welfare or social service, sports or teaching skills.

§ 1.8 The second feature is that each programme is *organized* by some agency, governmental or non-governmental, with a learning programme in the form of a curriculum or learning time-schedule for the participants, as distinguished from the many unorganized learning opportunities that each person has access to through reading a newspaper or book, listening to the radio, a religious discourse, or a public lecture or taking part in discussions in the family or in debates on various forums.

§ 1.9 The third feature is that all the programmes take place *outside the formal educational system*—that is, outside of the school and college time-table, discipline or (except in the case of the tutorial colleges and correspondence courses outside of the curriculum) examinations and certificates, diploma and degrees associated with the school, college or University.

§ 1.10 The fourth feature is that every programme is *motivated* by the desire to improve one's general or technical qualification in order to increase one's earning or employment prospects.

§ 1.11 Finally, the programmes cover *the entire life-span* of the individual in the State—the age-group covered is from 5 plus to 59 plus—

child and adolescent drop-outs, adults, and even those older. There is a question as to whether pre-school education programmes—kindergartens, nursery schools, crèches, etc – belong to this group of non-formal education projects, for, if they do, the starting age of the programmes is pushed back to plus 2 or plus 3. In this report, pre-school projects are included. Non-formal education programmes have no age-specific parameters as the formal educational programmes have.

§ 1.12 *On this basis, it is possible to describe non-formal education in Tamil Nadu as the organized provision of learning opportunities outside of the formal educational system, covering a person's lifetime, and programmed to meet a specific need—remedial, or vocational or health or welfare or civic, political or for self-fulfilment.]*

§ 1.13 So conceived, non-formal education can serve the following four priority tasks in filling the gaps and overcoming the setbacks of the formal educational system and providing occupational training so as to take the economy forward: and meet the learning needs of every one, particularly those who have been denied them:

- (a) Provide out-of-school education and training for the school drop-outs in the age 6-15, and so ensure that all children in Tamil Nadu have the minimum of learning skills;
- (b) Provide functional literacy, learning for illiterate adults, beginning with the farmers, the age group 15-25 and rural women, so that the working people have a minimum of learning skills;
- (c) Provide farm education and training to small, marginal and dry farmers and landless labourers, both men and women, to raise their incomes and agricultural production; and
- (d) Provide industrial health and family planning, social welfare, arts and crafts, teacher and management training needed by the State Plan and by society at large.

§ 1.14 In addition, there should be continuing education in citizenship and community participation. In the fine arts, there are a number of training programmes for instance in dance, music, dramatic art, painting and sculpture (Mahabalipuram) which are not reported here. In the area of English, German, French, and Russian languages and cultures and Sanskrit, Hindi and Tamil Languages, a number of training programmes are being conducted in the State which have also not been reported. The political parties also conduct training programmes for and through their cadres. These too have not been included in this report.

CHAPTER II

OUR STAKES IN NON-FORMAL EDUCATION

§ 2.1 The somewhat pedestrian manner in which non-formal education has been introduced in Chapter I as a complex of programmes, schemes and activities in Tamil Nadu and the attempted characterization of them may be misleading in regard to the real and serious stakes in the programme for the State, the country and its people. Both the State and the Union Governments recently came to a policy decision that non-formal education must be given an important and distinctive place in the education system, so that education would no longer be identified exclusively with the school, college, university and the other institution of formal education. The June meeting of the State Education Secretaries with the Union Education Secretary decided to introduce a national programme of non-formal education under which, in every district in each State, a 16-km. radius area covering 40,000-50,000 people was to be chosen and universal education on a formal as well as a non-formal basis implemented over a period of 3-5 years.

§ 2.2 The reasons for this emergence of non-formal education and the recognition of the stakes involved in it are multiple. One group of reasons is the lacks and failures of the formal system. That system is based on foreign borrowed models, which work effectively in the industrialized, affluent economies and their urban industrial cultures, but which does not function in our agro-rural economy and culture. It drops out or pushes out the majority of children, youth and adults from its learning purview. In this State, as the Perspective Plan points out, 52 per cent of the 56 lakh school pupils drop out of school before standard V, 80 per cent are out of school at standard XI, 97 per cent of the relevant age-group are just not to be found in the B.A., B.Sc., or B.Com. classes; they must be placed alongside of the 2.2 crore adult illiterates—men and women—who are mostly rural cultivators and landless labourers. The formal system works well to educate the intellectual minority but breaks down when required to impart mass education as required by the Constitution. 80 per cent of those who survive in school and college come from the top 20 per cent of the families in the State. Furthermore, what is learned in schools and colleges being information based is outdated even as it is taught, and the examination system which has become a test of memory and not of attainments is breaking down. And so those it turns out as educated are increasingly unemployed because they are unemployable. In the State, about

3,00,000 SSLCs, graduates and post-graduates are registered in Employment Exchanges as unemployed. In this frustrating atmosphere, it is becoming increasingly difficult for schools and colleges to remain centres of learning, study and reflection, and unrest in various forms—strikes, *gheraos* and agitations—are on the increase in these institutions. On top of all this, the formal system has become overly expensive. Apart from what the parents, the Union Government and voluntary bodies spend, the State's budget for 1975-76 for all segments of formal education amounted to Rs. 148 crores, compared to the Rs. 10 crores budget in 1950-51.

§ 2.3 Non-formal education has, in its turn, certain positive features which can supplement, correct and, in some instances, replace the formal system as will be evident from subsequent sections of this report. It is comprehensive in drawing in every one, man, woman and child, into its learning system. It is flexible in adapting itself to everyone's skill needs and learning ability and is relatively susceptible to early and expeditious change and correction in response to its evaluation procedures and feedback mechanisms. It functions well in the absence of a fixed curriculum which is its salient characteristic. It is open ended in allowing its trainees to move from learning to work, and from work or home towards learning. It is work based and employment oriented. It is financially frugal, lies within the means of everyone and does not need funds increasing at an exponential rate. It does not distinguish between the poor and the rich, between class and community, and so can help in the realization of a juster, democratic, more productive and peaceful society: and these are avowed State and National objectives.

§ 2.4 It is for reasons such as these that the country's foremost policy-making body, the Central Advisory Board of Education (comprising the Union Minister of Education, the States' Ministers of Education and some education specialists) meeting in November 1974 with the Prime Minister, decided to introduce non-formal education into all stages of education and give it priority in the matter of finances. This was in consonance with the plan and constitutional objective of universalizing primary education, eradicating illiteracy and making education work oriented. To quote the words of the decision of the Central Advisory Board of Education: "The exclusive emphasis on the formal system of education should be given up and a large element of non-formal education should be introduced within the system. Multiple-entry and programmes of part-time education have to be adopted in a big way. At the Secondary and University stages, part-time and correspondence education should be developed and all

encouragement given for programmes of self-study. All State plans should henceforth include programmes of non-formal education as an integral part of educational provisions, and suitable machinery set up in each State to formulate, devise and implement programmes of non-formal education, including functional curricula, integrated and interlinked with the formal system. The Board welcomes and endorses the strategy proposed by the Ministry of Education for providing programmes of non-formal education to out-of-school youth in the age group 15-25 and recommends : that adequate financial allocations be made in the State plans for non-formal education for the age group 15-25 on the basis of well-defined norms set up by the State Government; that the programmes should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for participation in development activities; that, during the current year 1974-75, all efforts be made to begin the programme in (a) one district in each State with Central assistance and (b) at least one additional district with State funds; and that, by the end of the Fifth Plan, an effort be made to cover at least six to seven million illiterates in this age group. Programmes of adult education [continues the CABE decision] are of great significance for the success of the programme of universalization of elementary education as well as for securing intelligent participation of the people in all programmes of national development. They should, therefore, be developed on a priority basis. In particular, the Board recommends that the Functional Literacy Programme which represents the single largest ongoing effort of intensive non-formal education linked to a developmental activity, should be strengthened and expanded, and that similar functional literacy programmes should be developed in relation to other developmental schemes appropriate to rural and urban situations. The Board further recommends that the adult education programmes should form an inbuilt part of every developmental activity whether in the rural, or urban, public or private sector, and that Central and State Ministers should make appropriate provision in the respective schemes."

§ 2.5 In its turn the Tamil Nadu Perspective Plan presented by the Chief Minister to the Assembly on March 20 calls for the provision of out-of-school education to all who leave school before standard V and to the 2.2 crore adult illiterates in the State in the equivalence of five years of functional primary schooling.

§ 2.6 This recognition of the urgency and importance of non-formal education is a national as well as international phenomenon. The report

of Unesco's International Commission on Education, *Learning to Be*, points to non-formal education as the strategy of the future. It begins with the principle: "an overall, open education system helps learners to move within it, both horizontally and vertically, and widens the range of choice available to them," and recommends "artificial or outmoded barriers between different educational disciplines, courses and levels, and between formal and non-formal education should be abolished. Non-formal education should be gradually introduced and made available in the first place to certain categories of the active population."

CHAPTER III

AN INTERIM ASSESSMENT

§ 3.1 In spite of the incomplete response to the survey, non-formal education in the State must be subjected to a provisional assessment together with its achievements and weaknesses, its strong points and setbacks. In this chapter and the next, accordingly, the macro-programme as well as groups of projects—if not each individual project—have been tentatively assessed.

ACHIEVEMENT

§ 3.2 A first achievement is the large and growing number of non-formal education projects that are under way in the State. Non-formal education had its humble beginning in the era before Indian independence. The Provincial Governments elected by limited popular vote under the 1935 Constitution introduced a few official projects in agriculture, industrial training and health; these projects were limited and severely functional (rather than educational) to the work of the new Departments, the concurrent responsibility for which had been transferred to the new Governments. Also a number of voluntary schemes were already in progress then under the constructive programme initiated under the inspiration and leadership of Mahatma Gandhi. These were both exclusive of the welfare functions, well or ill performed by community trusts and institutions of traditional religions, established and/or endowed. There were of course a few whose work was undenominational or secular. Since independence, these programmes have grown at a rapid rate under the impetus of Union, and later State level, planning so that, today, they present an impressive and comprehensive coverage. This incomplete survey records programmes which involve 5.56 lakh men, women and children.

§ 3.3 A second achievement has been the increasing involvement of the State—both Union and State Governments—in non-formal education as defined in Chapter I. The largest involvement is that of the Department of Labour and Employment which associates the private and public sector undertakings under legislative requirements or conventions that have become established. In fact the only non-formal education projects which have a legislative base are those executed by this Department. The next most extensive programme of non-formal education is that of the Department of Agriculture which benefits the largest numbers; an equally impressive number awaits the extension of these benefits to itself. The Social

Welfare Department and the Health and Family Planning Departments are also increasingly contributing to the non-formal education effort but here again, their endeavours are incidental to their larger planned purpose.

§ 3.4 A third positive feature is the growing involvement of a multitude of non-governmental voluntary bodies in this work. It is possible that this part of the survey is not as complete as the Committee might have wished, and the report a partial one to that extent. There exist many individuals, associations and organizations in every city, town and some large villages in the State who are engaged in non-formal education in both the fields of general educational and occupational training. They variously seek to serve the handicapped, the slum-dwellers, the harijans, scheduled castes and tribes, the backward rural peoples generally. These efforts, too, are on the increase.

§ 3.5 A fourth feature is the fairly wide scatter of non-formal education activities and schemes over the 14 districts of the State and Madras city itself. The table below shows that there are districts like the Nilgiris, Kanyakumari and Ramanathapuram which are among the relatively backward particularly in respect of general non-formal education programmes. In the case of Kanyakumari, which has a large number of educational institutions and the highest literate population, this lag is somewhat surprising. Here is a district which is deserving both because it is rated backward also because the pay-off is high. Pudukottai is doing well for a district formed only a year ago. As it to be expected, because of the location of training institutions, industries and an active population, Madras city, Coimbatore, Madurai and Tiruchirapalli have a long lead over other districts. The totals set forth in the table below will not add up to the total of schemes reported here (130) because certain schemes, such as the commercial education institutes (No. 49), the tutorial colleges (No. 58), Scouts and Guides (No. 77), the NSS (No. 114) and sports education (No. 117) though reported as single units, have to be broken down according to their district, block or village location. The table below shows the spatial scatter of non-formal education activities in Tamil Nadu.

TABLE I

<i>District</i>	<i>General Education</i>	<i>Occupational Training</i>
1 Chingleput	5	9
2 Coimbatore	11	18
3 Dharmapuri	6	7
4 Kanyakumari	2	10

5	Madras	24	54
6	Madurai	8	21
7	Nilgiris	2	6
8	North Arcot	6	6
9	Pudukottai	5	5
10	Ramanathapuram	3	9
11	Salem	7	9
12	Sourth Arcot	6	11
13	Thanjavur	6	11
14	Tiruchirapalli	8	17
15	Tirunelveli	9	7

§ 3.6 A fifth achievement is that these projects are differentiated according to the needs of functional learning – functional to age groups, sex, occupation, the motivation and other needs of the participants and gradually to economic needs as well. Project formulation has generally been more sensitive to social and political needs. In their growth they have shown both resilience and flexibility in response to changing knowledge and technology and to modifications and correctives which the programme feedback suggests and demands. They have avoided all the rigidity and irrelevance associated with a set and established curriculum.

§ 3.61 An encouraging feature, which makes for the fifth merit in the reckoning, is that the drop-out rate in these programmes has either been nil which has been the rule or very low as in the case of the few projects where discontinuance by a small number of individual beneficiaries has been reported. This is indicative of the high motivation of the participants in these projects. As noted, many of the projects are ancillary to other overall purposes but the inference can also be supported that, as non-formal education programmes, they have engaged participant interest and steered clear of irrelevance. To the extent that these projects are directed at drop-outs, they have commendably fulfilled what must be an implicit objective in all non-formal education.

§ 3.62 Employability and concrete employment opportunities are the single most important criterion of their efficacy. Here the trainees and participants may be divided into two groups. The large majority of those undergoing the second broad group of educational programmes are usually in a job already. In the case of bank, cost, chartered accountancy and company secretary apprentices, non-formal education in the form of in-training, orientation or specially designed “sandwich” courses midway

between two assignments is available exclusively to those who are already in that position. These result in professional certification, confirmation of tenure and usually increased earnings. The admission to these professions is strictly regulated by the job vacancies available and the courses are eminently practical, non-academic, on-job training. In these cases, it appears to be less relevant to speak of employment potential than of the income increment potential; trainees, however, facilitate to some extent fresh entrants as they ascend the time-scale or the stratified situations within a firm. The courses for the would-be self-employed must be judged strictly by results; their courses usually include familiarization with market realities as bearing on the goods and services they produce, feasibility surveys which are rather more specialized, procedural formalities of licensing authorities and of institutions providing term finance and working capital. Where the market is captive, the training is usually one of pure applied technology in production. In the case of those undergoing what has been termed general education courses, their employability is indirectly aided; so is earning power – if trainees are already employed – augmented, according to their responses. There are residual problems arising in the latter category, where employment follows the non-formal education course, particularly from the time interval involved between the completion of training and the commencement of employment. Further study is needed to identify this time-lag and measure it, for evaluation purposes, in relation to the job-seeking *interregnum* that follows the formal school and college system. The reports indicate, however, that this time-lag is much less in the case of non-formal education.

§ 3.63 Finally, the unit cost of non-formal education programmes, with the exception of new ventures such as the out-of-school education project, San Thome, the course at the Backward Classes Training Institute and the tutorial courses, vary over a wide range but are low compared to the unit cost of formal education. The unit cost ranges from Re. 0.80 per adult in the literacy programmes to Rs. 200-300 per trainee in occupational training. All the projects reported here are subsumed within this cost range. It has not been possible to collect detailed figures for unit costs of training or their pay-off, individual and social, but in the later stages of the non-formal education programme, the cost-benefit ratio will have to be worked out for working out inter-project priorities. The farmer training programmes are a class by themselves at a cost of Rs. 33-34 per trainee and will, if persisted in, yield a much higher benefit-cost ratio. On an average, the unit cost for the non-formal education programme (with the exception of those referred to earlier) is around half that of an equivalent formal

education project. This is because a non-formal education project is brief in duration and concentrated on the essentials of learning. It is liable to little or no wastage and generally uses existing buildings, workshops, and qualified staff rather than a separate cadre of specialists and infrastructural facilities of its own. From another view, however, the low economic functioning of non-formal education in this State is in part due to its being an user of the facilities of the formal education system and of the agricultural, industrial and trade facilities that already exist.

WEAKNESSES

§ 3.7 Non-formal education activities surveyed in this report also exhibit a number of weaknesses.

§ 3.71 The first glaring weakness is that there is no concerted State policy to support and regulate this large and growing programme as there is for formal education. Non-formal education, which has grown up without a purposeful and central guiding hand, has developed as a haphazard response to felt needs; rather should they arise – in part at any rate – as a completion and follow-up of formal education. One simple evidence of this lack of attention is that no one in this State knows what precisely is being done in this area. Documentation which precedes planning is also notably absent. In the case of groups of projects designed for occupational training and run by the State Government and in others, financed and or regulated by the Union Government, the programmes substantively form part of the larger Intensive Area Programme, Public Health and Family Planning, Social Welfare, Social Defence and industrialization programmes and rightly so.

§ 3.711 The issue whether the non-formal education projects should be directed by the Centre or the State has been decided by the mode of financing, and their determination has literally been an afterthought. In this manner, a better understanding of these projects as non-formal education, their relation to the larger educational and economic purpose, such as literacy, correctional or functional relearning for academic failures (which is what drop-outs require), a practical adjustment to occupation through precept, example and demonstration rather than reasoning would be required at the project execution level. This would be true of all projects which must essay an inter-disciplinary approach and establish rational and co-ordinated relations with a number of Departments in the course of implementation. In evaluation, the cost-benefit relation would be more intelligible if we see and aggregate them as non-formal education pro-

gramme and as manpower planning, setting aside their immediate sectoral purpose for the moment. They also serve, at the macro-level, to consummate the education and employment objectives of planning; this consideration would naturally add to the sectoral benefits. More simply, like R & D programmes in science and technology, they ought to figure in more than one sector.

§ 3.712 Understandably the projects of the Departments of Labour and Employment and those of Social Welfare would not be liable to this criticism. For the most part, they aim at functional enablement for trade or occupation to fulfil the employment objective alone.

§ 3.713 In no sectoral programme is there a policy with regard to its education and training component expressed in such terms as a percentage of the total financial allocation for the sector (which can and should vary from sector to sector) being set aside. For general non-formal education, which is the responsibility of the Department of Education, there is no policy and no financial provision. In this area, the Union Government finances exclusively the farmers' functional literacy programme, the Nehru Yuvak Kendras and now proposes to finance non-formal education programmes for the age group 6-25 in selected districts as a token of its policy on non-formal education which the Union Ministry of Education is currently developing and will soon inaugurate. This reliance on Union sectoral policies and Union financing in the sector, which are constitutionally the sole responsibility of the State, is a source of confusion and acts as a disincentive to the State Department which should be the one to harness enthusiasm for its primary tasks and these, it should then fulfil itself. It also involves loss of the real gains from disaggregated and regional programming and execution. In a vast subcontinent, such as India, only the State Governments and under them, the district, Panchayat Union and the village panchayat know the specific non-formal education needs and gaps of each local group.

§ 3.714 Outlays on individual projects would, as time goes by, be shared by a number of departments, agencies or governments, but these should be strictly in proportion to their interest in and responsibility for these programmes. The anomalies in financing and in the sharing of responsibility customarily associated with it would be sorted out as non-formal education is progressively drawn into the sphere of systematic planning at the Union, State and district levels. In the absence of statutory funding, structure tends to subserve modes of financing or administrative arrangements necessary in that behalf. It may appear difficult to commit funds

over a long period when a new institution or project has not established its viability; but all that is being argued for is an overview from the vantage point of non-formal education which should inform these projects at the level of "embodying" and of execution. Here, more than elsewhere, structure should reflect function.

§ 3.72 A second weakness is the imbalances that stand out in the State's non-formal education programme itself. There is a serious imbalance between the number covered by the general education and training projects and that served by occupational education and training schemes. The beneficiaries under the former might seem quantitatively more impressive. However, the State's adult illiterates number 2.2 crores, and its work force is only 29.56 per cent of the population. Seen against these perspectives, the imbalances between general education and occupational training is disturbing. Another imbalance is that, within the already inadequate programme for general education, all educational effort is being directed at the adults and adolescents, with few or no programmes addressed to the drop-outs from school and college, who number, according to the State's Perspective Plan, 52 per cent at primary school, 25 per cent at the middle level and 12 per cent at high school, making a cumulative 85.39 per cent up to the high school stage and a 50 per cent at the college stage. The primary school drop-outs, who make up over 50 per cent of the enrolments at that stage, are an annual addition to the State's illiterate majority. The drop-outs from other school and college courses are adrift except for those in the small group of seven pre-vocational projects. (No. 5 in para 1.2). Probably there is no more urgent programme needed in non-formal education than that for drop-outs. Again, there is an imbalance between health, nutrition and family planning projects as reported and the needs. The provisions are totally inadequate in relation to the vast training requirements in the rural areas.

§ 3.73 A third weakness is that there has been no conscious organized effort to help, support and guide, let alone co-ordinate, the innumerable voluntary agencies active in the non-formal education area. This is not a simple or easily resolved issue, and the question should be more fully debated. Is there agreement that non-formal education should not be institutionalized as formal education has been with an establishment, curriculum rules, and regulations, hierarchy, salary scales and administration? Is it agreed that non-formal education should be open-ended, innovative, free to experiment and economize? May it not like "the hundred flowers" bloom freely and fully any and everywhere? In what

way can the many private individuals, businessmen, industrialists and public sector units, large and medium farmers and plantation owners, and the powerful educated minority in the State be encouraged and organized to participate in this programme as they do in industrialized countries, both communist and non-communist? What part of the State's disposable finances should be made available to selected non-governmental bodies run by the non-affluent educated minority, who are not able to raise resources from the well-to-do sections of society? What should be the State Government's policy in financing and supporting such voluntary agency effort? If funding by the State Government of the non-formal education activities of voluntary bodies is endorsed, how should the use of such public funds be accounted for? How is the wise and proper use of these monies, expert assistance in their programming and the employability, the employment and self-employment of their trainees to be ensured? These and other issues have not so far been debated; so the voluntary agencies function in a limbo – depending either on some revered towering personality, who is now ageing fast, or live on a hand-to-mouth pittance, where enthusiasm and faith do service for the massive and adequate programme needed, and where one agency does not know what another agency is doing in the same field. In this situation, there is also no means of regulating the profit-making programmes in non-formal education; there is no means of ensuring that, so long as profit-making in both the public and private sectors remain a permissible aim, the profits made by voluntary agencies conform to accepted social norms.

§ 3.731 There is also the popular equation, for which the educated elite is largely responsible, of formal education with a superior learning experience, and non-formal education with inferior quality and desirability. This characterization of the two systems is further compounded by the fact that formal education has, till recently, been the monopoly of the children of the well-to-do sections of society. Non-formal education is then regarded by the poor majority as a second class substitute conspiratorially devised for them. The tensions thus created are worsened by the demonstration effect which the failing formal education still exercises on those who are kept out of it. (a) The absence of a systems approach to both facets of education; (b) inadequate efforts to raise the quality of non-formal education so as to make it equal or superior to formal education; and (c) a reverse demonstration effect wherein all children and adults are required to undergo some non-formal learning in addition to formal education (as in China and other socialist and industrialized countries) have not helped in resolving the dilemma.

§ 3.74 Finally there are some gaps in the State's non-formal education system as reported. Whether these gaps are due to the incompleteness of the survey or whether they are actual lacunæ cannot be answered categorically. There are few massive programmes listed for civic, political and even community leadership training. Neighbouring Karnataka, for instance, has 14 *vidyapeethas* for training village panchayat council members and adults in citizenship rights and responsibility. Furthermore there are in Tamil Nadu no reported programmes for continuing education for the benefit of those who are educated but who face obsolescence. In conclusion there is simply no discernible relationship between the formal education system and the non-formal education activities in the State.

CHAPTER IV

FEATURES AND PROBLEMS OF PROGRAMMES

§ 4.1 The 134 projects presented in the Annex should be considered in relation to their particular objectives and the specific problems which they seek to solve. For this purpose the programme classification of Chapter I will be followed here too. The recommendations made under each group of projects are set up in italic type.

REMEDIAL AND BASIC GENERAL EDUCATION

§ 4.2 The major problem here is lack of interest and lack of organization which together make for financial disinterest and apathy. Even the farmers' functional literacy project financed by the centre (No. 2) and the proposed Salem Mass Education Programme (No. 3) as well as the many literacy programmes of the voluntary agencies like the Regional Council for Adult Education (No. 85), the Sivakasi Project (No. 107), the YMCA and YWCA project (No. 97) and that run by the colleges under the NSS (No. 114) have no continuing supply of up-to-date, locally relevant learning materials and so use either texts produced some 20 years ago or texts taken over from other States and translated into Tamil. To repeat, there is an urgent need for a non-formal education programme intended especially for primary school drop-outs. A Statewide adult literacy programme, which should use the unused staff of teacher training schools in establishing a text of basic words for each local area as the functional literacy text, has also been commended as deserving of high priority. The Department of Education should (a) operate a much larger literacy programme, (b) fund the activities of the voluntary bodies in this area, (c) provide them with technical assistance and (d) monitor results. *To realize these objectives, a Directorate of Non-Formal Education should be set up. It could be begun as a division in the Directorate of School Education and could be entrusted with the tasks of funding, operating and monitoring its own projects and financing those of the voluntary bodies, ensuring the assembly and supply of teaching materials. Public accountability for funds entrusted to it must also be ensured at the outset.*

§ 4.21 The scheme for training scheduled caste and tribe candidates (No. 13) with its overly high unit cost of Rs. 4,730 per trainee and high drop-out rate of 40 to 70 per cent needs review. A cautious appraisal made by the Department (not as yet reviewed by the government) refers to its

usefulness limited to 20 per cent of its trainees, the inadequacy of mess allowances despite the high unit cost and the difficulty of getting qualified teachers to work under the scheme. *The proposal made for a means-cum-merit test to select worthy candidates is a sound one, and should be administered by the Department, who should expend such aid monies as scholarships, which could be held by the selected candidates in approved tutorial or other colleges.* The value of these scholarships could be reduced to the extent of accruals from the "earn while you learn" scheme proposed by the Department for candidates to be selected under it. This might reduce the unit cost to the Department. The project on out-of-school education for school drop-outs (No. 72) pioneered by the Tamil Nadu Board of Continuing Education (TNBCE) has great importance because it is a specially prepared scheme in what ought eventually to become a Statewide programme for school drop-outs. There are a number of functional schemes for school drop-outs (Nos. 13, 96 & 97). Whether the Workers' Educational College, Singanallur, which prepares SSLC students for the PUC (No. 63), belongs here or to the next section on tutorial colleges is not certain. Some of the problems of the TNBCE project reported are: the long time taken to develop a relevant curriculum (two years), the low motivation as evidenced by low attendance which has averaged a bare third of the total enrolment of 121; the problem of training the innovative teachers needed for extemporaneous projects such as this and their very high unit cost. A preparatory project for enlarging the academic horizons of candidates who experience difficulties in the transition from school to college would be in consonance with the objective of helping backward students. *It is recommended that every effort be made to expand the average daily attendance and for this purpose, a further motivation exercise be undertaken in the slums. The issues of using full-time vrs part-time teachers and teaching methods especially devised for this type of programme be also reviewed by a competent expert. It is also recommended that the Tamil Nadu Board of Continuing Education assist the Government in instituting such educational programmes for school drop-outs, - to start with, one in each panchayat union area. For this purpose and that of developing the curricula in particular, the State Institute of Education and the teacher training schools may be pressed into service. A seminar may be organized for agencies operating or planning to operate projects for school drop-outs to help in the establishment of common techniques and texts in some areas.*

§ 4.22 The tutorial colleges in the State of which only a few (No. 58) are surveyed here as well as the socially oriented Mahila Vidyalyaya (No. 100) have an impressive academic record. Their drop-out rate is almost

nil, they use tutorial, seminar, and discussion methods, paying attention to individual students as well as the teaching method, and the percentage of success of their trainees is in the neighbourhood of 80 to 90. Yet they are treated as outcastes in the educational system for somewhat unfair reasons. If it is because they charge high fees, after all our whole system does that. Only they deliver to the trainees the precise services they require. It is, on the other hand, possible that they enjoy a low status because they encourage concentration on the public examination and foster a very successful method of cramming for it; but then the whole formal system is based on that method. Only it performs it unacceptably. If it is because they are not affiliated to the university and are therefore regarded as second-class institutions, their discipline, the qualifications of their teaching staff and learning achievements of their pupils are much higher than those found in many affiliated institutions. *In the light of this analysis, it is recommended that a committee of educational experts including the heads of some of the outstanding tutorial colleges be constituted by the Department of Education in order to survey the tutorial colleges, their programmes and problems and ascertain the views of the colleges with regard to their recognition and possible affiliation along conditions rather similar to those prescribed by the Directorate of Technical Education for Commercial Institutes.*

§ 4.23 The projects aimed at individual and civic development run by Chennai Thozhilalar Manram (No. 59), the New Residents' Welfare Trust (Nos. 84, 110 to 112), Stella Maris College (No. 99), the Stree Seva Mandir (No. 127) which are presently run with little or no finance and so show in most cases no unit cost are potentially an important non-formal education scheme and should be further developed all over the State, particularly in the major rural centres. The programme needs training facilities for its staff and for purposes of diffusion could become an element in the work of the Nehru Yuvak Kendras, the Youth Service Corps Project (No. 48) and the proposed 100 non-formal education centres (No. 4). *It is recommended that (a) the Department of Education finance the programme, and (b) that the monies be paid to the Chennai Thozhilalar Manram for developing a training centre which can then turn out motivated and dedicated staff to man a Statewide programme for the inculcation of civic and citizenship consciousness.*

§ 4.24 The Youth Service Corps Programme has a double non-formal education component. One is the training of the corps men and women at one or more of the five Rural Extension Training Centres in the case of

men at the Madras and Madurai Schools of Social Work and at Gandhigram in the case of women. The other concerns the non-formal education work of the corps of men and women in the rural areas and at the village, district and taluk hospitals, orphanages, blind schools where they are posted. There is reason to believe that their own training is adequate. With regard to their education and training activities in the rural areas and hospitals, *there is need for co-ordinating, if not of integrating, the activities of the Nehru Yuvak Kendras, the Youth Corps and the coming non-formal education programme addressed to the 15-25 age group in 200 centres (No. 4) under a single direction at the State, district, block and village levels in order to ensure integrated and effective educational programmes.*

§ 4.25 The correspondence course project No. 115 run by Madurai University is formal education in its curricula and certification but is non-formal education in its teaching techniques and learning methods. The important and unique expertise in this non-formal area acquired by Madurai University has great significance for the future development of higher education in the State. The college population will increase – it will probably double by the end of the century – as the number wishing to enter higher education increases from the present three to five or six per cent of the age group. This method of education, along with other out-of-college teaching methods, will then become irreplaceable. The significance of this programme is not only that it provides an answer to our future quantitative pressures. True to the genius of non-formal education, it represents in its methodology – which excludes lectures and monologues – individual reading, reflection and self-discovery on the one hand and dialogue and discussion between the teacher and the taught through contact seminars and response sheets on the other. It makes for rather slower but truer learning and so has a qualitative character to it. A well-planned correspondence course can be an effective non-formal medium of higher education. *It is recommended that all universities in the State establish and run a correspondence course, including one for science and professional courses, as some of the tutorial and professional colleges are doing. (See project No. 73.) This may be done in consultation with the Institute of Correspondence Course and Continuing Education of Madurai University.*

§ 4.26 The NSS programme as reported by the 12 colleges (No. 114) raises the question as to whether this form of non-formal education with its double incidence – on the students and staff on the one hand and the rural and urban community on the other – should not be made a compulsory part of all degree courses – both liberal arts and science as well as

professional courses as is the case not only in China, the Soviet Union, Cuba and other Socialist countries but also in third-world Iran, Tanzania and Ethiopia. In this connection, it may be noted that the survey received a nil report on any form of non-formal education, community service or NSS from 16 colleges. There must be many more of the 183 colleges in the State which are doing nothing, as only 11 colleges reported on NSS activities and five others on their other non-formal education activities. This would be one way of linking education and the community and sensitizing and preparing the intellectual community to serve the needs of the poor which the majority of our people are. *It is recommended that Union and State Governments and the UGC, ICAR, AIMC and other bodies give urgent consideration to making the NSS an obligatory 6 months' to one year service as part of the undergraduate arts, science and professional degree programmes.*

§ 4.27 The sports programme, (both No. 117 and Nos. 48 & 108) which have a large element of sports education, is probably the most successful and most widely diffused non-formal education activity in the State. This is good because it makes education enjoyable not boring; practised in the open air and not in the closed classroom, it engages the entire personality and not only the mind or the ear or the eye. Education becomes a free, spontaneous and happy activity. What is needed is to harness sports more consciously to education and use sports and athletic activities to teach some of the last lessons in science and maths as well as in co-ordination, obedience, loyalty and team spirit. *It is recommended that more research be directed to enlist the fervent adherence of youth and integrate sports in student activity in the formal and non-formal education systems and the Government step up its outlay on and facilities in physical education and sports.*

§ 4.28 Another large and popular non-formal education programme is that of the scouts and guides (No. 76). It has a long history in the State and in the country and is a valuable means of supplementing the learning experience acquired at the school by helping in the development of self-reliant and self-supporting knowledge and skills. Here the issue raised by project No. 77 is a crucial one. In his response to the survey, the organizer of this project raises the following basic questions: "Good position of scout training other than necessary character building and discipline consists of practical lessons in tent-pitching, the use of knots, signalling and semaphore, building Bailey bridges, etc. These were lessons devised in the early days of scouting when scouts were mostly young Englishmen who

later went out to rule the far-flung empire which had few bridges spanning rivers or houses to live in, etc. Today the chances of corporation school boys or girls, most of whom come from slums, ever having to use their knowledge of tent pitching, bridge building or signalling is remote. After three years of scouting, the only use that I made of my scouting abilities was when I tied a very secure reef knot to my wife's *thali*. Seriously, as against teaching the poor boys and girls to signal with flags which is out-dated even in the Navy, could the boy or girl not be taught how to dismantle and assemble a cycle, fix a fuse, repair a stove or electric iron or prepare a soakage pit as a sanitary measure in the slums"? A similar inventory of skills in farming, dairying, poultry-rearing, application of fertilizer and pesticide, repair of pump sets, tube-well filter points, fish-nets and boats and other proficiency needed in rural life can be established as elements in badge training. It is high time that the building of character, a sense of service and discipline so well developed by this programme, should be mediated through rural and urban skills relevant to our times and our socio-economic and cultural situation. *It is recommended that the training and learning content of scouts and guides as an important non-formal education programme be reoriented to the skills needed to live peacefully and productively in our rural and urban areas in Tamil Nadu and India, and to this end, the Bharat Scouts and Guides authorities reorient their programmes and train the scout and guide leaders in the new content.*

B OCCUPATION TRAINING

§ 4.3 *Agriculture*: The group of projects on agricultural training (Nos. 32-42) successfully uses adult education teaching techniques with a highly flexible syllabus adapted to suit local farming conditions. In the case of the Tamil Nadu Agricultural University project (No. 42) which uses both postal lessons and a contact programme with a fee of Rs. 50 per course per trainee, (and this more than enables the course to pay its way) it will be noted that, apart from Ramakrishna Vidyalaya and Gandhigram and some small efforts by other agencies under other areas such as SKIP (No. 89), there is no voluntary effort in this sector. The main weakness of the programme as reported by the Department of Agriculture and the few voluntary bodies is its limited coverage—covering not more than 2,716 farmers excluding, as noted earlier, participants in Kisan Melas, Village Vizhas, the discussion groups and display plots, whereas at least 70,000 farmers, at the rate of 5,000 farmers per revenue district, need to be covered. Here the major bottleneck is inadequate finance and the Department appraisal points to the relative absence of training in cattle and

poultry management and in maintenance and repair of farm machinery. In effect, this means that this sector of non-formal education is not reaching the farmers and farm hands who need it most – the small farmers, the marginal farmers, the farmers in dry and drought-prone areas and the landless labourers. There is also need to establish one education (peripatetic) team for every agricultural division which should be equipped with motorcycles and an offset press. Each development district should have a farmers' training centre with an Assistant Veterinary Surgeon added to the staff. *It is recommended that, as a matter of priority, the State Government provide the funds to finance the minimum expansion outlined above and promote and finance projects by voluntary agencies.*

§ 4.31 *Fisheries* : The fishery training programme (No. 44) concentrates on training fishermen in mechanical and modern fishing techniques at a rather low Rs. 1,000 unit cost per trainee. This programme has come up against several problems. First is its limited coverage extending to 400 fishermen only. The second defect in the programme is its inadequate infrastructure, buildings and equipment, particularly vessels suitable for training. The third is the need to review their curriculum and teaching methods periodically. Finally, there is need to provide out-of-school general education to fishermen – especially in the 14-18 age group so that they can acquire the minimal general education equivalent to the VIIth standard for being able to use the occupational training that is organized in modern fishing technology. *It is recommended that, before – and as further-modernized boats are purchased, adequate non-formal general and occupational training for fishermen be funded by the government. This is part of a general recommendation that every development project should have at least three to five per cent of its budget set aside for education and training.*

§ 4.32 *Nutrition* : The non-formal education activities in the field of nutrition undertaken by Sri Avinashilingam Home Science College (No. 57) trains its post-graduate students in survey, demonstration and education activities, in community nutrition and in the applied nutrition programme. In the community nutrition scheme, the students and some staff live in 14 villages in three phases over four to five weeks implementing nutrition projects and assessing their results. Under the Applied Nutrition Programme, the college trains about 15-20 technical and lay programme personnel for the blocks and villages, and the staff and students monitor the results, in the neighbouring villages. Similar training is provided by the college and by the seven Rural Extension Training Centres in the

State for State, block and panchayat level officials engaged in nutrition. There is no such activity reported by other Home Science Departments of the other colleges in the State. *It is recommended that all home science post-graduate students in the State undertake similar community nutrition education activities and participate in the training and monitoring activities under the applied nutrition programme in order to extend its coverage and help the government improve it quantitatively and qualitatively. This will undoubtedly add to their own work experience so essential for a post-graduate degree in a subject of great social relevance.*

§ 4.33 *Pre-vocational* : The two pre-vocational training schemes, the seven started by the Union Government and now taken over the State Government for school drop-outs (No. 5) and the 19 comprehensive high schools (No. 6) are important programmes. *It is recommended that an assessment of the centres for school drop-outs be undertaken by an expert team.* On the basis of their recommendations, the centres should be multiplied, and be attached to ITIs, technical high schools and polytechnics. (It is not clear why these centres have been attached only to general secondary schools.) *Similarly, it is recommended that the 2,500 high schools in the State be converted and expanded into comprehensive high schools – as many as possible and as rapidly as possible.* For this purpose, equipment and land contributions for pre-vocational agricultural training and those for similar industrial training should be called for from large farms and industrial establishments respectively.

§ 4.34 *Industrial Training*: Among the industrial training projects, the practical, efficient, and feasible training provided by the Hindustan Engineering Training Centre, which was introduced recently as “a learn-now-and-pay-later scheme” for 20 poor students as well as the two women’s industrial training schemes of Stree Seva Mandir (Nos. 128 & 130), deserve special attention. *It is recommended that these schemes of these voluntary bodies be facilitated through the provision of technical advice, recognition, curriculum updating, scholarships and organized outlets for their products by the Directorates of Employment and Training and/or Technical Education as appropriate.*

§ 4.341 Six engineering colleges and polytechnics report on various industrial training schemes that they are operating (Nos. 87, 101, 103, 104 & 105). One (No. 102) runs a functional literacy project. The most impressive project from the point of view of self-employment and engineering self-reliance is that run by the Tiruchi Polytechnic to which reference will be made later. *Given the fact that there are 11 engineering colleges*

and 36 polytechnics in the State, it is recommended that each of these institutions not so involved organize and operate a non-formal education programme similar to the engineering training programmes operated by the six reporting institutions.

§ 4.342 The industrial training programme run by the Department of Labour and Employment with the help of private and public sector manufacturing units is, as noted earlier, well organized, impressive and supported by adequate enabling legislation. The two private firms which report have no problems and no suggestions for change or improvement except for the better utilization of existing resources. The Department calls the attention of industrial establishments to the need to utilize the improved skills of the trainees. Its revised syllabus for the evening classes is part of its updating concern. Its silence on the functioning of the large apprenticeship training programmes (No. 15) is disturbing. A study by the Madras Institute of Development Studies points out that the present apprenticeship training does not seem to be of much help to the craftsmen as the industries, which take apprentices in the fixed proportion as per rules under the Apprenticeship Act, are reported to be not interested in providing them the right type of industrial work experience and sometimes even use the apprentices to do odd jobs as running errands, fetching tea and cigarettes, etc., or allowing them to loll about till the period is over. It is not therefore surprising that a good proportion of these craftsmen is found, even after the apprenticeship is completed, not quite fit for any particular specialized job that the prospective employers may have to offer. An internal study by the Department concludes that 70 per cent of the apprentice craftsmen are employed and 30 per cent unutilized and concludes that a part of the problem at any rate is that at present apprentices are to be found in all levels of employment, without any definite entry positions, because of the occupational organization of our industry. There is also the problem of the many private trade schools, ITIs, non-formal training schemes some of which are reported (Nos. 66, 74, 75 & 89). As a rule, these involve for the apprentice a highly competitive market. Moreover, though some firms make manpower forecasts, generally manpower budgeting is absent in our plants or if they are attempted, they are kept secret. *It is therefore recommended that a review of industry organization and structure be undertaken as an urgent priority in order to identify well marked positions for which apprentices can be selected and trained.*

§ 4.35 The vocational training programme of the Directorate of Approved Schools and Vigilance Service (Nos. 24 and 25) refers to the

need for higher stipends particularly in respect of diet allowance for the destitute boys and the need of State action to facilitate their subsequent employment. Their purpose will be served if government recognition is accorded to this certificate course. The girls' unit, it is suggested, should be expanded, its staff provided refresher training and its facilities more fully utilized. The Industrial Labour Welfare Association Programme (No. 66) requires assistance in modern workshop equipment for which import licences and foreign exchange are requested. There are the many vocational training activities undertaken by the 19 institutions in eight districts affiliated to SKIP (No. 89) which need to be enlarged and updated with further help from the Department. The schemes run by industrial tutorial centres (Nos. 74 & 75) are subject to the same observations made regarding general tutorial colleges (§ 4.37 *infra*) and call for attention by the Directorates of Labour and Employment and Technical Education as their products are part of the total supply of trained craftsmen and suffer the same supply-demand imbalance that the apprenticeship and ITI trainees face. In part the problem arises because the demand for semi-skilled workers is met by this group which depresses the wage market for the skilled worker. *It is recommended that, while helping in the development of training at this level, the expansion training at the semi-skilled level also be assured.*

§ 4.36 The important non-formal education programmes for health have been only partially reported. The strength and weakness of the training programme for paramedical personnel, reported to be under assessment, are not available for review in the present study. The training of the PHC personnel in public health and inter-disciplinary methods aimed at securing people's participation is well under way. It is limited by lack of training of the trainers, inadequate training staff and want of follow-up on the training given. In this context, the emerging programme of the Voluntary Health Service (No. 88) for training Lady First Aiders from among school teachers, passed or failed SSLCs, or specially appointed lay persons has at long last produced a means of breaking through the urban bias of the medical *versus* non-medical elite and a beginning for the provision of a minimum of health services for the rural people. In fact this programme calls for a merger of non-formal health training in the non-formal education programmes. *There is probably no more urgent task in the health area than government financial support to these initiatives.* The major problem in the training of health education teachers seems to be the lack of a policy on the part of the Department of School Education with regard to the place of health education in the school syllabus. There is also the inade-

quacy of the trainee's stipend to which attention has been called. *It is recommended accordingly that the Department keep under continual review its training programmes for paramedical personnel, augment the training staff of its programme for PHC personnel and extend financial support to the scheme for training Lady First Aiders of the Voluntary Health Service. It is also recommended that the Department of School Education establish a policy with regard to the place of health education in the school syllabus and cooperate with the Department of Health in training teachers in line with that policy.* In this section it may be noted that the small *yogasana* and nature cure training programmes are being executed by dedicated instructors on a purely honorary basis.

§ 4.361 The five training programmes reported by the Department of Social Welfare for women's welfare extension officers and *gramasevikas*, *balasevikas* and child welfare organizers, extension officers and *mukya-sevikas* and convenors of Mahalir Manrams (Nos. 18-22) set forth detailed and carefully worked out courses of study. There is a danger, however, that these well thought-out and elaborate programmes, which look so much like school curricula and college syllabuses, might, like the latter, become too rigid, outdated and routinized for use as non-formal education. In this State, the *gramasevikas'* syllabus, drawn up in 1955, was revised in 1961. However, the *balasevikas'* and child welfare organizers' syllabuses were revised later in 1973. The syllabus tends to be a little too heavy and crowded which is in part due to its multi-purpose and multi-level coverage. Can all this really be covered in 40 weeks? There should be a little less specialized training in each area and an overall picture of the situation in the State and nation provided insofar as it relates to the work of these functionaries. For instance, a course on the Draft Fifth Plan (national) and the State's Fifth Plan should precede the sectoral presentations and not be tucked and hidden away into the Community Development Programme. Also, a course on social structures and social change should form part of the section entitled "three basic institutions". This large and impressive programme has really not been subjected to any serious assessment for viability and efficacy. The only passing comment made by the Department notes that the courses for *balasevikas* and child welfare organizers of three months' and two months' duration respectively are too short. There is also a cryptic reference to the poor functioning of Mahalir Manrams, (which is perhaps a reference to their having to operate on a shoestring budget) the training course for its convenors being thought unsatisfactory, and the rather important conclusion arrived at that the very structure and concept of Mahalir Manrams need fresh evaluation. *It is recommended therefore*

that an expert group be appointed by the Departments of Social Welfare and Rural Development to examine the five training programmes, revise the curricula and evaluate the end-results as well as the rural welfare institutions they serve, in time before new trainees are recruited. In the meanwhile, the budget for Mahalir Manrams and similar institutions should be expanded.

§ 4.362 It will be noted that, apart from the four pre-primary education projects (Nos. 82, 94, 95 & 129; pp. 10, 11 & 14; § 1.2 *supra*) undertaken by voluntary bodies, only two other agencies, the Madras Christian College and the New Residents' Welfare Trust, are undertaking women's welfare programmes. It is true that similar activities are reported under the cottage industries and self-employment sub-sections. It may well be true too that the coverage of this sub-section on social welfare is incomplete. *It must nevertheless be recommended that voluntary agencies in the State, particularly women's high schools and colleges in the rural areas, organize, with the help of the Directorates of Social Welfare and Collegiate Education and the State Social Welfare Board, a more intensive and expanded programme of social welfare activities for rural women to meet their needs as identified in § 5.4 to 5.43, pp. 58-60, infra.*

§ 4.363 The training programme for cottage industries begins with the large People's Education Programme (No. 60), which seeks to train 5,250 spinners and other artisans in associated trades. The programme seeks to serve a variety of objectives, such as literacy, functional literacy, improved spinning and weaving skills and learning about the machine and society. The programme is not quite a year old yet but *already deserves to be supported by co-operatives, State and voluntary agencies.* The programmes run by the Directorate of Employment and Training for handloom weavers and goldsmiths aim at helping them change their trade. *The organizer of the scheme is confronted with the problem of the lack of adequate general education in the trainees, which the Department of School Education, its non-formal education wing, should help to build into the programme.* The other programme on book-binding for the physically handicapped has come up against a difficulty that is extraneous; because of their physical handicaps, trainees tend to lose their skill if the time-lag before employment exceeds a certain duration. The critical time-lag should be measured and the book trade enjoined to give preference in matters of employment to these trained but physically handicapped persons. The Dharmapuram Village Training Centre (No. 93) calls attention to the urgent need to update the course in dress-making run by the

Government (as does project No. 65) and asks for help in organizing sales outlets for its products which are important as the scheme is in the main a self-supporting one. These observations would also apply to project No. 86. The Stree Seva Mandir project (No. 126) shares the concern of all these projects at the absence of a social concept of the dignity of labour – a problem that is acute among educated boys and girls in the rural and urban areas. This of course is a deeper issue than that of education and involves the organization and structure of society as well as the general levels of living. There is a small role here for non-formal education to play. *It is recommended that non-formal training in cottage industries include an educational element on labour's role in society and the government in its turn undertake a revision of the appropriate syllabus and obtain the assistance of co-operatives in providing sales outlets for their products.* The St. Thomas Convent training programme (No. 65) raises not only the question of the need for government finance with which to pay the poor trainees their stipends and improvement of physical facilities, but also the need for a general education component in the technical programme and a related production programme to help the trainees to overcome their distaste for occupations like tailoring which lack social status. *It is recommended that the Government assist this programme financially and help to market its products while this agency, for its part, must revise its syllabus to build into it a life-oriented general education element.*

§ 4.37 Commercial education training in the State is provided by 1,044 institutions for some 85,000 trainees per annum (No. 49). A notable feature of this programme is that it is entirely run by private persons in their own building (in some cases, the premises are taken out on rent) in an economic way. All the institutes charge fees; the trainees all work part time; their unit cost ranges from Rs. 80 to 120; the drop-out rate is nil or nearly so and the employment motivation and prospects are high. They are the most effective, popular, and employment-producing of the programmes, as a large number of SSLCs, PUCs and even BAs and BScs awaiting employment undergo this training. There exist some 1,091 recognized institutions, 47 of which have turned in blank returns. What this means must be enquired into by the Directorate of Technical Education. The 1,044 institutions which did send in data have a widely varying enrolment – from three in one case to over 600 in another. Similarly the fees charged vary as do the staff in number and quality. In view of the poor language equipment of most of the trainees, *a special language course, as developed by the Central Institute of Languages, Mysore, should be organized at selected commercial institutes against special fees payable by the trainees*

on this account. The Department of Technical Education, which conducted this part of the survey, needs to strengthen its own unit dealing with these institutions which are scattered all over the State, in order the better to aid and monitor their activities, lay down minimum standards of staff, equipment and buildings and ensure that new institutes are only opened in response to felt manpower needs and conform to the required standards. With regard to other commercial diploma and management training courses, (Nos. 67 & 71, 68, 69 & 70 & 64) the Secretary of the Hindustan Chamber of Commerce, who collected the sparse and limited data, states that most of these programmes are profit-oriented, based on the high fees payable by trainees (Rs. 150-750 for a fortnight's course) but provide training qualifications demanded and needed by the private and public sector organizations. One institution calling for special attention is the Alpha Systems Coaching Centre (No. 64) which trains persons in cost and management and company secretaryship. It is developing a literacy and documentation programme which should be assisted by the government. The latter should also respond to the centre's request to be given some backward classes scholarships. Instead of a Board of Commercial Education proposed by the Secretary, Hindustan Chamber, it is recommended that the Directorate of Technical Education's commercial education section may be expanded and strengthened as suggested in this para to supervise and monitor the programmes of these institutions and distribute them optimally over the towns in the State for training qualified candidates in the commerce and management fields.

§ 4.38 Four other non-formal education programmes have been reported on which comments may be offered. The programme for the upgrading of in-service and refresher training of teachers is of vital significance and needs to be conducted in an effectively innovative manner. Programmes aiming at the upgrading of school teachers should be the major responsibility of the State Institute of Education and the Institute of Science Education which should be so staffed in that it can draw on the best talent in the State and Country for these programmes. In the case of the programme for college teachers, there is need for the disciplinary associations, and the newly started COSIP and the Humanities Improvement Programme of the UGC, to play a more active part in order to update both training and equipment and provide refresher training for college staff. At present the programmes are not well planned and the courses not refreshing enough. The trade union leadership training programme (No. 23) run at the workers' education centres in Madras, Coimbatore and Madurai is a democratically organized worker-teacher and leadership formation pro-

gramme. The comment that it is a voluntary effort and not based on legislation suggests that, as the non-formal education programme as a whole becomes legislation based, (as recommended in para 4.4 *infra*), *this essential programme should maintain its voluntary character and define the norms, objectives, machinery and its mode of funding. This will help overcome resistance to the programme of some public and private sector undertakings who usually send the best members of their staff but complain of time lost in sending them out for training.* These and other matters are currently being reviewed by a committee appointed by the Union Government, which might like to take this suggestion into consideration. The project also refers to the Tamil Nadu Institute of Labour Studies, Madras, set up by the State Government for the development of sound and healthy trade unionism, the promotion of managerial resources and of an efficient Labour Administrative Service. *If this Institute is to make its mark in the field of education for industrial workmen and other personnel, it should be equipped with a permanent faculty, as are the Institutes in other States, a library and statistical research cell as well as its own premises and residential accommodation for trainees.* The other small but potentially important programme of educational and clinical counselling running at a low unit cost of Rs. 300 is in its third year and is being evaluated, revised on the basis of feed-back procedure and expanded. It is run by high-level specialists on a voluntary basis and aims essentially at understanding "the whole student" – his learning difficulties, emotional, motivational, psycho-physical and psycho-social – so as to be able to run suitable counselling services. At a time when unrest is widespread in educational institutions, this programme becomes a priority for the mental health of staff and students alike and the functioning of such institutions according to their vocation of intellectual pursuit and community service. *It is recommended that the Directorates of School Education and Higher Education examine this programme, extend to it the financial facilities (Rs. 15,000 for this year) that it needs and arrange for its gradual extension to other teacher training colleges and Universities.*

§ 4.4 The group of self-employment training schemes which were sent to this committee are of great significance to the State and its people in view of the growing backlog of unemployment and the future unemployment facing its youth. The projects run by the Community Services Centre (Nos. 81, 83 & 84), the Katpadi Institute (No. 91) and the self-employment centre at Palayamkottai are *model projects which should be duplicated all over the State by governmental and voluntary agencies and co-operatives. The Government should help them out with their financial*

and recruitment problems and they should be recommended for advances from the nationalized banks. Particular attention is called to the very good and effective three-point programme run by the Government Polytechnic, Tiruchi, under which (a) student trainees are allowed to take jobs off-loaded on them by BHEL; they work on the Polytechnic machines during their spare time and learn to run a shop while they earn; (b) also polytechnic diploma-holders who are unemployed are trained in executing job orders from neighbouring industries and earn Rs. 250 per month; and (c) entrepreneur trainees are allowed to use on hire groups of machines to execute orders for spares and components they receive and learn the qualities of entrepreneurship. Incidentally, the polytechnic machines are hardly ever allowed to remain idle. It is recommended that the Director of Technical Education evaluate this project rather carefully and diffuse the results to all polytechnics and engineering colleges in the State so that similar schemes may be set up.

CHAPTER V

TOWARDS A CURRICULUM CONTENT FOR NON-FORMAL EDUCATION AND ITS FUNCTIONALITIES

§ 5.1 Non-formal education is functional, else it is not non-formal. Non-formal education in Tamil Nadu must be seen and evaluated in terms of its functionality, the development needs and values of the State and the individual. These functionalities may be discussed under six major heads: (a) the needs of workers; (b) the needs of women; (c) the needs of youth; (d) the needs of the urban poor; (e) the needs of the school drop-outs; and (f) their relevance to the values of the individual and the community.

§ 5.2 *Agricultural Work*: Eighty per cent of the people in the State are agriculturists and their non-formal education must conform to the following needs: (a) It must serve to educate and train the small farmer who must produce a marketable surplus after providing for the needs of his family, but he is not able to do so yet. Likewise the marginal and dry farmers are not viable now and will so remain without supplementary income from non-agricultural sources. Most in need of help, however, is the landless farm labourer whose productivity and wages keep him on or below the poverty line. (b) Education and training must train all these three groups to produce more and in particular, enable the first two categories to engage more labour. It may sound contradictory to hope to employ more labour and still produce more per factor unit. Insofar as this is true there must be a trade-off worked between the individual farmer and the State. (c) Increases proposed in agricultural production, in food and cash crops (The State's Perspective Plan has targeted for a five per cent rate of increase during the Fifth Plan) call for a new agrarian structure, apart from operational improvements, such as the use of high yielding seeds, the timely and adequate inputs of fertilizers, adequate credit, the sagacious use of it by the farmer, sound land and water management and above all, the induction of management techniques into farming. So much of exclusive attention has been paid to HYV and NPK, promotion efforts being even more single-minded than their use, that the fact that increased production is as much the result of decisions in cropping patterns, which are an aspect of farm management, as seed-fertilizer technology is often forgotten. Also forgotten are the decisions that the first group of small farmers must make as to selective mechanical innovations as part of the new seed-fertilizer technology to secure the minimal increases in the per acre output of farms. But non-formal education and

training addressed to farmers cannot afford to ignore these realities. (d) Increased labour absorption in agriculture is vital as our labour force is now increasing at the rate of 10,000 new entrants per week and 90 per cent of them must be absorbed in residual agriculture. Contrary to popular belief that there is over-employment in our agriculture and that the marginal productivity of our agriculturist is zero, our primary sector is only half as labour intensive as Japanese or Taiwanese. This means there can be larger absorption of labour in our agriculture, provided of course that labour productivity is improved. That is to say, trained labour should from now on be able to use the new seed-fertilizer technology and the complementary mechanized power (energized pump-sets, for example) which the new technology requires. In fact, the two practices go together. (e) For the marginal farmer and landless labourer who live on or below the poverty line, related enterprises, such as animal husbandry, poultry, forestry including farm forestry, represent neglected sources of ancillary income. Studies show that, while dairying forms 78 per cent of household incomes in farms below three acres, the corresponding figure is only 18 per cent for large farms. The daring forecast has indeed been made that the green revolution would so increase the demand for milk that it would result in a 50 per cent increase in employment and income to our one crore landless labourers. (f) Non-formal education and training which are functional to these needs are bound to come up against two problems. The first is there are no *a priori* methods or materials of training especially adapted to the needs of the cultivator and the labourer and their interests and problems. It will not do to begin by teaching about a high-yielding variety of wheat or paddy seed or producing learning materials around the prescribed NPK fertilizer dosage and its component water and pesticide requirements. These are still too far away and too theoretical in relation to the bare functionalities of the farmer/cultivator. He is concerned to work out the cost-return of the new technology so as to be assured that he and his family could be fed, clothed and housed. Alternatively, his product and his own productivity should fetch him a living wage and find an answer for his monthly, weekly and daily problems in the new setting. The training tool that he wants would be continuously problem-solving. What he does not want is information inundation in the pedagogic tradition. The second factor that evidently obstructs agricultural extension based on this functionality is political. This mode of training is unattractive since it is least effective for power garnering. It also serves for a profound modification of the politico-social *status quo*. It is therefore allowed to suffer the consequences of various administrative maladies: of lack of co-ordination as between several centres of decision-making; over-

ambitious targeting without the assurance of comparable inflow of resources; the lack of a supporting infrastructure. It has suffered, too, from discontinuity in learning from one plan period to another since earlier lessons have not been fed back into it. Here, what is called for to cope with the challenge is a political will to use non-formal education and an ordered concatenation of political forces that would generate and sustain that will.

§ 5.3 *Industrial Work*: Non-formal education and training must also cater for the industrial worker and here, as noted earlier, a good start has been made with programmes planned and monitored by the Union and State machinery for employment and training in their Labour Department or Ministry. There are short-term problems of balancing the supply of trained craftsmen with the demand for them which training programmes must take into account. Long-term employment generation and poverty eradication call for the sustained and accelerating development of manufacturing industry, the growth of urbanization and their spin-off effects on the rural areas. The greater part of the facilitating action for this is exogenous to our educational concerns; the sustained mobilization of internal resources, the development of management talent and responsive co-operation to this process from the rich one-third of the world. There are two areas where non-formal education can become functional to, and instrumental in, the rapid industrialization of the State. Firstly, it can wipe out the residue of illiteracy among workers in organized industry, particularly those who have moved in from the countryside and whose literacy learning has to serve the requirements of their unskilled jobs. The other area where it can help is that of skills formation in factory workers; there the curriculum should be functional in relation to the production objectives of the firm, its production process, marketing, the problems of the labour force as seen and defined by the workers themselves and should, above all, be amenable to integration in the local and national techniques of production and planning objectives. There thus exists a solid infrastructure for the non-formal education programmes of industrial workers which are the trade unions. The unions should then diversify their work and equip themselves to meet the learning needs of their women members.

§ 5.4 *Women*: According to the 1971 census 35 per cent of the 4.1 crores of people in this State, that is 1.5 crores, are rural women. What are their needs? First is the demand for employment and the requisite occupational skills for farming, dairying, poultry-keeping, fishing, (which

includes the weaving and repair of nets in the case of fishing communities) spinning, weaving and tailoring and a host of handicraft and cottage-level activities which can help to supplement the low income from family farming. Unemployment and under-employment among rural women is estimated to range around 22 per cent of the women willing and able to work. (Our employment censuses, for reasons which are difficult to accept, class both the rural and urban housewife as falling outside the labour force and so present a less than truthful picture of the demand for employment, particularly among the unemployed and under-employed rural women.)

§ 5.41 Second is the problem of infant and maternal mortality. Almost half the deaths in the State occur before the age of five, to which should be added the unaccounted number of foetal deaths during pregnancy and the death of the mother during the pre-, post-natal periods or during childbirth. To this serious wastage of maternal health and of social and emotional energy caused by the loss of children (which constitutes a major impediment to the adoption of family planning by rural women) should be added the nutritional deprivation and consequent physical and mental under-development of the children that survive. The needs in this area have been identified as: (a) the provision of adequate nutrition in the last trimester of pregnancy as a means of reducing the risk of infant and maternal mortality and increasing the weight of the infant at birth; (b) post-natal care for nursing mothers, particularly during the first six months after delivery, as both mother and child have at this time the highest mortality risk rating in their age group due specifically to ante-natal complications, susceptibility to low averages for intake of nutrients and consequent low levels of resistance; and (c) the dietary provision and instruction to mothers of children who are weaned from about seven months through about three years as lactation in the mother is then inadequate, Educating the mother on modes of feeding and food quantities necessary in order to make up the nutrition norms is essential for the child's psychological and cognitive growth.

§ 5.42 A third related need is the lowering of age-specific fertility rates as the income distribution becomes less unequal and the literacy and education status of women is raised. Again empirical studies have shown that, in societies where less unequal income distribution prevails, functional literacy and educational programmes are demanded by would-be beneficiaries and result in pushing up the average age at marriage and in increasing also the proportion of family planning acceptors among married couples. A fourth need is the growing and explicit demand by women for

improved home and family life, equality of political and social status with their menfolk and for a minimum of participation in community life and culture including, among other things, religion, music, drama, the arts and recreation. Almost none of the women's programmes that have developed over the past two decades whether in employment, home economics, mother and child-care and feeding and education has so far responded to these political, cultural and spiritual challenges implicit in the needs and demands of women or in the decision to fulfil these demands to the extent possible. This is not surprising as all the programmes are planned, designed and executed by men in a world dominated and run by men.

§ 5.43 Against this listing of the needs of rural women, what would fill the bill is a rather complex package of integrated services resulting in the generation of employment and occupational training opportunities for women, a medical programme for the efficient delivery of basic ante-natal, maternity and post-natal services, a feeding programme to deliver the critical missing nutrients in the diets of pregnant women and lactating mothers and to pre-school children, and a political and cultural participation network. The delivery system referred to depends not only on the free availability of services but equally on the spatial deployment of such facilities in order to minimize the direct and indirect costs to the implementing agency of the target group. A rule of thumb has been proposed to govern the location of delivery points: "for any specific location matrix of the delivery system, the utilization will be determined by the catchment area of that matrix". Here, the design for non-formal education would be so drawn from experience (while of course adding standardized formal education components) as to devise a communication model that would be capable of wide and ready diffusion. That is to say, non-formal education should be functional to all the objectives – main as well as incidental – and thus functional to women's occupational skills, pregnancy, childbirth, and child health, to the location of centres for the delivery of the integrated maternity and child welfare services, to the political and cultural demands of this community of beneficiaries providing in each case practical, short-term, self-generating solutions.

§ 5.5 *The Urban Poor*: The State's 443 urban centres have a population of 1.2 crores, of whom 40 lakhs are the poor. Most of them live in slums, which the Act defines as "any predominantly residential area, where the dwellings, by reasons of dilapidation, overcrowding, faulty arrangement, lack of ventilation, light or sanitary facilities or any combination of

these factors, are detrimental to safety, health or morals". The 1975 Socio-Economic Survey of Madras Slums is tragically enlightening in regard to the needs of these slums. In Madras City, out of 24.6 lakh people, 7.3 lakhs live in these residential areas of urban blight. Out the 1.6 lakh families living in the slums, 63 per cent have four to nine members each, 92 per cent of them living in less than 20 sq. metres. 26 per cent (2 lakhs) of the slum population is of the schoolgoing age 5-14, of whom 37 per cent do not go to school because of poverty (51 per cent) and irrelevant education (18 per cent). Compared to the city's literacy percentage of 71 for males and 53 for females, only 54 per cent of the male slum population and 30 per cent of females are literate. The total work force (in the age-group 15-59) is made up of 57 per cent of the slum population, a higher percentage than that for the State because of the migration of rural workers to the slums who make up 42 per cent of the slum population. However, less than half of them are employed as office attenders, domestic servants, coolies, factory workers, helpers in stores, tea shops, milk depots, vendors of vegetables and sweetmeats, and as manual workers with a family income of Rs. 164 per month or Rs. 34.22 *per capita* which is less than half of the city average. Living with 30,000 cows, buffaloes, pigs or goats, their mortality rate due to fever, typhoid, dysentery, small-pox, cholera and tuberculosis is over double that for the city. With early marriage, (34 per cent of the married are in the age group of 15-19) the family planning programme has made no impact on them. Only 1570 out of the three lakhs in the age group 25-59 (0.54 per cent) have undergone any family planning treatment.

§ 5.51 The functionality of non-formal education to this tragic situation is clear. It begins with non-formal education of the city dwellers aimed at sensitizing them and motivating them to fight the causes of this social situation in all our urban agglomerations. For the adult slum dwellers, programmes of vocational and occupational training and services for placement in gainful occupations and in self-employment avenues are the most urgent. They would be geared to meet the need for employment of this 50 per cent of unemployed in the work force and to secure adequate earnings for those who are employed. A second need is environmental improvement of the slums - hygiene, pathways, drainage, lighting, water supply, hutments and physical and social amenities as well as voluntary arrangements for the upkeep and maintenance of the new tenements which are replacing the slums. A third is with regard to the needs of the mothers and children for health care and maternal health services, nutrition and day child-care centres. A fourth is the need for playgrounds, recreational

and cultural facilities, holiday camps, libraries and reading rooms. Non-formal education programmes for these various groups and the ~~scums~~ in the slums need to be developed in relation to these needs with literacy and family planning built into each of them as part of a total package.

§ 5.6 *School Drop-outs*: Non-formal education for school drop-outs needs to be specially designed and urgently developed. In the State, school-children before class V drop out at an average rate of 52 per cent, with a third more in the rural areas than even in the urban slums where, as noted earlier, 37 per cent are out of primary school. The drop-out problem continues at the middle school level (20 per cent) and the high school (12 per cent). The primary reason for the dropping out is the poverty of the parents as the State's Perspective Plan points out, which forces them to use the children to stay at home to cook or carry the food to the working parents, to mind the baby so that the mother can go out to work, to work in the farm or with the cattle or to work in one of the cottage industries or home crafts. In the case of the school drop-out, there is no simple definable need as neither the child nor the young person nor the parent is conscious of an educational need. The first need therefore is to meet this lack of motivation for education. Secondly, such education must revolve round the simple daily chores which the rural boy and girl are engaged in. Thirdly, the education programme must be adjusted to the free time available to the boys and girls and must be of the shortened, concentrated kind which this group, not available for full-time instruction, can afford. Finally, the curricula must be developed in relation to each locality's special environmental and employment situation and skill-forming qualities geared to future prospects for gainful employment.

§ 5.7 *Youth*: If youth is defined as those subsumed in the age group 15-25, then they constitute 15 per cent of the State's population of 4.6 crores. The following are some of the 1971 census findings about 15-25 year olds: (a) the number of males exceeded that of females by about seven per cent; (b) 58 per cent of the group was illiterate and an additional 22 per cent, semi-literate; (c) 43 per cent were workers (which yields a higher worker participation rate than the country's average of 29.56 per cent) and over 46 per cent of the rural youth were workers as against the 24 per cent of urban youth; and (d) a third of the male and three-fourths of the female youth population were married. The profile of Tamil Nadu youth that emerges is that of a numerically dominant group, basically illiterate or quasi-literate, one half of them engaged in productive employment particularly in the rural areas. Most of them are

marred with decisions to make about the size of their families, but they are imbued with unrestrained energy and curiosity and are spoiling for action. Many youth surveys have been carried out in the State and out of these, an inventory of their dispositions and needs may be built up; it would include demands for greater participation in the political and decision-making processes of the local community, organs of local power and the State itself; a desire born of a new-found political consciousness to fight against injustice, inequity, corruption and nepotism, authoritarianism and bureaucracy that characterize so much of adult societies; consciousness of their worsening economic position under hyper-inflationary conditions and the worsening rural-urban terms of trade of which they are victims; fear of the fact of unemployment—particularly if they are educated—and of under- and disguised unemployment if they are illiterates or semi-literates; (There were four lakh matriculates, graduates and post-graduates unemployed in the State as on December 31, 1974.) anxieties about the decisions that they must make or that will be made for them about marriage and the number of children they may have and an irrepressible and almost insatiable demand for games, sports and cultural activities ranging from drama and music to the organization of, and participation in, cultural festivals. It may be noted that education and training do not appear as a priority in this inventory and one may wonder if so many youth programmes do not founder because they rest on *a priori* assumptions like that “youth thirst for education and knowledge,” that “they must be taught civic responsibilities and the rules and conventions of democratic citizenship” and that they must learn “positive attitudes to life, such as co-operativeness, discipline, peace, friendship, dignity of labour, etc.” These are important normative goals for any society and any age group; in the case of the 15-25 age group, they must be regarded as spin-offs of any education programme that makes any claim at all of being functional to their wants, needs and demands. They are overly conscious of these and insistently explicit. Given the stagnation of the economy and its growing unemployment backlog of which youth is made painfully aware often by direct experience, the one youth programme which has caught their imagination spontaneously is games and sports and the many-sided manifestations of their group culture. Next in order of preference are the programmes of the political parties of which the youth groups are often the embarrassing vanguard. Occupational training—both pre-service and mid-course updating or improvement of their skills—fares a poor third. This is not to say that such participation is not solid. It is through these openings that non-formal education can become functional and demonstrate that it can be part of an open, competitive, exhilarating, (in the case of games

and sports) fighting, organizing, demonstrating (which adjectives describe their political and social involvement) as well as a skill-forming and cognitive, accelerating system.

§ 5.8 *Values*: Any system of non-formal education must note that functionality is not an attribute of the economic segments of life alone which have to do with farming, dairying, inflationary costs and prices, births and deaths, etc. Even here, insofar as they affect the design, values and objectives go together, walk hand in hand alongside of each other, varying from society to society. But there is also a more implicit functionality, which non-formal education must observe, to the received values of an individual and society, formed in, and by, the home, the school and college, the class and/or caste into which one is born and by one's calling and station in life, religion and culture. There are other formative influences as well, such as the NCC and the defence establishment with its wide-ranging and far-reaching professional and para-professional outcrops and influences, and the growing knowledge of other countries and their values, ways of life and cultures which mingle and cross-fertilize more than ever before. The values learnt in the home include charity and sharing as well as greed and exclusiveness. Home-centred literacy in the unlettered homes – which are still the rule – and functional education must reinforce these positive, and combat the negative, values. The values learnt in the irrelevant and breaking-down formal school in the State and Country are; learning to beat the rules, cheating, violence and snobbishness which a functional non-formal educational programme can help to reform and replace through the inculcation of employability norms, the culture and values of the work-place for the drop-outs and the neo-illiterates that the formal education system is turning out. The connectionist values of the class and/or caste and living modes which are taken over can and should be made explicit in and enrich any functional educational programme in which the outcastes and the working classes are the subjects. They are not enslaving if cognitively persevered in. Here the alternative to understanding is a guilt complex built up through the non-observance of the understood elements in a culture which enjoin observance. The values purveyed by one's religion and culture are probably lifelong and the most basic, and education must needs be functional to both. So much of religious education is imparted by functionally illiterate high priests that compound further the cultural illiteracy, bigotry and stagnation that all of us are steeped in. Probably there is no more urgent educational effort needed than to make educational approach functional to the treasures and the idealistic fulness of religion and culture which so, to this day, serve to fill the void of an

uncultivated life but must counter the obscurantism that passes for so much of religion and culture. In regard to inter-state and inter-country relations, which is the social part of a modern religious culture and non-formal education's functionality to them, some of the conclusions of the 1974 UNESCO Conference on Cultural Policies held in Jakarta provide an apt summing up. That conference declared that "economic development should aim at enrichment of human life by bringing material, spiritual, social and individual values into harmonious balance: that the achievement of a high level of consumption is not always a guarantee of cultural vitality: that the attainment of a human society is the ultimate objective of all cultural development: that the collective self-realization and the authentic liberation of peoples is the quintessence of the humane society: that the inner life of man is an essential foundation of the cultural achievements of Asia".

CHAPTER VI

A RECOMMENDED POLICY

§ 6.1 *The State Government should formulate a policy on non-formal education and present it to the legislature at the time of the Budget Session for discussion and ratification.* The policy should affirm the commitment of the Government and the people to a Tamil Nadu system of education which comprises the formal educational sub-system – which is, for the most part, the responsibility of the Minister and Department of Education – and the non-formal education sub-system which is a derived responsibility of all the Ministers and Departments of the State Government. The definition of the formal education sub-system as set forth in the existing documents relating to the demand for Education Appropriations presented annually to the legislature and the definition and priorities of non-formal education as set forth in paras 1.11 and 1.12 on pp. 25-6 of this report might be used in elaborating a prefatory policy statement. That statement should also legalize reliance for non-formal education on voluntary agencies, rural co-operatives, large farmers, public- and private-sector business and philanthropic individuals and organizations. It should end with a commitment to ear-mark three to five per cent of the outlay on every development scheme as an in-built component for education and training with the ultimate aim of equalizing the outlays on formal and non-formal education.

§ 6.2 *The policy statement should be based on providing non-formal education and training to the poverty sector in the State in the following order of priority :*

- Small, marginal and dry farmers and landless agricultural labourers;
- Small and cottage industry artisans and workers;
- The self-employed;
- Adult illiterates; and
- School drop-outs.

§ 6.3 *The policy statement should also lay down directives for the financing of the programme of non-formal education in the State.*

§ 6.31 These directives should elaborate the principle of charging fees, the levy of cesses, the ear-marking of funds as a given percentage of a project budget and prescribe investments by nationalized and scheduled banks, the Life Insurance Corporation and the Agricultural Refinance Corporation, and provisions in the annual revenue budget of the Govern-

ment. For all programmes not addressed to the poverty sector as defined in § 6.2 *supra*, the principle of self-financing through the levy of fees should be enforced. In the agricultural sector, a training cess should be levied on holdings above five standard acres, agricultural co-operatives and State dairies. As noted earlier, every development scheme in agriculture, animal husbandry, fisheries, health and family planning and nutrition, social welfare and defence, as well as the schemes in the police, jails and justice directorates must provide three to five per cent of the project budget for education and training. Nationalized and scheduled banks, the LIC and the ARC should be required to deploy a certain percentage of their resources (between one to two per cent) on non-formal education and training programmes in accordance with the first three priorities set forth in § 6.2 *supra*. The annual revenue budget of the State Government should make adequate financial provision for non-formal education activities in the Department of Education.

§ 6.4 *The Government should gradually introduce legislation to govern the work of the various sectors and sub-sectors of non-formal education along lines of that for industrial training, starting with agricultural training and related subjects, and going on to health training, social welfare training, out-of-school education and training and functional literacy. The law should lay down the obligation to provide education and training to the various groups by the appropriate agency, supported by the Government, (if the agent is not the Government itself) define objectives and norms of education and training and its source of funds.*

§ 6.5 *Every Department of Government should have an educational planning and programming cell to plan, oversee, monitor and evaluate the education and training programmes of its sector and maintain close relations with appropriate voluntary agencies, who should be brought together once a year by the cell so that they may get to know one another and discuss matters of mutual interest. Most urgently, the Department of Education should establish a Directorate of Non-formal Education by rationalizing work allocations and procedures of the Directorate of School Education – not by adding to the staff of the Department – and by providing it with a budget, again by acting on the recommendations of the Education Finance Committee and economizing on the total education budget. The funds can then be used to provide grants to voluntary agencies or the Government can itself run the programmes as suggested in § 3.2, p. 31, *supra*. The question should be further discussed as to whether the operating non-formal education budget of the Education Department should not be concentrated in the projected Directorate or*

be shared between the Directorates of School, Collegiate and Technical Education to be operated by them with the same fervour and responsibility as is now bestowed on formal education. If the latter, then the new Directorate should be a small planning, monitoring and evaluating body which would have close relations with voluntary agencies.

§ 6.6 Under this system, there may be no need for a State-wide coordinating body for non-formal education, *as the Council of Ministers and the Committee of Secretaries, each of whom would have a planning cell, would provide the needed coordination and integration in the normal course of the functioning of government and discussion and approval of the annual budget (with the back-up of each Department's performance budget) by the legislature.* On the pedagogic aspects – curriculum principles, teaching technology, text book formulation and language competence – the Department of Education should progressively provide more and more of the expert assistance to the non-formal education activities of other Departments.

§ 6.7 The detailed recommendations by project and scheme have been made in Chapter III. Here the urgency of sensibly expending the funds available for non-formal agricultural education and training under the Directorate of Agriculture and making a beginning with Rs. 10 crores for non-formal general education under the Department of Education should be emphasized. By the end of the Fifth Plan, the latter figure should be stepped up to Rs. 40 crores and by the end of the Sixth Plan, to Rs. 60 crores. Opportunity is here taken to reiterate this proposal which was made for the first time in the State's Perspective Plan.

§ 6.8 Voluntary agencies in all the sectors and sub-sectors should increase in number, grow in strength and expand in coverage. *The Government Departments and directorates should increasingly rely on the voluntary agencies specializing in their respective fields for the planning and execution of an expanded programme of non-formal education, with finance coming mainly from the Government Departments. To deal with voluntary agencies working in the area of remedial and basic education, teacher education and other related educational fields, the Tamil Nadu Board of Continuing Education should develop into a federal agency to which all the bodies should be affiliated. It should coordinate agency activities, negotiate with the Department of Education, after screening agency projects with special regard for their requirements of State funds, and monitor their execution. In other words, the Board would be for the Government and the voluntary agencies the focal point of non-formal education in the State.*

APPENDIX

PROJECT NO. 1

ADULT LITERACY SCHEME

Department of School Education

The scheme of adult education as introduced in 1954-55 consisted of a course spread over a period of three years with admissions restricted to the age group eight to 18. Only ten centres, all of which were initially opened under the national extension scheme, are now functioning.

District	Name of Centre	Number of Trainees	
		Men	Women
Pollachi	Sencheriputhur	53	9
Coimbatore	Kalikkanayakkanpalayam	15	12
Gobichettipalayam	Avinasi, Uppilipalayam	16	—
Erode	Mughasi, Anumanpalayam	17	—
		30	—
Trichy	Puthanampatti	19	—
Tindivanam	Chengi, Pakkamkannalam	24	—
		20	—
		28	—
Dharmapuri	Anumanthapuram	28	—

An elementary grade teacher with adult literacy training is paid Rs. 12 per month and a secondary grade teacher with special training, Rs. 20 per month.

PROJECT NO. 2

FARMERS FUNCTIONAL LITERACY SCHEME

Department of School Education

This is a scheme sponsored by the Central Government and run with cent per cent Government of India subsidy and has been in operation since 1968-69. During 1974-75, 120 centres were functioning in the two educational districts of Madurai and Lalgudi at the rate of 60 per district and distributed over three Development Blocks with 20 centres in each Block. The Blocks were selected in consultation with the Panchayat Union Councils and the Deputy Inspectors of Schools concerned. In the selection of the centres, the population of the village, the scope for conducting more than one course in the same area, and the availability of building, literacy equipment and facilities, such as electricity, were taken into account. The course is of one year's duration in two phases of six months each. Instructors are all teachers from primary schools who have had an agricultural background and are moreover residents of the locality. Each centre trains 50 farm adults, covering a total of 3,600 persons. The instructors attend Orientation Training in Functional Literacy methods for seven days initially and again a re-orientation training course of five days at the end of the first six months of the course. They are paid an honorarium of Rs. 150, which has been raised to Rs. 240, for each six-month phase. Thirty additional centres are being opened in the following five educational districts: Vellore; Thanjavur; Coimbatore; Kovilpatti; and Tindivanam. The Farmers' Training Centres will be opened during 1975-76.

An expert committee of members appointed in consultation with the Director of Agriculture – one from the Department of Agriculture and two from the Education Department will evaluate the learning attainments of the adults before the end of the course.

Centres now functioning

District	Town
Madurai	Madurai
Tiruchi	Lalgudi

These have been functioning from June 1974 with about 3,000 adults.

Centres yet to be started

District	Town
Coimbatore	Coimbatore
Thanjavur	Thanjavur
North Arcot	Vellore
South Arcot	Tindivanam
Tirunelveli	Tuticorin

PROJECT NO. 3

MASS EDUCATION PROGRAMME

Department of School Education

A mass education programme for the eradication of illiteracy in Salem District is being started in 1,000 centres to train 90,000 adult illiterates in literacy. The course will be of four months' duration, and each centre will conduct three courses a year. The Instructors will be selected from among the teachers employed in day schools under the

Panchayat Unions or from college students doing voluntary work under the social service league or the youth corps. The persons so selected will be given an orientation training of five days and will be distributed over 20 centres. The teachers are to be paid an honorarium of Rs. 100 in a lump sum at the end of the four-month course at the rate of Rs. 25 *per mensem*. The opening of 500 more centres in Ramanathapuram District during the year 1975-76 is under the consideration of the Government.

PROJECT NO. 4

NON-FORMAL EDUCATION

Department of School Education

To cover the out-of-school youth in the age group 15 to 25 in Tiruchi District, a hundred non-formal education centres are to be set up under a centrally subsidized scheme. A similar programme to set up 100 centres in Coimbatore District and to be financed by the State Government is under consideration. If 30 pupils were enrolled in each centre, about 6,000 persons will have been trained in the two districts at the conclusion of the programme.

PROJECT NO. 5

PRE-VOCATIONAL TRAINING CENTRES

Department of School Education

The Pre-vocational Training Programme has been introduced by the Government of India for school drop-outs (from standard V) for continuing their education covering both the academic and technical streams, and trainees in the age group 11-14 are given training for three years to complete the equivalent of standard VIII. The seven Pre-voca-

tional Training Centres are attached to the following high schools :

- 1 Government (Board) High School, Poonamallee;
- 2 K. V. Sala High School, Virudhunagar;
- 3 A. C. T. C. Model High School, Karaikudi;
- 4 Gandhi Niketan Post-basic School, T. Kallupatti;
- 5 Municipal High School, North Coimbatore;
- 6 Government (Board) High School (Girls), Pattukottai; and
- 7 Sri Mct. Muthiah High School, Madras.

The following subjects are taught in the Boy's Pre-vocational Training Centre :

Technical subjects	General education
1 Basic Fitting	1 Tamil
2 Turning	2 English
3 Gas Welding	3 Mathematics
4 Blacksmithing	4 General Science
5 Moulding	5 History & Geography
6 Carpentry	
7 Sheet-metal working	

For girls the following technical subjects are taught in addition to the above subjects in General Education :

- 1 Food preservation, baking and confectionery;
- 2 Tailoring, embroidery and knitting, hand-weaving, bleaching and dyeing and block-printing;
- 3 Management of the home; and
- 4 Hygiene and health.

COMPREHENSIVE HIGH SCHOOLS

Department of School Education

During 1974-75 some of the existing high schools were developed as Comprehensive High Schools through the introduction of work experience as extra-curricular activity. Its main aim is to provide employment opportunities to pupils, as soon as they complete their S.S.L.C. examination. The courses are conducted from standard IX to XI in the following schools.

Radio engineering and electric motor re-winding

- 1 Mct. Muthiah Chettiar High School, Purasawakkam, Madras
- 2 Madras Christian College High School, Chetput, Madras
- 3 Government (Board) High School, Kulithalai, Tiruchi District
- 5 Sri K. G. S. High School, Srivaikuntham, Tirunelveli District
- 6 Government (Board) High School, Arni, North Arcot District
- 7 Elavangudi High School, Ilayangudi
- 8 St. Mary's High School, Madurai
- 9 Government (Board) High School, Rasipuram, Salem District
- 10 Government (Board) High School, Dharmapuri

A course in motor mechanics

- 11 St. Joseph's High School, Tiruchi District
- 12 Government High School, Vikravandi

- 13 Kshatriya Vidyalaya High School, Virudhunagar
- 14 Model High School at Dr. A. C. Training College, Karaikudi

A course in agricultural engineering

- 15 Municipal High School, Coimbatore (North)
- 16 Government High School, Poonamallee
- 17 Olcott Memorial High School, Adyar
- 18 Gandhi Niketan High School, T. Kallupatti
- 19 Government (Board) High School (Boys), Pattukottai

The following new courses are proposed for 1975-76 :

(1) Salesmanship; (2) Powered looms; (3) Fisheries 1; and (4) Hygiene and public health or nutrition and hygiene. Out of the Rs. 6.9 lakhs provided in the 1974-75 budget, Rs. 2.2 lakhs were spent. For 1975-76 a provision of Rs. 13.63 lakhs has been made and it is unlikely that more than half this amount will be expended because of the long preparatory work needed to institute these courses.

PROJECT NO. 7 ✓

**APPRENTICESHIP TRAINING PROGRAMME
UNDER APPRENTICES ACT 1961**

Government of India & Ashok Leyland, Ennore

Purpose : To meet the actual demand for apprentices and skilled craftsmen from industry

Trainees

Number per course : Between 150 and 175 regulated to 50 to 60 apprentices per year

Use made by trainees of skill obtained : Absorbed as skilled artisans

PROJECT NO. 8

**GOVERNMENT OF INDIA STIPENDIARY
APPRENTICESHIP TRAINING PROGRAMME**

Government of India & Ashok Leyland, Ennore

Purpose : To provide in-plant training facilities for graduate and diploma-holders in engineering

Trainees

Number per course : 2 engineering graduates and 2 diploma-holders per year

Use of trainees' skills : Not absorbed by the Company

PROJECT NO. 9

COMPANY APPRENTICESHIP TRAINING PROGRAMME

Ashok Leyland, Ennore

Purpose : To create a pool of officers, executives and workshop supervisory personnel

Trainees

Number per course : 20 engineering graduates and 20 diploma-holders per year

Use of trainees' skills : Absorbed as junior executives, foremen, etc.

PROJECT NO. 10

IMPROVESHIP TRAINING PROGRAMME

Ashok Leyland, Ennore

Purpose : For improving the technical skill of the craftsmen who can then take up careers like charge hands

Total number trained : More than 1,000 in all the categories of apprenticeship since 1963 to date

Trainees

Number per course : 25 to 30

Use of trainees' skills : Promoted as setters, improvers, junior charge hands, etc.

PROJECT NO. 11

VOCATIONAL TRAINING PROGRAMME

Sponsoring institutions like polytechnics, engineering colleges at Ashok Leyland, Ennore

Purpose : To improve practical training facilities during vacation

Total number trained : More than 1,000 in all the categories of apprenticeship since 1963 to date

Trainees

Number per course : Depending upon number sponsored by Technical Institutions

Use of trainees' skills : Being only vocational training, no use could be made at training institution.

PROJECT NO. 12

APPRENTICESHIP

Lakshmi Machine Works Ltd.

Purpose : For requirements of skilled workers for Lakshmi Machine Works and absorbed under the Apprenticeship Act, 1961

Date of starting : 1967

Total number trained : 55 to date

Number per course : 12 courses for the 15-25 age group

Finance

Unit cost : Rs. 550 per month

Appraisal

Strong points : An eminently practical programme with theoretical content in order to make the trainees highly skilled

Suggestions for improvement : Better utilization of available resources all round

PROJECT NO. 13

SPECIAL TRAINING FOR SCHEDULED CASTES & TRIBES

*Directorate of Harijan Welfare, & Social Welfare
Department, Government of Tamil Nadu*

Purpose : To coach scheduled caste/tribe candidates for IAS and Allied Services Examinations conducted by Union Public Service Commission

Date of starting : 12-12-1971

Total number trained : 75 so far

Number per course : Men, 28; Women, 6. The course extends from November each year till the end of September of the subsequent year.

Appraisal

Strong points : By providing free boarding, lodging and free coaching, it enables socially and economically backward candidates to compete for the All-India Services Examination with greater hope of success.

Weakness : As only the top 20 per cent succeed, other trainees are always looking out for another situation and do not feel enthused to put in the concentrated hard work necessary for success.

Suggestions for improvement : (i) Adopting a merit-cum-means criterion for granting free boarding and lodging, with simultaneous increase of allowance, to meet increased cost;

(ii) Providing part-time teaching work for a few trainees (3 or 4 hours per week) and payment of a small remuneration. The trainees may be used to coach students in Arts Colleges which require additional help;

(iii) Approval of a panel of names for part-time staff for various subjects, from which appointments could be readily made according to need; and

(iv) Building suitable accomodation to house Institute, with space for hostel, classroom, library, reading room, office quarters for Warden and rooms for teaching staff.

In addition, the Directorate also runs training courses for scheduled caste/tribe candidates in shorthand and type-writing. The Directorate of School Education runs a similar

coaching scheme for scheduled caste/tribe candidates for class IV services examinations conducted by the Tamil Nadu Public Service Commission.

PROJECT NO. 14

EVENING CLASSES IN INDUSTRIAL TRAINING

Director of Employment and Training, Madras

Purpose : To impart theoretical training to industrial workers in reading of blue-prints, in workshop maths and elementary theory for various trades in which they are employed so as to improve their work and production

Trainees

Number per course : 50 trainees in two equal batches in each of the following trades; Fitter; Turner; Machinist; Electrician; Mechanic (Motor Vehicle); Mechanic (Instrumentation); Draftsman (Civil); Draftsmen (Mechanical); Welder; Cutter and Tailor; and Pattern-maker.

Courses per year : Half of the sanctioned seats, i.e. 25, of two years' duration and 50 in the one-year trade courses are admitted each year, the session commencing on September 1.

Finance

Unit cost : Rs. 188.20 (based on sanctioned strength) per trainee

Total annual budget : Rs. 1,97,600

Appraisal

Strong points : Successful trainees are permitted to appear for the Trade Test under the Craftsmen Training Scheme

(semi-skilled level) and qualify for apprenticeship training and pass on to fully skilled-worker level.

Weakness : Candidates do not get adequate opportunity in establishments where they are employed comprehensively to utilize skills acquired in training. This is overcome under Apprenticeship Training.

PROJECT NO. 15

APPRENTICESHIP TRAINING PROGRAMME UNDER THE APPRENTICESHIP ACT, 1961

*Directorate General of Employment and Training,
New Delhi, and Director of Employment and
Training, Madras*

Purpose : To regulate and enforce a uniform system of training throughout India; to raise the overall standard of skills; to ensure that the requisite number of skilled craftsmen are trained to meet various industrial needs of the country as a whole and to contribute effectively towards productivity, the Apprentices Act was enacted. It regulates and controls training of apprentices in the trades designated under the Act. These objectives were reiterated in the twenty-point programme (1975) of the Union Government.

Total number trained : 6,631 since 1963

Trainees

Number per course : As on 31-5-1974, there are 4512 apprentices undergoing training in a variety of trades in the various establishments in Tamil Nadu against 6410 training places located for apprenticeship training.

Numbers successful : 1532 (results of the trade tests held in April and October, 1974)

Numbers failing : 170

Numbers repeating : 82 (supplementary candidates)

Numbers dropping out from each course : 120 (absentees in the trade test)

Use made by trainees of skill obtained. (e.g. employment, increase in remuneration, etc.) : The candidates who have successfully completed the apprenticeship training take up appointment as skilled workers or improvers in industries using their skills. But their employment is not mandatory and is left to the discretion of employers.

Finance

Unit cost : Rs. 116 p.m. per trainee (which figure is inclusive of the stipend at the rate of Rs. 70) besides the sum of Rs. 10 p.m. per apprentice for Related Instruction Classes

Appraisal

Strong points : Under the provisions of the Apprentices Act, it is obligatory for employers having training facilities to recruit and train apprentices in designated trades as are assigned to them by the State Apprenticeship Adviser, and non-compliance of this obligation by the employer is a cognizable offence under Section 30 of the Apprentices Act. The Apprenticeship Training Programme is found to be useful to establishments, as a well-planned apprenticeship scheme ensures quality workmanship, cuts production cost, ensures efficiency, assures job satisfaction to employees, introduces a dynamism in the skills acquired, encourages the growth of secondary industries, makes employer-participation in society's training programmes and generally increases productivity and profits.

PROJECT NO. 16

**TRAINING OF HANDLOOM WEAVERS,
PATTERN-MAKERS, GOLDSMITHS, ETC.**

Director of Employment and Training, Madras

Purpose : To cater for the needs of the persons who are engaged in non-engineering trades, such as goldsmiths, pattern-makers, handloom weavers and others desiring to acquire engineering skill, with a view to improving their prospects of gainful employment

Date of starting : February 1966

Total number trained : 280 to date

Trainees

Number per course : 54 in fitting and blacksmithing, fitting and turning; copper-smithing and tinsmithing

Finance

Unit cost : Rs. 172 per trainee

Total annual budget : Rs. 27,500

Appraisal

Strong points : Trainees passing out are employed in big establishments as workers while others have produced quality goods as self-employed artisans.

Weaknesses : Since the candidates are traditional workers and do not possess adequate general education, it has been difficult to find them industrial employment.

PROJECT NO. 17

BOOK-BINDING TRAINING SCHEME

*Secretary, State Board for the Handicapped,
Directorate of Employment and Training, Madras-5*

Purpose : To impart training to physically handicapped persons in book-binding

Date of starting : 8-12-1972

Total number trained : 40 in three batches; 16 candidates of the fourth batch are undergoing training from 1-12-1974.

Trainees

Number per course : 16 per batch in a six months' course

Finance

Unit cost : Rs. 55 per trainee

Total annual budget : Rs. 20,300

Appraisal

Strong points : Trainees will be subjected to a test in the book-binding trade at the end of each training course. Those found suitable will be absorbed in the Government Press and a certain number may be absorbed in the Unit itself on its conversion into a training-cum-production centre.

Weakness : The time-lag between the completion of training and the trial by the employer for selection of candidates invariably inhibits trainees from faring well in a simulated work situation due to skill attenuation. The blind face especial difficulty in learning certain tasks due to their specific handicap.

Suggestions for improvement : The physically handicapped trainees who have completed their training are being trade tested, and those found suitable will be absorbed by Government Press. Failed candidates would become unsuitable for entry into service, their training notwithstanding. If passed out trainees are tried out long after the completion of training, their performance will not be up to the standard in view of the time-lag between the completion of training and the securing of a job. In these cases refresher training for at least a fortnight needs to be given to enable them to recall forgotten skills. The availability of instructors especially trained in teaching the physically handicapped may be an additional advantage to the scheme.

PROJECT NO. 18

JOB AND REFRESHER COURSE, AND ORIENTATION TRAINING TO EXTENSION OFFICERS & GBAMASEVIKAS

*Director of Rural Development and
Department of Social Welfare*

Purpose : To promote and develop in village women an urge for better living

Date of starting : 1955-56

Total number trained : 931 so far

Trainees

Number per course : 100 women

PROJECT NO. 19

ORIENTATION TRAINING FOR EXTENSION OFFICERS AND MUKHYASEVIKAS

Department of Social Welfare

Purpose : Orientation deals mainly with administration, co-ordination, team work, the multipurpose nature of rural problems, techniques of reconciling and integrating conflicting departmental interests and the basic principles and philosophy of rural work. In the new one-month course, the syllabus is job-oriented and has more depth and focus.

Number per course : 50

PROJECT NO. 20

TRAINING OF BALASEVIKAS IN PRE-SCHOOL PROGRAMME

*Department of Social Welfare &
Directorate of Rural Development*

Purpose : To use local girls in the conduct of pre-schools and to provide employment

Date of starting : 1962

Total number trained : 1853 up to 1972-73; Untrained balasevikas given in-service training: 210; Child welfare organizers trained during 1973 74: 600

Trainees

Number per course : 35 balasevikas

Finance

Unit cost : Rs. 160 per trainee

Appraisal

Problems faced : It is felt that the duration of the training programmes, viz., 3 months and 2 months, is too short.

Suggestions for improvement : Training duration may be extended.

PROJECT NO. 21

REFRESHER TRAINING FOR GRAMASEVIKAS

Department of Social Welfare

Purpose : A gramasevika's knowledge and skill need constant renewal. Hence refresher training for those who have put in more than three years of service. The course, which will be of two months' duration, is being organized in the Home Science Wings of the S. V. Nagaram and T. Kallupatti centres.

Number per course : 40 gramasevikas

PROJECT NO. 22

ASSOCIATE WOMEN'S WELFARE TRAINING

Department of Social Welfare

Purpose : To train conveners of Mahilir Manrams in family planning, social education, child-care, health, hygiene, agriculture

Trainees

Number trained : 4997 up to 1972-73

Number per course : 40 conveners

Finance

Unit cost : Rs. 210 per trainee

Annual budget : Rs. 29,960

Appraisal

Strong points : Through these Mahalir Manrams, new ideas are imparted to village women and age-long superstitions and caste prejudices superseded by a new outlook.

Weaknesses : Mahalir Manrams are not all strong organizations functioning ideally or even according to objectives. Response to these courses has sometimes been poor. The very structure and concept of the Mahalir Manrams requires evaluation which is, however, a macro-issue.

WORKERS' EDUCATION SCHEME

*Central Board for Workers' Education, Ministry of Labour and Employment,
Government of India and the Tamil Nadu Institute of Labour Studies,
Government of Tamil Nadu, Madras*

Workers' Education Centre, Madras (1)	Workers' Education Centre, Coimbatore (2)	Workers' Education Centre, Madurai (3)	Tamil Nadu Institute of Labour Studies, Madras (4)
<p>Aims and objects of the scheme</p> <p>(i) To educate industrial workers in industrial relations, trade unionism, labour legislation and particularly in trade union leadership;</p> <p>(ii) To develop stronger and more effective trade unions, through better trained officials and enlightened members;</p> <p>(iii) To develop leadership from the rank and file and promote the growth of the democratic process and traditions in trade union organization and administration;</p> <p>(iv) To equip organized labour to take its place in a democratic society and effectively to fulfil its social and economic functions and responsibilities; and</p> <p>(v) To promote among workers a greater understanding of economic problems, their own privileges and obligations as union members, officials and as citizens.</p>			<p>Object of Institute</p> <p>Developing trade union leadership, training Labour Welfare Officers and Personnel Officers and organizing refresher courses for this purpose for departmental officers; to impart training to shop-floor leaders to become conversant with trade union laws so as to develop internal leaders.</p>

Centre (1)	Workers' Education Centre, Madras (2)	Workers' Education Centre, Coimbatore (3)	Workers' Education Centre, Madurai (4)	Tamil Nadu Institute of Labour Studies, Madras (5)												
<i>Date of starting</i>	1-4-1960	26-11-1963	1-7-1963	Inaugurated on 6-8-1973 although set up in March, 1973												
<i>Trainees</i> <i>Number of worker-teachers at Regional Centre</i>	123 Prior to 1973-74	597 Prior to 1973-74	841 Prior to 1973-74	-												
<i>Number per course</i>	An average of 40 per course	<table border="0"> <tr> <td><i>Men/Women</i></td> <td></td> <td><i>Men</i></td> <td><i>Women</i></td> </tr> <tr> <td>123</td> <td>Regional level</td> <td>25</td> <td>30</td> </tr> <tr> <td></td> <td>Unit level</td> <td>25</td> <td>30</td> </tr> </table>	<i>Men/Women</i>		<i>Men</i>	<i>Women</i>	123	Regional level	25	30		Unit level	25	30	25 on an average per course	25 on an average
<i>Men/Women</i>		<i>Men</i>	<i>Women</i>													
123	Regional level	25	30													
	Unit level	25	30													
<i>Course duration</i>	Three courses per year at the rate of five hours a day over a duration of three months	<p>5 hours 30 minutes daily for three months (out of which 15 days are allotted for educational tour)</p> <p>At regional level</p> <p>Five hours per week for three months</p>	Four courses per year at the rate of five hours a day	About three courses per year of five hours' duration each day												

Appraisal

Strong points : The scheme is being implemented on a voluntary basis, and has received generous support from employers and trade unionists. There is, however, no statutory backing for the Workers' Education Scheme.

While the scheme has generally been well received, instances are known where a few private employers do not help in the smooth running of the Scheme. Public sector undertakings, too, such as the Railways, Defence, have withheld support for the implementation of the third phase of the programme, viz., the unit level classes.

Weaknesses : Scheme being implemented on a voluntary basis. There has been an awakening in the working classes and the course should be repeated often. The managements do not participate actively since they feel the period of training is too extended and cannot therefore afford to keep their employees on it for such long spells. If the working class is, however, to benefit from the programme, the financial problem of the programme authorities should not be left unsolved and all possible facilities ought to be extended to them.

Suggestions for improvement : The scheme has been constantly reviewed by various committees, such as the Review Committee of the Board; the Estimates Committee of Parliament and expert committees, such as the National Commission on Labour. Presently the scheme is being evaluated by the Workers' Education Review Committee.

PROJECT NO. 24

AFTER-CARE AND REHABILITATION FOR
BOYS FROM CORRECTIONAL INSTITUTIONS

Department of Approved Schools and
Vigilance Service, Madras

Purpose : To rehabilitate the pupils of correctional institutions instead of letting them fend for themselves

Date of starting : 19-10-1962

Number trained : 549

Trainees

Number per course : Binding, 17; Blacksmithy, 14; Others, 4; Total 35

Use made by trainees of skills : They obtain employment as skilled artisans and set up as self-employed.

Finance

Unit cost : Rs. 600 per trainee

Total annual budget : Rs. 1,28,740.88

Appraisal

Strong points : To train boys in binding and blacksmithy to enable them to take up a trade on rehabilitation;

Restoration of boys to suitable custodians for proper guardianship, maintenance and their development; and

To enable the orphans to come up in life without feeling unwanted.

Weakness : Some boys who would not or cannot conform to training discipline are apt to drop out.

As all the boys who join the After-Care Home are utter destitutes, it will be encouraging if a small amount of pocket money or stipend is given to each from the beginning instead of from the second year only—at the rate of Rs. 10 and Rs. 15 p.m. respectively—as is being done now. The beginners can be started on Rs. 5 and this will help the boys to use the money for their extra-curricular expenses like watching a film, camping, meeting relatives or friends, buying themselves sweetmeats, etc. The present *per capita* allowance of Rs. 1.50 per day for their diet is insufficient at present-day prices and should be enhanced to Rs. 2.50. As they are teenagers, the boys require more than the average supply of nutrients, hence the enhancement is absolutely necessary.

Suggestions for Improvement : The certificate issued by the Department on the completion of training may be taken as equivalent and comparable to certificates issued following a successful performance in government examinations in a trade certificate course. They may also be exempted from general educational qualifications for purposes of competitive examinations.

The After-Care Home boys may also be exempted from registering their names in the Employment Exchanges and may be preferentially considered for employment.

**REHABILITATION OF WOMEN FROM
CORRECTIONAL INSTITUTIONS, BURMA & SRI LANKA
REPATRIATES & DESERVING OUTSIDERS**

*Superintendent, Government Garments and Holdall
Making Training Unit, Vellore & Department of
Approved Schools and Vigilance Service, Madras*

Purpose : After-care and rehabilitation

Date of starting : 1960

Total number trained : 600 girls between 1965 and 1974

Trainees

Number per course : 30 girls; 15 for the senior trade certificate course; and 15 for the junior trade certificate course.

Courses per year : 60 girls per year for each course:

30 for the senior trade certificate course; and

30 for the junior trade certificate course.

Problems of trainees, if any : Many poor but deserving outsiders, who have completed their training course successfully, are eager to set up business on their own but they cannot afford to buy sewing machines. Something must be done for them in this matter. Also it is desirable to have hostel facilities for outside pupils. Many outside pupils, viz., widows, deserted and poor girls, seek admission to this course, but seats are limited. Hence the training strength of the Unit should be increased.

Finance

Unit cost : Rs. 700 per trainee

Total annual budget : Rs. 1,05,800

Appraisal

It is a unique training programme with rehabilitation as its distinctive objective. The Unit incidentally provides training for Burma and Sri Lanka repatriates as also deserving outsiders, widows, and deserted women. It would be desirable to open similar institutions in other parts of Tamil Nadu also. Up till now, the unit has enjoyed the twin advantages of favourable public response and official patronage. The useful activities of this Government Unit should be publicized more. All the technical staff must undergo Refresher Training in the trade in well-established industrial establishments. A separate administrative block within the Unit premises is essential. Expansion of training facilities, and a production wing in order to provide job opportunities for passed-out pupils ought also to be considered. Another salient feature of this Unit is that it has a Sales-cum-Show Room in Vellore town. The total receipts from sales amounted last year to Rs. 58,000.

PROJECT NO. 26

TRAINING FOR PARAMEDICAL WORKERS (LEPROSY)

*Directorate of Health Services &
Family Planning, Madras*

Purpose : To appoint successful trainees as Leprosy Paramedical Workers under Leprosy Control Programme

Date of starting : 1-7-1973 and 1-1-1974

Total trained : 150 candidates during 1973-74 (financial year)

Trainees

Number per course : 75

Courses per year : 2

PROJECT NO. 27

TRAINING LABORATORY TECHNICIANS

Directorate of Medical Education

Purpose : To train laboratory technicians for work in teaching hospitals

Number of trainees : Grade I 62; Grade II 80

Number of courses : One at six institutions.

PROJECT NO. 28

TRAINING OF PHYSIOTHERAPISTS

Directorate of Medical Education

Purpose : To train physiotherapists for work in teaching and non-teaching hospitals

Number of trainees : 11

For PROJECT Nos. 29 & 31, see

Project No. 46 in which the former have been incorporated.

PROJECT NO. 30

TRAINING OF PHARMACISTS

*Directorate of Medical Education
at Medical College, Madurai*

Purpose : To train pharmacists for dispensing medicines to hospital patients

Number of trainees : 101

PROJECT NO. 32

FARMERS TRAINING

Department of Agriculture

Purpose : To educate farmers in techniques of increased farm production through adoption of hybrid varieties, high-yielding strains, multiple cropping, improved farming practices, optimal management of critical inputs like fertilizer, pesticides, water. To train them in improved farming skills through planned training courses, demonstrations, field days, exhibitions, village campaigns, etc.

Training : Institutional training courses for working farmers, men and women, for five days with 25 trainees in each batch. Twenty training courses are convened in a year. Participating farmers are paid Rs. 5 a day as boarding allowance.

PROJECT NO. 33

TRAINING AND DISCUSSION GROUP CONVENERS

Department of Agriculture

Purpose : Institutional training for three days for conveners of Farmers Discussion Groups. Five training courses at the rate of 25 conveners per year-long course.

PROJECT NO. 34

SFDA, MFAL & DPDA TRAINING

Department of Agriculture

These specialized training courses aim to cater for the specific local requirements, and those of special programmes

like the Small Farmers' Development Agency, the Marginal Farmers and Agricultural Labourers Scheme, and the Dryland Development Projects. The number of trainees varies.

PROJECT NO. 35

FEBIPATETIC TRAINING-CUM-DEMONSTRATION

Department of Agriculture

This one-day training given in the application of critical inputs and optimal management practices is spread over the entire cropping season and is confined to selected progressive farmers and the Farmers Discussion Group members. Hundred such training class-cum-demonstrations are designed continually to educate the Farmers Discussion Group members and neighbourhood farmers. The integrated "whole-farm" strategy in these "adopted farms" has made them into Model Farms in their respective villages. Limited subsidy facilities are given to these model farmers.

PROJECT NO. 36

FARMERS DISCUSSION GROUPS (300)

Department of Agriculture

Each Farmers Training Centre in a village is designed for 200 men or for 100 women. Persons with high leadership qualities and capable of accepting innovations quickly are selected, trained and then positioned as conveners. The conveners are supplied with a transistorized receiving set so that they may listen in additionally to special programmes broadcast by the Farm and Home Unit of All India Radio.

These topics are further discussed among the members in the presence of conveners. Doubts if any are referred to the Farmers Training Centre for clarification. Queries from farmers are promptly answered. These Farmers Discussion Groups are continuously supplied with Monthly News Bulletins conveying the seasonal messages as adapted to the needs of the locality. Special publications of topical interest to the farmers are furthermore mailed to them regularly. An annual study tour to places of agricultural interest, Experimental Stations, the Tamil Nadu Agricultural University, and to State farms helps the trainees to enlarge their vision. Live and continuous contact with the Farmers Discussion Group helps them in the early adoption of high-yielding varieties and thereby to maximize production.

PROJECT NO. 37

KISAN MELAS

Department of Agriculture

Kisan melas in the Farmers Training Centre Districts and at the District Agricultural Seminar in others are arranged every year. This forum of farmers and scientists facilitates exchanges of experience for extensions of mutual understanding. The lay farmers see for themselves the effectiveness of new crop varieties, optimal management practices, use of new inputs, etc., at the *kisan melas*.

PROJECT NO. 38

PRE-SEASON CAMPAIGN IN VILLAGES

Department of Agriculture Vizhas

Village *vizhas* are celebrated, ten for each agricultural season, in every Block. In these, the use of high-yielding

varieties most suitable to each locality and management practices which optimize production are highlighted through chosen media in talks, discussions, slide shows, demonstrations, folk songs, drama, exhibitions, etc. Local farming problems and suggested remedies are also discussed in these village *vizhas*. These *vizhas* have been found to facilitate the quick spread of new high-yielding varieties.

PROJECT NO. 39

ADAPTIVE RESEARCH & MANAGEMENT DISPLAY PLOTS

Department of Agriculture

Adaptive research is a process by which proven principles or practices are evaluated in the light of local conditions and adapted to specific situations. This was introduced in 1969 in Thanjavur, an Intensive Agricultural District Programme Area, in land held by the Progressive Farmers. The success of this approach in the spread of new varieties was spectacular. Enthused by the social and economic results of this experiment, the Department of Agriculture extended the project to cover the entire State of Tamil Nadu. Every Deputy Agricultural Officer undertakes two such research projects each year involving extension personnel, scientists and progressive farmers in this scientific extension work.

PROJECT NO. 40

RURAL YOUTH TRAINING PROGRAMME

Department of Agriculture

For sons of farmers in the age group of 18-30, who have studied up to standard VIII, this one-year course is organized

at the 13 agricultural schools attached to government farms. Each year 320 candidates are trained in these agricultural schools and 2919 persons have so far been trained in this manner.

General (applicable to projects 32 - 40)

Farmers Training Centres were started in 1968; there now exist seven Farmers Training Centres in the Districts of Tirunelveli (Koilpatti), Madurai (Madurai), Coimbatore (Coimbatore), Tiruchirappalli (Lalgudi), Thanjavur (Adu-thurai), South Arcot (Tindivanam) and North Arcot (Navlock).

Number trained : 86,240. During 1973-74, however, only 17,741

Finance

Unit cost : Rs. 1,000 per trainee in an Agricultural School

Total annual budget : For Agricultural School, Rs. 25,000 provided by the State Government; for Farmers Training Centre, Rs. 1.23 lakhs, of which Rs. 1.19 lakhs are provided by the Government of India

Appraisal

Strong Points : Imparting the latest knowledge, skills and scientific know-how in farm and home management to working farmers and farm women through well-planned Institutional and Peripatetic Training;

Builds and fosters strong agricultural leadership in the villages through farmers discussion groups; and

Seasonal information support to the farming community through monthly bulletins and special publications of topical interest. The younger generation in particular is encouraged to learn new things.

Weaknesses : Training in cattle and poultry management and use of farm machinery must be intensified;

The area of operation of a single peripatetic team, namely the district, is too large; and

The present procedure for printing publications entails delay and handicaps timely release of information support.

Problems : Inadequate finance

Suggestions for improvement : (i) To establish one Farmers' Training Centre for each Development District;

(ii) To include a veterinary Assistant Surgeon and a farm mechanic to take care of diversified farm activity, such as dairying, poultry, piggery and farm machinery training programmes respectively;

(iii) To strengthen each peripatetic team with one District Agricultural Officer and two Deputy Agricultural Officers to man each agricultural division;

(iv) To increase staff mobility by providing motor cycles to peripatetic team personnel;

(v) To provide an offset press in every district to ensure the prompt release of information support to farming community; and

(vi) To provide adequate ministerial and demonstration assistants, increased budget and building facilities.

PROJECT NO. 41

CORRESPONDENCE COURSE IN INTENSIVE PADDY CULTIVATION

Tamil Nadu Agricultural University, Coimbatore

Purpose : (i) To impart basic knowledge to the enrolled farmers in all the subjects related to agriculture;

(ii) To enhance farmers' technical knowledge so that they could derive full benefit from printed literature on the agricultural sciences;

(iii) To provide opportunity to the farmers for practical training; and

(iv) To enable the farmers to pass on the acquired knowledge to others.

Date of starting : 1-2-1974

Number trained : 33 so far

Trainees

Number per course : Men 48, Women 1

Courses per year : Ten per year

Finance

Unit cost : Rs. 33.50 per trainee

Total annual budget and how provided : Rs. 2692.00 obtained through fee-collection

Appraisal

Strong points : (i) Enhancement of knowledge in participants; and

(ii) Participants are able to act as opinion-leaders in their community and spread knowledge of scientific agriculture.

PROJECT NO. 42

CORRESPONDENCE COURSES IN POULTRY FARMING

Tamil Nadu Agricultural University, Coimbatore

Purpose : Same as project 41

Date of starting : 1-2-1974

Number trained : 25 so far

Trainees

Number per course : Men: 45; Women: 3

Number of courses per year : 10

Finance

Unit cost : Rs. 32.30 per trainee

Total annual budget : Revenue Rs. 2,674 from fees

Appraisal : Same as Project No. 41

PROJECT NO. 43

SEVA SAMAJAM BOYS' HOME, SALIGRAM

Guild of Service, Madras

Purpose : Maintenance, education, vocational training and rehabilitation of destitute and orphaned boys

Date of starting : 1966

Total numbers trained : 175 so far

Trainees

Number per course : 20 per course in carpentry, tailoring and automobile mechanics

Finance

Unit cost : Rs. 673 per trainee

Total annual budget : Rs. 26,900

Appraisal

Intensive vocational training for boys without formal education has enabled them to learn a skill and develop confidence in life. They are also given opportunities to put their talent and acquired skills into practice. The trained boys are absorbed as paid apprentices and later as regular wage-earners in the production units attached to the institution.

PROJECT NO. 44

TRAINING PROGRAMME FOR FISHERMEN

Tamil Nadu Fisheries Department

Purpose : Impart training to fishermen in modern fishing methods and to maintain and operate marine diesel engines and thereby improve the efficiency of the fishing industry which can contribute in growing measure to the nation's food stock and to its gross product.

Date of starting : 1956

Total number trained : 3,617 candidates so far

Trainees

Number per course : 50 per Centre (60 in the Mandapam Centre only)

Number completing successfully : 73 per cent

Numbers failing : 31 per cent

Numbers repeating : 2 per cent

Numbers dropping out : 6 per cent

Finance

Unit cost : Rs. 1,965 per trainee

Total annual budget : Rs. 7.32 lakhs

Appraisal

Strong points : In the context of the "Blue Revolution," we are moving from coastal to deep-water fishing and thus aim at increasing fish production to meet the growing demand for animal protein and earn foreign exchange by exporting marine products. It is hoped to enlarge the fleet through the addition, soon, of trawlers and mechanized boats which will require additional trained personnel.

Weaknesses : In most Centres, adequate facilities for storing of engine spares, study and recreation rooms, gear room, etc. are unavailable. There are no adequate spares for such display as visual aids and demonstration models which are an integral part of the Centres. No physical standards have been prescribed for admission.

Suggestions for Improvement : Renovation of the existing building with improved amenities; periodical review and and the revision of the syllabus by a competent body. Suitable steps to be taken to ensure that only candidates with aptitude or motivation and requisite standards of physical fitness are selected for training, and that their fitness is maintained. Prescribing an educational qualification of standard VII with an age limit for entry of 18-25 years would be desirable. Suitable vessels have to be provided at the training Centres for teaching purposes. To ensure a better preventive maintenance regimen for fishing craft, the supply of adequate spares and a refresher course for the teaching staff have to be arranged.

ORIENTATION COURSE IN EDUCATIONAL & CLINICAL COUNSELLING

Meston Training College

Purpose : To understand the "Whole Person" who is more than his formal achievements put together and help him get an insight into his own potentialities and problems

Date of starting : September 1, 1973

Total number trained : 14 so far

Trainees

Number per course : Men: 11; Women: 3

Finance

Unit cost : Rs. 300 per trainee

Total annual budget : Rs. 7,000

Appraisal

Strong points : (i) Awareness of significance of, and need for, counselling; and

(ii) Possibility of personal psychological help to students and others.

Weaknesses : Motivation of the participants affected a little because of lack of remuneration for extra work

Problems : (i) Departmental recognition; and (ii) Finance

Suggestions for improvement : If regular staff can be appointed besides part-time specialists, staff-counselling work will be facilitated.

PROJECT NOS. 46, 29 & 31

IN-SERVICE TRAINING IN HEALTH

Health Services & Family Planning

Purpose : To give training in health education to PHC personnel in order to equip them to educate rural population in health, prevention of communicable diseases and their own function in the national and State health services networks.

Date of starting : 8-2-1965

Trainees

Total number trained : 20 District Health Officers; 11 Assistant DHOs; two Public Health Engineers; one Health Educator; one Entomological Assistant; 138 Medical Officers; 154 Health Inspectors; and 146 Health Visitors so far

Trainees

Number per course and number of courses : Men, 12 and women 5 in each of four courses in a year

Appraisal

Strong points : At headquarters, high-level and well-trained staff of the Health Education Bureau provides this in-service training in health education to selected staff from the Primary Health Centres of Community Development Blocks alongside of peripheral District Health officials. The course seeks to inculcate team spirit in trainees. Principles and methodology of health education are taught with special reference to integrated public health functions. Trainees are taught effectively to work with people in need of medical

care in simulated work situations to fulfil health programmes under the Five Year Plan.

Weakness : In the training programme, the Block Extension Educator should also be included. Training should be imparted to all the Medical Officers and other staff working in a municipal area.

PROJECT NO. 47

HEALTH EDUCATION TEACHER TRAINING

Department of Health Services & Family Planning

Date of starting : 21-6-1971

Total number trained : 79 during 1973-74

Trainees

Number per course : About 25 (but all candidates nominated to the course do not join. There have been absentees in most batches.)

Courses per year : Four batches in a year (The course has now been shortened to six months.)

PROJECT NO. 48

YOUTH SERVICE CORPS

Directorate of Youth Service Corps

MEN VOLUNTEERS

Purpose : The Youth Service Corps scheme provides *inter alia* for the recruitment of graduates and technically quali-

COMMERCIAL EDUCATION OUTSIDE SCHOOLS
& COLLEGES

1044 Institutions in Coimbatore (60);

Mettupalayam (2); Erode (9); and Tirupur (3);
Mettur dam (4); Pollachi (2); Udumalpet (3); Sankaridurg
(2); Edapadai (2); Tiruchengode (3); Omalur (2); Satya-
mangalam (2); Bhavani (2); Gobichettipalayam (6); Karikal
(2); Madurai (65); Chingleput (3); Salem (13); Rasipuram
(3); Dharmapuri (3); Namakal (6); Ranipet (3); Attur (2);
Madras (304); Tiruchi (45); Karumadai (1); Pennagaram (1);
Velur (1); Kumarapalayam (1); Nagercoil (8); Perundurai
(1); Kolakombai (1); Puttanampatti (1); Valaparai (1);
Sulur (1); Ramanathapuram (2); Sirumugai (1); Somanur
(1); Musiri (1); Annur (1); Valapadai (1); Mallasamudram
(1); Karur (1); Sendamangalam (); Avinashi (1); Om-
purige (1); Madukarai (1); Nilgiris (15); Ootacamund (3);
Coonoor (1); Tirutani (2); Kanchipuram (8); Thiruvellore
(3); Uttaramerur (1); Walajabad (1); Ponnur (4); Maduran-
takam (1); Kunratur (1); Uttramerur (1); Gummidipundi (1);
Pallavaram (1); Sriperambadur (1); Ariyalur (2); Tiruvanna-
malai (13); Nellikuppam (2); Vaniyambadi (3); Virudha-
chalam (6); Pollur (2); Neyveli (4); Kodapalayam (2);
Panruti (2); Pottanore (2); Pattankottai (4); Pudukottai (8);
Srimushnam (2); Thiruvaiyur (2); Tirukattupalli (2);
Kumbakonam (16); Tiruthuraiipoondi (3); Nannilam (4);
Sirkazhi (2); Thiruvaryam (2); Tindivanam (2); Ayyampet
(2); Arakonam (2); Arcot (2); Lalgudi (3); Kallakudi (2);
Kallakurichi (2); Tirupattur (5); Gudiyattam (5); Tanjore
(8); Mayuram (11); Thiruvarur (4); Chidambaram (9);
Cuddalore (10); Musin (2); Mannargudi (7); Pondicherry
(5); Pappanasam (6); Katpadi (6); Vellore (10); Kallada-

fied diploma-holders and men volunteers who will do constructive social work in rural areas two years in all during which each volunteer will be paid an honorarium of Rs. 175 *per mensem* to meet out-of-pocket expenses. This solves the unemployment problem of degree-holders to some extent. Government have decided to post men volunteers in Government High Schools in rural areas for achieving certain specific objectives, *viz.*, adult literacy, special tuition both for slow-learners and meritorious students, work in the laboratories, guided library reading, assistance (where possible) to the libraries started by the local library authorities and academic services. Accordingly, 754 volunteers have been placed for duty in the Government High Schools in rural areas.

WOMEN VOLUNTEERS

Women volunteers are recruited and in Government and non-Government hospitals and in institutions engaged in leprosy eradication, the rehabilitation of cured and discharged leprosy and tubercular patients; rendering free medical services to the people; the rehabilitation of the handicapped; and the care of the aged, the sick, the destitute and the orphaned.

Date of starting : September 15, 1971

Total number trained : 5,400 men and women volunteers

Trainees

Number per course and courses per year : 1,500 men in six batches at Bhavanisagar Training Centre and 300 women in four batches at Madras School of Social Work and Madurai Institute of Social Work, Madurai

kurichi (1); Orathanad (1); Peravurani (1); Valangaiman (1); Swamimalai (1); Tirunageswaram (1); Tiruponnurthuruthi (1); Kattumannargudi (1); Ulundurpet (1); Pallikonda (1); Gingee (1); Pazampet (1); Kuttalam (1); Manelmedu (1); Koradacheri (1); Melpuranagiri (1); Arani (1); Kanamangalam (1); Miranbut (1); Thimin (1); Perambalur (1); Vedaranyam (1); Arantangi (1); Arunapet (1); Vijayapuram (1); Verarur (1); Tirupannadal (1); Tiruvidai (1); Marudur (1); Nagore (1); Muthupet (1); Kattumanarkoil (1); Pudupalayam (1); Walajapet (1); Sembanarkoil (1); Laksh-mangudi (1); Mudamangalam (1); Ammangudi (1); Thathin-gurpet (1); Kodarasol (1); Terazhandur (1); Kilasaralapati (1); Cheyyur (1); Wandiwash (1); Kalva (1); K. V. Kuppam (1); Jolarpettai (1); Ambur (1); Ariyalur (1); Andimadam (1); Tirumayam (1); Nagapattinam (1); Tirukailur (1); Villupuram (3); Palani (10); Tiruchendur (3); Dindigul (10); Tirumangalam (5); Ambasamudram (5); Sattur (2); Raja-palayam (4); Sankarankoil (5); Tirupattur (3); Monday market (2); Sivakasi (2); Batlagundu (2); Kanyakumari (26); Tirunelveli (31); Virudhunagar (2); Chennamanur (2); Uthamapalayam (2); Cumbum (2); Paramakudi (2); Kovil-patti (4); Karaikudi (4); Tuticorin (16); Thukalay (3); Srivilliputtur (6); Periyakulam (4); Sivaganga (3); Arupu-kottai (3); Ramanathapuram (3); Rajapalayam (2); Shen-cotta Taluk (2); Tenkasi (3); Oddanchatram (1); Chinalam-patti (1); Gudalur (1); Srivaikuntam (1); Kodaikanal (1); Sholavandan (1); Usilampatti (1); Nilakottai (1); Ramanad (1); Pattiuranpatti (1); Tiruchuli (1); Tirupuranam (1); Manamadurai (1); Chettiarpatti (1); Ilayangudi (1); Rames-waram (1); Devakottai (1); Mamurikul (1); Azhagappapuram (1); Suchendram (1); Marutandam (1).

Purpose : To train candidates in typewriting and shorthand and to coach them for accountancy, commercial practice and

commercial **geography**; to enable them to appear for the Government Technical Examinations

Trainees

Number per course : 84,961 all institutes, varying from three to 600 trainees per institute

Fees collected : Varies from Rs. 6 to 60 including special fees

Finance

Unit cost : Rs. 80-100 for typewriting lower; Rs. 100-200 for higher; and Rs. 80-100 for all other subjects.

Total budget : The commercial institutes are run by private agencies on a small scale and train candidates for self-employment or for part-time jobs. Such training does not entail commitment of much funds and as such the question of a budget provision does not arise. No Government funds are involved.

Appraisal

Strong points : Trains people for self-employment; Enables students/employees to qualify through part-time study; and no financial commitment to Government.

Weakness : All the commercial institutes are managed by private individuals. Generally, institutions are run for profit, and this sometimes leads to unhealthy competition. All study is on part-time basis and there may be a few drop-outs.

Suggestions for improvement : Institutes are scattered all over Tamil Nadu. By periodical inspection, the growth of unviable institutions can be checked and coaching by properly qualified instructors assured. This may, however, involve additional expenditure to the government.

VOCATIONAL TRAINING

*Polytechnic, Industrial Institute & Section,
Ramakrishna Vidyalyaya, Coimbatore*

Purpose : Six months course in automobile service engineering;

Six months course in agricultural engineering and tractor servicing; and

Summer course in repairing and maintaining electric motors, pump sets, etc.

Finance

Unit cost : Rs. 200 per trainee

Total annual budget : Rs. 96 lakhs

Appraisal

Strong points : (i) To canalize the energies of youth in a way beneficial to rural life and economy;

(ii) To promote social order in the villages;

(iii) To enlighten the villagers in modern methods of agriculture and assist them in all development programmes including family planning, adult education and health;

(iv) Helping to relieve overcrowding and congestion in the Out-Patient Departments of hospitals quickly by ensuring orderliness, the guiding and assisting of patients; and taking charge of the diets of patients;

(v) Visiting the wards and helping the patients in writing letters; helping them to get reading materials and other necessities; encouraging and consoling patients and visiting families, thereby raising patients' morale; and

(vi) To help in the follow-up treatment of cancer, TB and leprosy patients by visiting them in their homes and persuading them to report for check-up at OPD in the hospital.

Weakness : There is a certain amount of dropping out of personnel from the corps as outside employment becomes available.

Suggestions for improvement : The future use of this valuable group of young men and women and their employment must become the subject of concerted planning and action.

PROJECT NO. 51

TRAINING OF FARMERS

*School of Agriculture,
Ramakrishna Vidyalyaya, Coimbatore*

Short courses for 191 farmers and selected farmers from six villages on (a) better methods of cultivation of crops, such as sugar-cane, cotton, cocoanut; (b) farm management; (c) crop protection; (d) livestock maintenance; (e) water management; (f) composting and manure; and (g) farm economics, accounts, etc.

PROJECT NO. 52

LITERACY EDUCATION

*College of Rural Higher Education &
Teacher Training Institute,
Ramakrishna Vidyalyaya, Coimbatore*

(i) The Teacher Training Institute runs an adult school in literacy education for 45 adults in the Perianayackenpalayam Harijan Colony.

(ii) The College of Rural Higher Education runs one adult school in literacy at Veerapandi for 48 adults (18 women) and a second at Narasimhanaickenpalayam for nine men and seven women.

PROJECT NO. 53

TRAINING OF CHILDREN NOT IN SCHOOLS

*College of Rural Higher Education,
Ramakrishna Vidyalaya, Coimbatore*

Three night schools in three villages covering 300 students not attending schools or others from scheduled castes or tribes. Attendance suffered in 1973-74 when toddy shops were opened in the villages.

PROJECT NO. 54

PRIMARY SCHOOL TEACHER REFRESHER TRAINING

*Gandhi Teacher Training Institute,
Ramakrishna Vidyalaya, Coimbatore*

10 short courses in New Mathematics and Sciences for 750 primary school teachers have been organized for the district as a whole.

PROJECT NO. 55

TRAINING PHYSICAL EDUCATION TEACHERS

*Maruthy College of Physical Education,
Ramakrishna Vidyalaya, Coimbatore*

Short courses for 64 physical education teachers who will then organize the physical education course in schools where they take up appointment.

PROJECT NO. 56

REFRESHER COURSES FOR HIGH SCHOOL

*Teachers' College, Ramakrishna Vidyalaya,
Coimbatore*

15 short courses for 645 high school teachers from nine educational districts in: (a) Improved methods of teaching school subjects; (b) Library organization; and (c) Preparation and use of audio-visual aids.

Appraisal

Strong points : If actual needs can be met, an effective contribution will have been made to the cause of education in the State.

Weakness : The institution has not been able to reach the poorest among the people. The middle and upper middle classes make more use of these programmes.

It is hoped to arrange a Seminar to consider these programmes after which it should be possible to evaluate the project constructively.

Suggestions for improvement : To reach the poorest so as to augment their incomes

PROJECT NO. 57

TRAINING IN COMMUNITY NUTRITION

*Sri Avinashilingam Home Science College,
Coimbatore*

The post-graduate students who are enrolled for the M.Sc. course in nutrition, the faculty and research assistants approach individual families in selected rural communities

in Coimbatore District through their leaders and the *alumni*. They live in the village for four to five weeks in three phases. During the first phase, they live for two or three weeks in the project area and participate in the activities of the village community, and conduct diet and nutrition surveys covering the different age groups in selected families. Mostly, they enumerate local beliefs about food; fads and fallacies as bearing on diet and disease and any special conditions; and anthropometric and clinical assessment of the nutritional status of the group under study. The data of food intake are then analysed and correlated with the nutrition status as obtained from clinical examination. The problems thus located are studied with the view to helping the families through specially designed problem-solving projects. During the second phase, the students stay in the village for a week to examine field data critically and evaluate the nutrition programme thus conducted after six to nine months. Follow-up work is undertaken during subsequent periods. The college also trains workers for the Applied Nutrition Programme (ANP). So far the college has conducted eight courses through which 157 members consisting of Principals and Instructors of *gramsevaks'* and *gramsevikas'* training centres (Extension Training Centres), lecturers from colleges of agriculture, horticulture, home science and veterinary sciences and district officials from the Department of Fisheries, Agriculture, Women's Welfare and Public Health and Medicine have received training. The ANP also offers to students unlimited possibilities of experience in applied nutrition.

Weakness : The problems faced in the programmes are absence of follow-up work, lack of conveyance, need for additional staff and stipends for trainees and the need to strengthen women's institutions in the villages.

PROJECT NO. 58

TUTORIAL COLLEGES

Tiruchi Tutorial College; Tiruchi Vidya Mandir; Madurai Ananth Academy, Madurai; Best Tutorials; Madurai Institute of Postal Coaching, Sivaganga; Mani's Tutorials; Balaji College; Moorthi's Tutorials; Suri's Tutorials; City Ladies Tutorial; Sri Vidya College of Botany; Krishna Tutorials; Venus Tutorials; Karpogammal Ladies College; Sri Chakra Mani Tutorials; Raja Rajeswari Tutorials; Durga Tutorials; Yoga Samaj Tutorials; Ladies Tutorial College; and Women's Tutorial College

Purpose : To prepare failed candidates for University examinations through intensive coaching in all subjects

Date of starting : Beginning from 1920, at different dates

Total number trained : About 10 lakh students so far

Number of trainees : 22,500 per year

Fees collected : Different rates for different courses

Appraisal

Strong points : Students are serious about their study and preparation and receive individual attention. The result in terms of performance in examinations has been uniformly good and high.

PROJECT NO. 59

HUMAN RESOURCES DEVELOPMENT

Chennai Thozhilalar Manram

Purpose : Building up self-confidence and improving the ability to evaluate problems and events in trainees so that they may acquire decision-making capabilities

Date of starting : November 10, 1973

Number trained : 52 so far

Trainees

Number per course : First course, 14; Second course, 38

Courses per year and duration of course : Two courses, one of 20 hours' duration and the other of 40 hours

Finance

Unit cost : Too early to compute as training is yet experimental

Appraisal

Strong point : Ensures active trainee participation as method is participant-centred

Weakness : No continuity and shortage of time

Problems : Lack of finances and dedicated staff to contact and motivate persons to join course

Suggestions for improvement : Training dedicated staff and securing financial and from the Government

PROJECT NO. 60

PEOPLE'S EDUCATION PROGRAMME: FUNCTIONAL

LITERACY EDUCATION OF WOMEN SPINNERS

The Tamil Nadu Gandhi Smark Nidhi, in collaboration with the Tamil Nadu Sarvodaya Sangh, the Tamil Nadu Khadi & Village Industries Commission and a few other voluntary agencies

Purpose : (i) To enable illiterate adult women spinners to read, write and compute; (ii) to give functional literacy

training to semi-literates who have had only two or three years of schooling; (iii) to endow literate spinners with higher technical and vocational knowledge and skills; (iv) to enable spinners to understand the machine and other tools which they operate; (v) to train them in scientific processes involved in production; and (vi) to provide citizenship training and continuing education to spinners by involving them in the programme through audio-visual aids, books and other means.

Date of starting : The first batch of 150 classes with 35 trainees each was started in July 1974 and the last batch of all, in February 1975.

Trainees

Numbers per course : 5,250 spinners and other artisans

Courses per year and duration : Commenced in 1974-75, classes are conducted the year through for the benefit of the 14-25 age group so as to complete the four books prescribed for the course.

Staff training : So far, five Orientation Training Courses have been conducted.

Course number	Date	Number trained
First	May 14-18, 1974	24
Second	August 6-10, 1974	24
Third	September 14-18, 1974	21
Fourth	January 2-5, 1975	35
Fifth	January 18-21, 1975	46
	Total	150

Problems if any : The apathy of the illiterate artisans to literacy learning is a real handicap and the motivation of the artisan a real problem.

Head of Expenditure	Sanction by K&VI Commission	Amount spent by TN Gandhi Smarak Nidhi
Production of books	Rs. 2,800	Rs. 4,246
Staff training	Rs. 720	Rs. 4,036

PROJECT NO. 61

YOGASANA TRAINING COURSE

The Tamil Nadu Gandhi Smarak Nidhi & Gandhi Museum, Madurai

Purpose : (i) Improve physical and mental health; (ii) realize the maxim of a sound body in a sound mind; (iii) ensure better neuro-muscular coordination; and (iv) ensure self-reliance in health matters.

Date of starting : May 1970

Total number trained : 895 men and 884 women so far; 465 men and 11 women up to 1974-75

Trainees

Number per course : 10 to 15

Courses per year and duration : 10 to 12 courses of five hours each

Appraisal

Strong points : People of all castes, religions, ages and professions attend these well-joined courses; they are of varying educational attainments.

PROJECT NO. 62

NATURE CURE TRAINING COURSE

Tamil Nadu Nature Cure Association & Gandhi Smarak Nidhi, Madurai

Purpose : To popularize and promote healthy living and self-reliance in health matters

Date of starting : January 1974

Total number trained : 160 so far

Trainees

Course number	Date	Trainees	
		Men	Women
First	January 8-15, 1974	42	-
Second	May 20-27, 1974	18	4
Third	August 6-10, 1974	48	-
Fourth	January 17-21, 1975	46	2

Courses per year : Four courses conducted so far

PROJECT NO. 63

**WORKERS' EDUCATION COLLEGE,
COIMBATORE**

Tamil Nadu Gandhi Smarak Nidhi, Madurai

Purpose : (i) To upgrade the educational qualifications of workers; (ii) to increase the knowledge, understanding, skill, attitudes and behaviour patterns of factory workers; and

(iii) To provide community education and citizenship training.

Date of starting : 1971

Trainees

Number per course : 15 to 20 men

Courses per year and duration : One course per year; classes, two and three-quarters of an hour in duration, once in the morning and again in the evening; the classes are so adjusted as to suit shift hours in factories.

PROJECT NO. 64

TRAINING COST & MANAGEMENT ACCOUNTANTS

*Alpha System Coaching Centre, Madras, &
Accounts Test Centre, Madras*

Purpose : To train persons in cost and management accountancy; to develop scientific methods in these areas; to supervise entrants to the profession and the Alpha Systems Centre; to hold seminars and conferences in order to update trainee equipment and arrange publication of research work. Also a course in company secretaryship has been started.

Trainees : 160 in the two Centres; PUC minimum qualification

Problems : Average unit cost is Rs. 470 per annum but the fee ceiling of Rs. 350 involves the Centre a deficit of Rs. 10,000 per annum. Also no provision for training poor students.

Suggestions for improvement : (i) Include the course under the apprenticeship programme; (ii) Government should offer

Harijan and Backward classes scholarships; and (iii) Government grant for a library is also necessary.

PROJECT NO. 65

TAILORING INSTITUTE OF MAGALIE SEVA NILAYAM

St. Thomas Convent

Purpose : To train students as Sewing Mistresses so that poor students in particular may get tailoring work

Date of starting : 25-3-1968

Total number trained : 160 so far

Trainees

Number per course : Tailoring, 17; needlework, 8; and embroidery, 11, all women.

Course duration : Lower grade, 4 hours; and higher grade, 4 hours.

Use made by trainees of skills obtained : If trainees qualify for the TTC after the course, that would enable them to teach needlework in schools. Some trainees have joined cottage-scale co-operative industrial societies following the successful completion of training. Yet others have obtained employment in garment-making factories or embroidery work-rooms.

Finance

Unit cost : Rs. 93.75 per trainee

Total cost : Rs. 1,875 financed through (i) the levy of fees; and (ii) loans from the management.

Appraisal

Strong points : (i) Highly competent teaching; (ii) generates openings for women in the garment-making industry; and (iii) liberal freeships and concessions for poor students, which reach the most needy, are available.

Weaknesses : Inadequate lighting and ventilation in classroom; lack of electric sewing machines, overlocking machine, cutting tables, etc.; (ii) lack of a related production programme to enable students to earn while they learn; and (iii) the absence of general life-oriented education in the course.

Problems : Difficulty in overcoming distaste in educated girls for occupations like tailoring which lack status; (ii) consequent difficulty in imparting craftsman's pride in the trainees which alone can make for good work standards; and (iii) the expense of needlework training is high because of the cost of cloth and equipment; so no fees are collected from students.

Suggestions for improvement : (i) Government help will be needed to reach the poor, e.g., in the form of stipends or the supply of free cloth; (ii) inclusion of general education in the courses with a life-oriented syllabus; (iii) improvement of physical facilities; and (iv) introduction of a production programme for part of the time to enable students to meet out-of-pocket expenses at least.

PROJECT NO. 66

VOCATIONAL SHORT-TERM TRAINING IN AUTOMOBILE, RADIO & DRAFTSMANSHIP

Industrial Labour Welfare Association

Purpose : Job-oriented programme for school-final students

Date of starting : Third week of April every year

Total number trained : 1,686 so far

Trainees

Number per course : 100

Courses per year : Radio and automobile repairing, two courses; and draftsmanship, one course per year

Finance

Unit cost : Rs. 200 collected from students which represents cost of material consumed

Appraisal

Strong points : A job-oriented programme for school final students with a strong base in practical work

Weaknesses : The course does not include training in recent techniques such as IC, modernized instruments and garage equipment.

Suggestions for improvement : Import licences should be issued to the Association for the import of the latest instruments/machine tools, etc., which are not available in India. Also foreign exchange for inviting foreign engineers for lectures and training in contemporary technology.

PROJECT NO. 67

TRAINING AS PERSONAL SECRETARY

Davar's College, Madras

Purpose : A seven-month training course to enable trainee to qualify as Personal Secretary

Number per course : 50

PROJECT NO. 68

TRAINING IN BUSINESS & MARKETING

*Davar's College; College of Commerce;
Venus Technical College, Madras; &
Nataraj Tutorials, Tiruchy*

Management : A one-year course of training for executive positions for post-graduates and varying periods for under-graduates

Number of trainees : 200 per annum

PROJECT NO. 69

TRAINING IN EXPORT MARKETING & MANAGEMENT

*India International Trade Centre,
Taj Coromandel, Madras*

Purpose : A two-day training programme in export marketing and management

Number per course : 150

Fee : Rs. 225 per course

PROJECT NO. 70

**TRAINING IN COMPUTER PROGRAMMING &
MANAGEMENT SYSTEMS**

*Indian Technical Institute & Institute of
Business System, Madras*

Purpose : Training courses in Autocoder and Fortran computer programming; ICL/IBM card punching; business and

marketing management; automobile, mechanical and civil engineering; and draftsmanship

Number of trainees : 300

Fees : Rs. 150-Rs. 750

PROJECT NO. 71

TRAINING IN COMMERCIAL & BOOK-KEEPING SKILLS

*Minakshi Educational Institute, Madurai; National School of Commerce, Mannar; Ottapalam School of Commerce, Ottapalam; Pandyan College of Commerce, Madurai; Vedakkan's College of Commerce & Economics, Madras; YMCA College of Commerce, Madras**

Purpose : Training course in commercial skills

PROJECT NO. 72

SANTHOME OUT-OF-SCHOOL EDUCATION PROJECT

The Tamil Nadu Board of Continuing Education

Purpose : (i) To educate young men of the slums who have dropped out of school at any stage up to high school, and bring them up again to a level of education equivalent to the SSLC while imparting an orientation to course content towards industrial work and life in the modern urban context; (ii) to experiment in methods of education suited to our time and environment; and (iii) to prepare materials suitable for use in non-formal education programmes elsewhere in the State.

*Note: Some of these institutes may also appear in Project 49.

Training

Course commencement : January 8, 1975

Preparation : Orientation of staff, December 1, 1974 to December 31, 1974. Recruitment in slums, January 1-8, 1975.

Subjects of study : Functional Tamil; Functional English; Mathematics; Applied Science; Engineering Drawing; Citizenship; and Practical Geometry

Applications registered : 223

Total actually on rolls : 121

Average attendance : About 45

Trainees

Number per course : About 30 in the 15-25 age group in each class

Admission qualifications : Standard VIII passed or equivalent for preparatory course I, but none for preparatory course II.

Number of staff : Full time, 4; Part time, 1

Staff training : Orientation course: At the TTTI, one week plus three weeks' orientation in slum situation, human relations, etc. One staff member was also deputed to the Work Experience course at the TTTI for one month.

Examination or evaluation : Continuing evaluation through practical and written work, oral discussion, and periodical examination, by groups and individually, to test capacity of trainee to apply skills and knowledge he has acquired

Problems : (i) Fatigue and hunger make it difficult for trainees to study up till 9.30 p.m. at night; (ii) some have

to walk a distance of two kilometres or more to reach project area; (iii) groups of young men returning home from class are questioned by the police; (iv) lack of convenience for study in project site; (v) the classrooms lack furniture suitable for this age-group; (vi) the school laboratory is unavailable to the evening class; (vii) when attendance is good, classrooms are small and suffocating, which discourages regular attendance; (viii) old rivalries between slums occasionally cause tensions among trainees; (ix) suspicion and sometimes derision on the part of families or friends who do not value such education; (x) in the case of many students, (over 50 per cent, in fact) there is need of an employment project linked with the education project, both to impart immediate relevance to education and to enable students to support themselves; (xi) trained teachers have difficulty in orienting themselves to activity-based teaching methods, and to student-oriented approaches; (xii) a present-day shortage of equipment of the kind needed for this training; (xiii) teachers have difficulty in adjusting themselves to the young men of the slums, who are more aggressive and outspoken than the average school student; (xiv) they also find it very fatiguing to work at night, often postponing their evening meal to 10.00 p.m.; and (xv) the last bus from project area leaves at 9.30 p.m. and students and teachers often have difficulty in getting home.

Finance

Unit cost : Too early to compute. Attempts are however, being made to economize to the utmost: by making training equipment needed by the course through own effort, by dividing the staff between two centres, and by reducing the distance and increasing the available space, enrolment could be increased without proportionate increase in cost.

PROJECT NO. 73

ENGINEERING TRAINING

*Hindustan Engineering Training Centre,
St. Thomas Mount, Madras*

Purpose : To train engineers, technicians and mechanics through courses running from one to three years in the following disciplines: industrial, mechanical, automobile and aeronautical engineering; maintenance technology in these disciplines; air-conditioning, electronics, telecommunication and chemical engineering. Moreover, postal tuition is offered in the above subjects as also in business organization and management.

Number of trainees per course : 800 with SSLC or PUC qualifications

Fees : From Rs. 100-500 per trainee according to course. 20 poor students are admitted on "learn-now-pay-later" basis.

Appraisal : The practical nature of the curricula, its job-orientation and flexible timings have made this an international centre attracting trainees from Asian and African countries.

PROJECT NO. 74

TRAINING IN TV & RADIO TECHNOLOGY

*National Radio and TV Institute; Hindustan
Electronic Institute; Raj Electronics, Madras;
& Technical Institute, Madurai*

Purpose : To train technicians in radio and TV maintenance and repair

Number of trainees : 180

Courses : Of varying duration

Cost : Financed from fees

PROJECT NO. 75

TELEX AND TELEPHONE OPERATORS

Royal Technical Institute, Madras

Purpose : To train telex and telephone maintenance and repair technicians

Number of trainees : 50

Finance : Financed from fees payable by trainees

PROJECT NO. 76

TRAINING OF SCOUTS AND GUIDES

Bharat Scouts and Guides, Tamil Nadu

Purpose : To impart badge training to young boys and girls in character formation, civic consciousness, self-reliance and honesty, co-operation and benevolence through participation in camps, excursions and the competitive practice of various skills and leading to certification. They are also trained in the spirit of, and participate in, massed drills on Sarvodaya Day, Republic Day, Gandhi Jayanthi, UN Day, cultural and temple festivals, railway service, and first-aid activities. Adult leaders and patrol leaders are also trained in special courses.

Number of guides and scouts : 65,620 scouts and 17,939 guides in 51 educational districts

Number of courses : 70

Number trained per year : 2099

Appraisal

Strength : Both parents and children are interested in the programme and extend their full support to it. It is a growing non-formal education activity.

Weakness : It must spread more among children of the rural poor, and some help by way of uniforms is needed here. Above all, the programme content should be related to the rural and urban needs of State and Country.

PROJECT NO. 77

**REORIENTATION OF THE SCOUTS &
GUIDES PROGRAMME**

Corporation of Madras

Purpose : To train scout and guide leaders in the new content including such practical skills as repairing a fuse, a filter-point or a bicycle, constructing drain-water soakage pits, the planting of fruit and vegetable trees and orchards instead of learning to make rope-bridges, pitching of tents, signalling with flags. The aim is to increase the present guide/scout strength from 10,000 to 12,000 (out of a total school student population of two lakhs).

Number of trainees : In the first course, 150 scout and guide teachers were trained for nine days

Cost : Rs. 8,000

Appraisal : This experiment is bound to come up against opposition but must be persisted in by extending the training

throughout the State and revising the Manuals and Codes used for the programme.

PROJECT NO. 78

CULTURAL ACTION FOR POLITICAL CHANGE

*National Christian Council,
Progress Saving School, Cheyyur*

Purpose : To conscientize Harijans for political change through literacy, drama, leadership training, etc.

Date of starting : September 1974

Trainees

Number per course : 2,000 men and 1,000 women

Problems : Local teachers protest; caste landlords spread false rumours, Financial aid always expected.

Number trained : Six graduates and 20 non-graduates

PROJECT NO. 79

FAMILY LIFE INSURANCE

Madras Christian College, Tambaram

Purpose : To train village women in child-care, nutrition, family planning, family budgeting, etc.

Date of starting : June 1970

Total number trained : 60 so far

Trainees

Number per course : 20 women

Finance

Total annual budget : Rs. 6,000 coming from contributions made by students and donations from friends of the college

Appraisal

Strong points : (i) The programme seeks to serve the needs of rural women; (ii) the course gives college students opportunities to study rural problems; and (iii) aims at creating happy homes in villages.

Weaknesses : (i) Curriculum is not yet systematically worked out; and (ii) students need some training to conduct course more effectively.

Problems : (i) The students need to be trained to conduct the course more effectively; and (ii) financial incentives, such as an occasional treat, prizes, etc., are necessary to encourage women to attend the course.

PROJECT NO. 80

"HAPPY HOMES"

*New Research Welfare Trust &
Community Service Centre, Madras*

Purpose : To train women in the slums in child welfare, family planning, family budgeting, nutrition, etc.

Date of starting : 1970

Number trained : 250 so far

Trainees

Number per course : 75 women

Unit cost : Rs. 20 per trainee

Problems of the teacher : (i) Finding suitable lecturers to speak with authority on subjects and topics included in the syllabus; and (ii) irregular attendance on the part of trainees.

Total annual budget : Rs. 1,000 which comes from the budget of the Community Service Centre

Appraisal

Strong points : (i) Training women who have to play a key role in keeping homes happy; and (ii) building up women's leadership in the slum areas are both vital objectives in family and social planning.

Weakness : (i) Curriculum not systematically worked out; and (ii) guest speakers are not always qualified enough to treat of the subjects allotted to them.

Problems : (i) Irregular attendance of participants; and (ii) inadequate staff.

Suggestions for improvement : (i) Incentives to trainees, such as refreshments, prizes for regular attendance, should be allowed; and (ii) a properly trained, full-time programme officer should be appointed to watch the course.

PROJECT NO. 81

SALESMAN TRAINING

Community Service Centre, Madras

Purpose : To train unemployed graduates as salesmen

Date of starting : 1972

Total number trained : 56 so far

Trainees

Number per course : 18 men

Finance

Total annual budget : Rs. 5,000 from donations collected from friends of the Centre.

Appraisal

Strong points : (i) The programme aims at helping unemployed undergraduates to equip themselves for a job; and (ii) co-operation of business firms and industrial concerns in accepting trainees for practical work has made for the success of the programme.

Weaknesses : (i) The syllabus is not systematically worked out; and (ii) does not enable the student adequately to improve his language and public relations skills, etc., which are absolutely essential for a salesman.

Problems : (i) : Good students are hard to get; (ii) guest speakers are difficult to find; and (iii) it is difficult to identify and secure suitable places for practical training.

Suggestions for improvement : (i) The appointment of a full-time programme officer; and (ii) the provision of financial aid by suitable authorities to finance scholarships to deserving trainees.

PROJECT NO. 82

TRAINING AYAHS FOR DAY-CARE CENTRES

Community Service Centre, Madras

Purpose : To train women ayahs for day-care centres in Madras

Date of starting : 1971

Total number trained : 45 so far

Trainees

Number per course : 15 women

Appraisal

Strong points : (i) Provides job opportunities; and (ii) provides substitute care for children of working mothers.

Weaknesses : (i) Curriculum not properly worked out; (ii) inadequate funds; (iii) the problem of getting suitable guest speakers; and (iv) lack of audio-visual aids.

Suggestions for improvement : (i) Needed full-time programme officer; (ii) needed audio-visual aids; and (iii) establishment of links with managements of factories and industrial firms where working mothers are employed.

PROJECT NO. 83

RESTAURANT & COUNTER-SERVICE TRAINING

Community Service Centre, Madras

Purpose : To train unemployed matriculates for jobs in hotels and restaurants

Date of starting : 1972

Total number trained : 40 so far

Trainees

Number per course : 20 men

Courses per year : Two full months with five working days per week

Appraisal

Strong points : (i) The training is practical and job-oriented; (ii) aims at solving the unemployment problem in some

measure; and (iii) helps hotels and restaurants to recruit trained workers.

Weakness : The duration is too short for course content.

Problems : (i) Insufficiency of funds; (ii) shortage of training staff; and (iii) securing the co-operation of hoteliers in the placement of trainees for practical learning.

Suggestions for improvement : (i) The appointment of a full-time programme officer; (ii) government subsidies should be available; and (iii) the Government should help also by persuading hoteliers and restaurant-keepers to take at least six trainees every year for practical learning.

PROJECT NO. 84

COMMUNITY LEADERSHIP TRAINING

*New Residents Welfare Trust and
Community Service Centre, Madras*

Purpose : To train young men and women for leadership in the new tenement areas of Madras city and in healthy community living

Date of starting : 1971

Total number trained : 270 so far

Trainees

Number per course : Men, 30; and Women, 30

Finance

Total annual budget : Rs. 100

Appraisal

Strong points : The new tenements which were built in

the place of slums require new patterns of community living which is what the programme trains erstwhile slum-dwellers in.

Problem : The co-operation of the tenement occupants is not easy to obtain.

PROJECT NO. 85

ADULT LITERACY PROJECT

*Regional Council for Adult Education
Kamalamadam Village, Ponneri Taluka
Chingleput District*

Purpose : To conduct literacy classes and so to make the inhabitants of Kamalamadam 100 per cent literate

Date of starting : 1973-74

Total number trained : 25 so far

Trainees

Number per course : Men, 9; and Women, 21

Courses per year : Two six-month courses per year

Problem : Most trainees are farmers and during the season, the bulk of them cannot therefore attend classes.

Finance

Unit cost : Rs. 10 per trainee

Total annual budget : Rs. 900

Appraisal

Strong point : Keenness is evinced by trainees in the discussion of local and national programmes.

Weakness : Suitable books using vocabulary familiar to trainees not readily available

Suggestion for improvement : Steps are being taken to bring out a primer for use in this area.

PROJECT NO. 86

COTTAGE INDUSTRIES SCHEME

*Regional Council for Adult Education
Pralayampakkam*

Purpose : To teach basket-making and crochet work to women during their spare time together with literacy classes at Pralayampakkam, Ponneri Taluka, Chingleput District

Date of starting : 1-1-1974 (the 1973-74 course)

Total number trained : 27 so far

Trainees

Number per course : 30 women

Use made by trainees of skills obtained : Additional income earned through sale of baskets and crochet laces

Problem : During harvest season, women cannot attend classes.

Finance

Unit cost : Rs. 12 per trainee

Total annual budget : Rs. 1,200

Appraisal

Strong point : Keeping women engaged in remunerative work

Weakness : Difficulty in finding a market for their products.

PROJECT NO. 87

**COMPUTER PROGRAMMING; PUBLIC HEALTH
ENGINEERING; ENGINEERING HYDROLOGY &
TECHNICAL TEACHER TRAINING**

*College of Engineering, Guindy; Government
College of Technology, Coimbatore; &
Director of Technical Education, Tamil Nadu*

Purpose : Two to 12-week part-time courses in computer systems; public health engineering; water distribution network analysis; transportation and construction planning; teacher training; materials management; corrosion control, etc.

Number of trainees : 1,000 working engineers, scientists and managers

Finance : Course cost is defrayed from fees - Rs. 300-500 per capita - payable by trainees.

Appraisal : There is a growing demand for and response to these programmes which should be expanded by the Government associating the above institutions.

PROJECT NO. 88

NON-FORMAL EDUCATION FOR HEALTH POSTS

Voluntary Health Services, Madras

Purpose : To combine non-formal education with the functional training for non-formal health posts. A village school teacher or a full-time health teacher or a lay first-aider will be oriented to train 20 adult women in three to four months in literacy and functional but rudimentary health education.

Trainees : To train 30 lady first-aiders for each Block for four

weeks in the Medical First Information Report syllabus. The lady first-aiders are selected from among school teachers, panchayat members and students who have studied up to the SSLC stage, whether or not they have passed.

Cost : Rs. 39,000 for each course

Appraisal : This is a simple way to counter 80 per cent of every health rupee being spent on 20 per cent of our urban population and the disinterestedness among the elite of the State in rural health problems. Non-formal education ought to meet this urgent need for a social and practical awareness in local communities of rudimentary health needs.

PROJECT NO. 89

VOCATIONAL TRAINING

19 Institutes in Nazareth, Nagamalai, Azhagiapundaram (3), Palayamkottai, Katpadi, Madurai (2), Madras (2), Kumbakonam (2), Tuticorin, Manaparai, Tindivanam, Thanjavur, Dindigul & Aramboly affiliated to Skills for Progress (SKIP)

Purpose : To train students from underprivileged sections in carpentry, blacksmithing, welding, fitting, agriculture and horticulture, dress-making, typewriting, artistic metalwork poultry, handloom weaving, and spray printing

Number trainees : 1,332

Unit cost : Rs. 1,200 to 1,800 per trainee

Appraisal

Strong point : Serves young men and women from Scheduled Castes and Tribes as well as orphans and the handicapped.

Weaknesses : Need committed teachers, shorter courses for the poorest, and additional Government finance to meet increased cost.

PROJECT NO. 90

SELF-EMPLOYMENT TRAINING

Self-Employment Counselling & Training Centre, Palayamkottai (CSI)

Purpose : To help each trainee set up in business or in farming; training is also offered to girls in sewing, type-writing, poultry-keeping, dairy farming, weaving and bee-keeping

Number of trainees : 31 with SSLC or PUC qualifications

Cost : Rs. 44,640

Appraisal : The Centre produces marketable products and uses the facilities of the blind school premises. The aim is to run it inexpensively and make it self-supporting.

PROJECT NO. 91

RURAL SELF-EMPLOYMENT

Agricultural Institute, Katpadi

Purpose : To train unemployed young men in milk supply, sheep rearing, spraying and bicycle repair and maintenance, and provide them with supervised credit through a servicing co-operative which will set up and then run their units.

Number of trainees : 48 per annum in three courses per annum in the four units

Cost : Rs. 75,575 for training; Rs. 5.48 lakhs for credit

Appraisal

Strong point : Provides self-employment through co-operatives and funds deposited with Syndicate Bank for unemployed coming from underprivileged sections in rural areas.

Weaknesses : As the youth are extremely poor, they cannot provide the security required by the Bank. The response from within the area has been poor and outsiders are applying to join the scheme.

PROJECT NO. 92

MEDICAL RECEPTIONIST TRAINING CENTRE

Church of South India, Viruthempet

Purpose : To train secretaries-cum-medical receptionists for hospitals, clinics and business houses through a two-year course in typewriting, shorthand, accountancy, medical terminology, commerce and business correspondence

Number of trainees : 18

Cost : Rs. 1.07 lakhs

Appraisal

Weaknesses : Facilities and staff of Christian Medical School are drawn upon for use in this Centre. The weakness is lack of scholarships to help unemployed rural girls to join the course.

PROJECT NO. 93

VILLAGE TRAINING CENTRE

Church of South India, Dharapuram

Purpose : To train girls in a two-year course in embroidery

and dress-making so that they may become self-supporting and contribute towards the welfare of their families

Number of trainees : 84 in the two courses

Cost : Rs. 10,120 for training; Rs. 30,090 representing hostel expenses are met partly by fees and the sale of products made by the trainees.

Appraisal

Strong point : This scheme, which provides incomes for girls, while they look after the home and family, is also appropriate to the handicapped.

Problem : While those trained in embroidery do well, dress-making is losing in competition with men tailors and the ready-made garments industry.

Weakness : The Government course and syllabus need continuous updating.

Suggestions for improvement : (i) Refresher courses for teachers; (ii) government scholarships for students; and (iii) dress-making machines are all needed. Also sales outlets should be developed.

PROJECT NO. 94

CRECHE NURSES TRAINING

*Creche Nurses Training Centres,
Kotagiri & Devadanam (CSI)*

Purpose : To train young girls in a two-year course to look after pre-school children (aged from six weeks to five years). The curriculum includes practical training in child-care and public health.

Number of trainees : 12 in Kotagiri; and 25 in Devadanam

Cost : Rs. 40,589 including creches for Kotagiri

Appraisal

Weakness : The main problem is lack of finances and of accommodation for children.

Suggestions : (i) Trained women should be appointed to creches in all the tea estates; and (ii) government and UPASI should help financially.

PROJECT NO. 95

TRAINING FOR CRECHE NURSES: PRE-PRIMARY EDUCATION

Church of South India, Coimbatore

Purpose : Training creche nurses in six pre-primary centres in Alampalayam, Dharapuram, Munnur, Kailasapuram and Annanagar - Coimbatore, Tiruchy and Thanjavur districts

Number of trainees : In each centre 30 children of pre-primary age are taken care of through trained creche nurses, auxiliary nurses and social workers, apprentice-trainees also taking a hand on occasion.

PROJECT NO. 96

NON-FORMAL EDUCATION FOR SCHOOL DROPOUTS & NON-ATTENDERS

*Nava Jeevam Centres in Karathulu in Coimbatore
District & Chinnadarapuram in Tiruchy District*

Purpose : To educate, in a three-year course in functional literacy, leadership training, citizenship and work-oriented

job training (agriculture, dairying, poultry-keeping, tailoring, tanning, etc.), school drop-outs and those not attending school in the age group 9-14.

Number of trainees : 90 in each centre

PROJECT NO. 97

FUNCTIONAL LITERACY EDUCATION

*YMCA Madras, Mudichur, Madurai &
Nagarcoil in eight centres*

Purpose : To train in literacy, citizenship, needlework, handicrafts, nutrition, arts and crafts, health care, etc., for drop-outs, illiterate and semi-literate adults

Number of trainees : 400

Appraisal

Strength : There is awareness of the need for this programme from which voluntary workers also receive job satisfaction.

Weaknesses : Indigent housewives cannot spare the time to attend the classes regularly and are handicapped by lack of adequate finances. The distance that trainees must traverse from their homes to the classes is a further obstacle. What is needed is government money to expand this limited and inadequate programme.

PROJECT NO. 98

KARUMBALAI SLUM WORK PROJECT

American College, Madurai

Purpose : Regular tuition for the educationally backward children and evening classes for youth adults from the slums

are provided under these self-help schemes. Also craft training—dress-making, and basket-making from plastic materials—is provided for.

Number of trainees : 3,500 people in the slums who are trained by 125 staff and student volunteers

Cost : Rs. 6,000 per annum

Suggestion : There is need for continuity in this effort.

PROJECT NO. 99

COMMUNITY DEVELOPMENT PROJECT AT INJAMBAKKAM

Stella Maris College, Madras

Purpose : Through the leadership training programmes, the villagers are enabled to understand their own problems and organize themselves for remedial activities. Joint student and village volunteer committees work on sanitation, health and education programmes. Sewing classes have also been started.

Number of beneficiaries : 600 families and 32 members of the staff, and students

Cost : Rs. 1,500

Appraisal

Strong point : Community response, though limited, has been sufficiently encouraging and students have benefited from the Lion's Club financing of the projects.

Weaknesses : The divisive forces at work in community, caste, politics have notably retarded the course of the project in the village. The weak motivation of some students has been another defect.

Suggestions : (i) Greater coordination with Panchayat leaders and members should be attempted; (ii) school improvement and children's health should be emphasized during the current year; (iii) more attention should be paid to the economic aspect of the project; after all, the main occupation of the trainees is fishing; and (iv) health education ought to be intensified with help from the Lion's Club rural medical centre.

PROJECT NO. 100

SHORT-TERM EDUCATIONAL COURSES FOR WOMEN

Mahila Vidyalaya, Madras

Purpose : To provide educational facilities for women whose school education has been interrupted due to poverty or other reasons. The course offers them an alternative to starting all over again and prepares them for the admission examination of Banaras Hindu University.

Number of trainees : 100

Cost : Rs. 52,000 which is defrayed from the fees

Appraisal

Strong point : Provides continuing education for widows or deserted women who are thus enabled to resume an interrupted educational career.

Weakness and suggestion for improvement : A problem is the distance involved in travel to Banaras and the lack of special accommodation there for candidates and the high cost of alternative arrangements. It is suggested that Banaras University establish a liaison body in the South.

PROJECT NO. 101

TRAINING IN CONSTRUCTION

Thiagaraja College of Engineering, Madurai

Purpose : To train engineers in the popularization of modern building material, the optimization of design and in construction techniques

Number of trainees : 201

Appraisal : A high-powered committee should enlarge project scope by framing a definitive curriculum and ensure continuing activity.

PROJECT NO. 102

ADULT EDUCATION

Government College of Technology, Coimbatore

Purpose : To provide education to illiterate adults and children particularly from families of college employees

Number of trainees : Adults, 5; and Children, 120.

Appraisal : The classes are also attended by school students who wish to improve their knowledge.

PROJECT NO. 103

**TRAINING IN INDUSTRIAL SOLID
STATE EQUIPMENT DESIGN**

Government College of Engineering, Salem

Purpose : To train engineers in semi-conductor devices and their applications

Number of trainees : 5

Appraisal : The programme enables students to set up in business on their own on the completion of this specialized course but it needs financial assistance from the Government.

PROJECT NO. 104

TRAINING IN ELECTRICAL ENGINEERING DRAWING

Tamil Nadu Polytechnic, Madurai

Purpose : To provide in-service training to Polytechnic teachers in use of new materials essayed by the Tamil Nadu Polytechnic according to engineering drawings prepared by the latter

Number of trainees : 20

Unit cost : Rs. 220 per trainee

Appraisal

Strong point : The programme has helped to update teacher training.

Weaknesses : The course duration is too short in relation to objective, and prospective industries which could use these products must be involved more fully in the project.

PROJECT NO. 105

**EARNING WHILE LEARNING SCHEMES &
ENTREPRENEURSHIP TRAINING**

Government Polytechnic, Tiruchy

Purpose : There are three schemes in all: (a) entrepreneur trainees use on hire groups of machines from the Polytechnic

together with ITI trainees in order to execute job orders from BHEL to be sold on a captive basis and thus train in entrepreneurship eventually to set up their own industries with the help of banks or SIDCO; (b) unemployed diploma-holders are trained in undertaking job orders from BHEL or other industries, become self-reliant and earn to the extent of Rs. 250 per month; and (c) polytechnic and ITI students are also trained in executing such orders for BHEL as fall within the scope of their training and ability. They do this outside class hours and so learn self-employment techniques. These three schemes also ensure fuller use of idle polytechnic machines.

Number of trainees : Scheme a, 5; b, 87; and c, 100.

Appraisal

Strong point : Engineering diploma-holders and graduate engineers are effectively trained in self-employment and entrepreneurial techniques.

Suggestion for improvement : Such programmes should be undertaken by all engineering institutions.

PROJECT NO. 106

OUT-OF-SCHOOL EDUCATION PROGRAMME

*Adult Education Association, Madras
at Narayanapuram Village*

Purpose : To give special coaching in curriculum subjects outside school hours to raise low standards of selected primary school-children

Number of trainees : 120 boys and 75 girls

Appraisal

Strength : Parents and students are enthusiastic about the programme and extend their full support to it.

Weakness : Non-cooperation from school teachers and their reluctance to work in villages

Suggestion for improvement : Teachers ought to participate in the programme which should gradually become a State-wide effort.

PROJECT NO. 107

ADULT LITERACY PROJECT

Ayya Nadar Janaki Ammal College, Sivakasi

Purpose : Training for drop-outs and adult illiterates in functional literacy and needs of self-reliant citizenship within the community

Trainees

Number trained : 60 so far

Number under training : 60

Unit cost : Rs. 100 per trainee

Total cost : Rs. 2,000

Problems : As the project area falls within an industrial locality, workers are not released for the day till 7 p.m. They moreover work overtime and on night shifts, and both these factors, together with the poverty of the family, make for irregular attendance. There are difficulties in getting kerosene for lighting as the panchayat areas are not electrified.

Appraisal

Strength : A basic 1938 word-list consisting of words most used in the area has been compiled. More reading materials and training of adult educators are being planned.

Weakness : Lack of funds for producing reading materials; the lack of a library for neo-literates and of funds for teachers' salaries are weaknesses which bear on the progress of the project.

Suggestions : A government grant is clearly necessary to overcome these weaknesses; factories should encourage workers to join these courses; and accreditation of the course should be worked out.

PROJECT NO. 108

NEHRU YUVAK KENDRAS

*Ministry of Education and Social Welfare, New Delhi,
at Salem, North Arcot, South Arcot & Tiruchirapalli*

Purpose : (i) To provide non-formal education comprising functional literacy, education in modern agricultural techniques and in health and family life, and civic education; (ii) employment promotion including re-training for jobs; help to trainees in establishing small-scale industries; production-oriented skill training. The scheme should work towards the fulfilment of a quantified target according to which a specified percentage of the unemployed population in a locality would be found employment by a fixed target date; (iii) social services including cleanliness, vaccination, inoculation and pragmatic relief action schemes are to be organized on such a scale as to make an impact on the population at which it is aimed; (iv) entertainment, including

mass sports activities (not limited only to tennis, badminton, hockey, etc., which cover only a very few individuals); cultural activities, especially those promoting national integration; science hobbies and other mass participation meets held preferably in the open air; and (v) participation in decision-making, by associating youth in discussions about issues which affect the community as a whole and in which its representatives should have a say.

Number of beneficiaries : 32,000

Cost : Besides salaries for the coordinator and the staff, Rs. 300 for the programme

Strong point : Even at this early stage, the centres have developed a good adult education and recreation programme.

Weaknesses : It suffers from lack of funds and staff, conveyance and co-operation from district officials.

PROJECT NO. 109

ADULT EDUCATION PROGRAMME

Thiruvalluvar Government Arts College, Rasipuram

Purpose : Training in literacy education for adult illiterates

Trainees

Number trained : 100 so far

Number of trainees : 25

Cost : Rs. 1,500

Appraisal : There is a great demand for this programme but there is a lack of funds and trained teachers. A Government or a University grant is needed.

PROJECT NO. 110

TRAINING FOR COMMUNICATION

New Residents' Welfare Trust, Madras

Purpose : To train local adult, men and women, in the slums in organizing community development and their own extension work in vital fields, such as functional education, community health and similar voluntary welfare activity

Number of trainees : 28

Appraisal : The lecture discussions are related to real problems of living in a community but the social work instructors have no training in adult education. This lack should be made good.

PROJECT NO. 111

TRAINING FOR HELPERS IN CLINICS

New Residents' Welfare Trust, Madras

Purpose : To train boys and girls from the slums, who have passed the SSLC examination, as helpers in clinics and extension workers for employment in slum clinics

Number of trainees : 10

Appraisal : The project has won local acceptability but is not recognized by the health authorities. It should be made a regular recognized course.

PROJECT NO. 112

ADULT EDUCATION FOR WOMEN'S FEDERATION

New Residents' Welfare Trust, Madras

Purpose : Training three women from each slum in child-care, nutrition, immunization and ante-natal care

Number of trainees : 42

Appraisal

Strength : As an integrated approach to women's welfare, the project has local acceptability.

Weakness : The group is too large and gives the trainees a dysfunctional feeling of superiority to other members of the community.

PROJECT NO. 113

ENGLISH COURSES

*Stella Maris College & Regional Director
for Workers' Education*

Purpose : To train Pallava Transport Corporation bus conductors in spoken and written English and improve relations between student community and transport workers

Number of trainees : 108

Cost : Rs. 618

Appraisal

Strength : (i) There exists high motivation and enthusiasm in trainees for new course; (ii) punctuality and regularity in attendance and prompt work on assignments; and (iii) a good teacher-pupil ratio of 1:12 allows good trainee participation.

Weakness : Continuity in course is not maintained because of interruptions due to University exams and summer holidays which set up gaps in instruction time.

Suggestions : The continuous programming of this project should be ensured so that it can be executed without gaps.

Reportedly, this is being attempted by the English Department of the college.

PROJECT NO, 114

NON-FORMAL EDUCATION:

THE NATIONAL SERVICE SCHEMES

Loyola College, Madras; Rajah Serfoji Government College, Thanjavur; St. John's College, Palayamkottai; Sadakathullah Appa College, Palayamkottai; Ethiraj College, Madras; American College, Madurai; Stella Maris College, Madras; Kumaraswamy College, Nagercoil; Government Arts College, Krishnagiri; Pasumpon Muthuramalingathevar College, Salem; & Madurai University

Purpose : To develop national consciousness, social awareness, a sense of the dignity of labour and a spirit of service among University students in pursuance of which work in farms, hospitals, schools, irrigation, roads, adult literacy, campaigns against dirt and disease, pre-school education, the blood donor scheme, kitchen gardens, orphanages, slums, urban and rural community development is undertaken.

Number of participants : 20,000 for the State at large, of which the above 12 colleges have reported on 2,370 student participants

Appraisal

Strength : The programme seeks to sensitize students in social problems, somewhat supersedes the ivory tower spirit of the college and the isolation of student participants from community living, its joys and problems, and provides some

constructive outlets from what has been termed as "the academic grind".

Weakness & Suggestions : (i) Villagers do not take the students seriously as the latter are only occasional visitors who cannot follow up the programmes. This could be corrected by a weekly or fortnightly visit to the village by the students which should be arranged by project authorities; (ii) family planning work is serious and should not form a normal part of the short-term NSS work; (iii) the provision of a radio and a library in each village should be ensured; and (iv) literacy and educated unemployment have raised questions in the village about adult education. The answer is, of course, to make the latter functional.

PROJECT NO. 115

TRAINING THROUGH CORRESPONDENCE COURSES

Institute of Correspondence Course & Continuing Education, Madurai University

Purpose : To provide those, who have not had their higher education and others who have had to discontinue it, while still at work or otherwise engaged, opportunities to pursue the higher education courses of Madurai University through correspondence

Number of trainees : In Pre-University, 5,945; in the B.A. degree course, 4,495; and in the B.Com. degree course, 4,221. Correspondence courses are available both in English and Tamil.

Fees : Rs. 200 for the PUC and Rs. 205 to Rs. 350 per annum for the B.A. & B.Com. courses

Unit cost : Rs. 205 for the PUC; and Rs. 280 for the B.A. & B. Com. courses per trainee

Techniques : In addition to postal correspondence, contact seminars are organized at Tirunelveli, Madras, Vellore, Thanjavur, Tiruchy, Coimbatore, Salem, Cuddalore, and Madurai at which the correspondence course students meet teachers appointed for this purpose, discuss problems, have their doubts cleared and thus improve their performance. Seminars act as a feed-back mechanism in helping the teachers to revise the lessons and instructions; the lesson-sheets are then filled by the students and sent to the teacher.

Appraisal

Strong point : (i) Corrects educational discrimination and gives those denied higher education another much-needed chance; (ii) standard of performance has been high because of the higher than average motivation of these students. One was placed first in the B.A. Economics examination in 1974; and (iii) the feed-back mechanism – not one-way lectures but contact seminars and the lesson-sheets – make this form of education truly non-formal in that it is a dialogue, with in-built procedures for revision, correction and change in content and methods.

Weakness : (i) Printing is a serious bottleneck and delays delivery of the learning material; and (ii) the number of contact seminars is inadequate to meet the student/teacher demand and enhance the quality of the dialogue and feed-back. The inadequacy of the Seminar is due to limitations of staff strength and meeting rooms.

Suggestions : The number of contact seminars should be increased. The University printing press should clear up the printing logjam. It is also necessary that the teachers in

the programme get back to teaching in the evening colleges so that their techniques of purveying knowledge may be continually revised and enriched.

PROJECT NO. 116

FUNCTIONAL LITERACY

*Y.M.C.A.: Madras, Salem, Coimbatore,
Tiruchirapalli & Madurai*

Purpose : To provide out-of-school boys and illiterate and semi-literate adults training in literacy, self-employment, community development, health and hygiene

Number of trainees : 3,000

Appraisal : A programme in growing demand limited only by funds

PROJECT NO. 117

SPORTS EDUCATION

Districts Sports Councils

Purpose : To train athletes, organize sports, meets, recreation and games for young men and women in every panchayat Block and district

Number of participants : One lakh

Appraisal : The most popular educational programme in both the rural and urban areas, which demands better organization and help by way of equipment and improvement of technique. It should be integrated further in the non-formal education system.

PROJECT NO. 118

TRAINING FOR BANK STAFF

Nationalized Banks

Purpose : Training courses organized for directly recruited clerical staff, those promoted as clerks, officers promoted from clerical cadres, directly recruited officers, branch managers and officers dealing with foreign exchange and for middle management as well as for senior officers

Number of courses : 48 per year for the above 12 categories

Number of trainees : 30 per course

Total number of trainees : 4,000

Content : Course content, and accordingly curriculum, ranges from book-keeping, balance-sheet reading, from ledgers for clerks to Bills and Bill markets, exports and imports, the assessment of agriculture, industrial and trade projects including visits to farms and factories, break-even analyses, foreign exchange, etc., for officers.

Appraisal

Strong point : Equips staff with needed knowledge and techniques to increase productivity and staff's own usefulness.

Weakness : With the rapid expansion of banks, too large a number of trainees has to be handled, making individual attention difficult. Also as programmes are non-residential, staff from outside the training location have to spend time on their material arrangement.

Suggestion : Reduction in trainee-trainer ratio and provision of residential facilities for trainees

PROJECT NO. 119

FUNCTIONAL & LEARNING EDUCATION

Gandhigram, Madurai District

Purpose : To train farmers, illiterate adults, pre-school children, family planning and health workers and men and women in rural crafts and cottage industries

Number of trainees : 1,320 children, farmers, adult men and women

Appraisal : An expanding programme meeting both local needs and serving as means of training and demonstration for workers in all forms of non-formal education

PROJECT NO. 120

SMALL-INDUSTRY ENTREPRENEURS TRAINING

Small-scale Industries Institute, Madras

Purpose : To train entrepreneurs and technicians for small-scale industries including those planning to set up units in industrial estates with the assistance of SIDCO, SIPCOT and the banks

Number of trainees : 86

Appraisal : Follow-up of training programme requires the uninterrupted supply of power and raw materials, the simplification of licensing procedures and credit availability.

PROJECT NO. 121

CRAFT TRAINING FOR WOMEN

State Social Welfare Board, Madras

Purpose : To train women and girls in various cottage and home-based industries in all parts of the State through Mahalir Manrams and to help them earn an income

Number of trainees : 2,000 women

Appraisal : The demand for the programme is growing. The organization needs to be improved and the sales outlets for products better established.

PROJECT NO. 122

**IN-SERVICE TRAINING FOR PRIMARY &
SECONDARY TEACHERS**

*Directorate of School Education &
State Institute of Education*

Purpose : To provide regular in-service training for serving primary and secondary school teachers particularly to teach the new syllabus including that in mathematics and science

Number of trainees : 10,000 primary school teachers; and 2,000 secondary school teachers

Appraisal : This is a much-needed programme which should be expanded and more extensively funded. Every teacher should undergo such a refresher course at least twice in his or her life-time.

PROJECT NO. 123

SUMMER COURSES FOR COLLEGE TEACHERS

*Madras, Madurai & Annamalai Universities & the
University Grants Commission*

Purpose : To provide refresher courses to college teachers in the arts and sciences, to enable them to effect syllabus revision and change

Trainees : 800 in number; Madurai University also organizes a workshop for 60 B.A. teachers to help them to change over to the semester system in 16 colleges.

Appraisal : The courses are badly needed to update teaching. What is called for would appear to be more of workshop and less of training methodology for this group of highly trained men and women.

PROJECT NO. 124

**REFRESHER COURSES FOR ENGINEERING COLLEGE
& POLYTECHNIC TEACHERS**

Directorate of Technical Education

Purpose : To provide refresher training to the staff of engineering colleges and polytechnics to help them keep their technology teaching up to date. To provide furthermore useful exchanges as between teachers and the training authorities on the working of the semester and the internal valuation systems.

Number of trainees : 200

Appraisal : These courses are carefully planned so as to respond to urgent needs of the teachers. Follow-up should be assured in subsequent courses.

PROJECT NO. 125

INTER-DISCIPLINARY RESEARCH METHODOLOGY

*Madras Institute of Development Studies & the
Indian Council of Social Science Research*

Purpose : To work on the development of an inter-disciplinary research methodology around an urgent national problem : that of poverty in the southern States

Number of participants : 35 professors in geography, economics, political science, sociology, anthropology, business administration and psychology from 17 southern Universities meeting in an annual workshop with the help of resource persons from outside the region

Appraisal : The workshop programme deals with real and live issues which are all inter-disciplinary. It is a slow, difficult and laborious task with not much possibility of quick results.

PROJECT NO. 126

OCCUPATIONAL TRAINING

Stree Seva Mandir, Madras

Purpose : To train school drop-outs and socially disabled girls and women in doll-making, woodwork, tailoring, embroidery, machine-shop practice, drilling, cooking, washing, child-care, handloom weaving and literacy

Total number trained : 1,500 so far

Number of trainees : 60

Unit cost : Rs. 50 per month for day scholars; and Rs. 150 per month for boarders

Total cost : Rs. 4 lakhs obtained mostly from sale of Mandir's products

Appraisal

Strong point: It is open-ended, leading some to the formal school, others to employment and self-employment and is adapted to individual attitudes.

Weakness : The problems have to do with the concept of the dignity of labour and financial strains.

PROJECT NO. 127

ADULT EDUCATION FOR WOMEN

Stree Seva Mandir, Madras

Purpose : To train adult women in politics, health, food and nutrition, handicrafts and cultural activities

Trainees

Number of trainees : 25 women for each of the two courses

Unit cost : Rs. 100 per course

Total cost : Rs. 500

Appraisal : The course, started in 1975, has made a good beginning.

PROJECT NO. 128

VOCATIONAL TRAINING FOR GIRLS & WOMEN

Stree Seva Mandir, Madras

Purpose : To train women, through the Industrial Training Centre and the School in Art and Crafts, to become skilled workers or craftsmen for a career or for self-employment

Number trained so far : 5,000 girls and women

Number of trainees : 600

Unit cost : Rs. 600 per annum for day scholars; and Rs. 1,800 per annum for boarder

Appraisal: The syllabus and equipment of the centre and school should be changed to meet the changing technology, production conditions and consumer preference.

PROJECT NO. 129

CRECHE & BALWADI SERVICES

Stree Seva Mandir, Madras

Purpose : To provide day care for children of working mothers

Trainees

Number trained : Women, 75; and children, 25 so far

Unit cost : Rs. 12 per mensem

Total cost : Rs. 7,200

Appraisal : There is need for expanding the service as it must furnish the basis for later education.

PROJECT NO. 130

TRAINING WOMEN IN BOOK-BINDING & METALWORK

Stree Seva Mandir, Madras

Purpose : Through the Stree Seva Mandir Press and the Nandini Precision Works, to train women and girls in book-binding, composing, wood- and metalwork and in the manufacture of automobile and electrical spares

Number of trainees : 50; in addition to a number of unskilled women, workers are also trained for skilled work and a number of trained workers are admitted as apprentices.

PROJECT NO. 131

FUNCTIONAL LITERACY TRAINING

Chikkara Arts College, Tiruppur

Purpose : To train school drop-outs and adult illiterates in literacy, in improving the environment of elementary schools and in social responsibility

Number of trainees : 60 divided into three courses per year with 20 participants in each

Total cost : Rs. 3,000

Appraisal

Strong point : Welcomed by the villagers who offer their full co-operation

Weakness : Lack of training for instructors and lack of equipment and finance

Suggestions : The programme needs Rs. 3,000 if it is to be expanded and for buying equipment. Also, two instructors need to be trained.

PROJECT NO. 132

LANGUAGE & VOCATIONAL GUIDANCE TRAINING

Sacred Heart College, Tirupathur

Purpose : To train students in languages, such as Hindi, German and in phonetic and spoken English; to help the students to develop social awareness and to train in first-aid techniques

Number of trainees : 561; two language courses, 50 students; course in social awareness, 233 students; course in vocational guidance, 233 students; and the course in first aid, 30 students

Unit cost : Varies from Rs. 2 for vocational guidance to Rs. 10 for a language course

Total cost : Rs. 2,106

Appraisal : There is need to expand the programme with enhanced motivation. Finance is a bottle-neck.

PROJECT NO. 133

TECHNICAL TRAINING

*State Institute of Co-operative Education,
Tiruchirapalli*

Purpose : To train persons professionally in architecture and interior decoration; electrical appliances and systems; and textile design and printing in which trainees have alternative periods of full-time academic study together with spells of employment in a selected company so that they may gain experience.

Course : Of the course duration of 42 months, each trainee receives 24 months of institutional training and 18 months of work experience.

Number of trainees : Rs. 150 per year

Cost : Fees help in financing course costs.

Appraisal : The programme is due to commence in the Regional Engineering College, Tiruchirapalli, and will soon become an independent curriculum.

PROJECT NO. 134

ENGINEERING TRAINING

*Indian Institute of Engineering Technology,
Kodambakkam*

Purpose : To provide higher technical training in civil, mechanical, electrical, and electronics engineering for persons already employed in industry as supervisors, appren-

tices and those with minimum qualifications, such as PUC and BSc and preparing them for the AMIE/diploma conducted by the Institution of Engineers, England and recognized as equivalent to the BE degree of Indian Universities.

Trainees

Number of trainees : 184

Fees : Rs. 350 per year (maximum)

Cost : Recurring expenditure of Rs. 1.5 lakhs a year

Appraisal

Strength : (i) The programme meets the needs of the technicians for higher engineering qualification; (ii) the institute has its own buildings, workshop, and college hostel; (iii) the sandwich system is specially designed to enable students in employment to continue their professional studies; and (iv) the classes are organized in two shifts to suit the needs of students according as to whether they work on day or night shifts.

Problems : Owing to the majority of students being in full-time jobs, they are not able to spare as much time for study as the course content calls for. This means that many of them must make more than one attempt to clear the examinations. To complete the AMIE thus takes a trainee a number of years.

Suggestion : The teaching would be more satisfactory if the institute had the benefit of more lecturers who combine industrial experience with specific disciplinary qualifications.

ANNEX

SPECIMEN QUESTIONNAIRE

PROTOTYPE QUESTIONNAIRE FOR A QUICK SURVEY OF NON-FORMAL EDUCATION PROGRESS

The Information will refer to the financial year : April 1973 to March 1974

The appraisal of Non-formal Education Programmes may be adapted by each group or institution to its needs

- | | |
|--|--|
| 1 Name of the programme .. | (d) Average attendance of each trainee .. |
| 2 Agency responsible for programme .. | (e) Examination, test or evaluation at the end of each course and certificate or diploma, if any, issued at the end of the course .. |
| 3 Purpose of programme .. | (f) Numbers completing successfully
- Numbers failing
- Numbers repeating
- Numbers dropping out |
| 4 Brief outline of programme .. | (g) Use made by trainees of the skill obtained (e.g., employment, increase in remuneration, etc.). |
| (a) Date of starting .. | (h) Problems felt by trainees, if any .. |
| (b) Total number trained so far .. | (j) Fees collected .. |
| (c) Number trained prior to 1973-74 .. | (i) Financial grant, if any, to the trainee .. |
| 5 <u>Trainees</u> | 6 <u>Staff</u> |
| (a) Number per course. (Separate details for men and women to be given for all questions below) .. | (a) Number : - full-time - part-time .. |
| (b) Courses per year and hours of each course (age-group 0-5, 6-14, 15-25, 26 and above) .. | (b) Qualifications of staff .. |
| (c) Educational background and admission qualifications .. | |

DOC. No.
 Date:

- (c) Teaching methods:
 - lecture method ..
 - practical (or field) classes ..
 - audio-visual aids used ..
 - other methods (please specify) ..
- (d) Paid or honorary : annual expenditure on staff ..
- (e) Evaluation method followed by staff ..
- (f) Staff training, if any ..
- (g) Problems faced by the teacher ..
- 7 Curriculum, media and buildings ..
- (a) How curriculum prepared and how often revised? ..
- (b) Books used
 - number per trainee ..
 - any special library used by trainee ..
 - any special library used by trainee ..
- (c) Medium of instruction ..

- (d) Equipment in use by trainees
 - whether renewed
- (e) Building facilities

8 Finance

- (a) What is unit cost per trainee?
- (b) Any effort to economize on cost?
- (c) What is total annual budget?
 - how provided?

9 Appraisal

- (a) What are the strong points of the programme? ..
- (b) What are its weaknesses and defects? ..
- (c) What are the problems faced? ..
- (d) What suggestions for improvements can be made? ..

Date :
 Station :



Designation :
 Signature :