

ADULT EDUCATION COMPONENTS IN THE DEVELOPMENT SCHEMES OF

GOVERNMENT OF INDIA

A Compendium



**Adult Education Components
Inna The Development Schemes Of
Government of India**

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Preface

When this Compendium was first published six years ago, it was a maiden effort to identify and to put together schemes and programmes at the national level of different Departments/Ministries, having non-formal component, which could be used by the planners in taking a wide angle view of non-formal adult education and for initiating a process of inter-ministerial collaboration. We also felt that by this initiative, it would be possible to dispel the common impression that education in the country was the exclusive concern and responsibility of the Ministry/Departments of Education. Since then, very luckily, our view-point that extension programmes under various development programmes do have the tremendous potential for non-formal adult education, has found greater acceptance, and the approach paper to this Seventh Five-Year Plan now clearly states "all developmental programmes, especially those affecting the rural and urban poor will be required to include a component of adult education and literacy aimed at the needs of the beneficiaries of those development programmes". Therefore, it was but appropriate that we update this Compendium, before the launching of the Seventh Five-Year Plan.

The present Compendium contains the updated information pertaining to non-formal education component in various schemes of different Departments of Government of India till 30th June, 1984. An individual officer of the Directorate was assigned responsibility for collecting information pertaining to a Ministry or a Department and the same has thereafter been edited by our Publication Unit.

We hope that this Compendium would help determine the possible linkages that exist or can be built with adult education under different schemes of Government of India and thus hasten both horizontal and vertical growth of our programme, which is so very essential to achieve the aim of total literacy for the age group 15-35 by 1990. As a Source Book on linkages, this would help a dialogue between various Ministries and field agencies to identify areas of collaborative action and thereby help in effective discharge of their new responsibility. As Education is the capital input necessary for human resource development, an integrated approach by the State, socio-oriented persons and organisations in Adult Education would ensure

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maximum mileage to our effort and quicker growth of the nation.

It is quite possible that there may be some deficiencies in this effort. We eagerly look forward to the feed back on this exercise from the users. We would gratefully acknowledge suggestions for improvements in its contents, coverage and effectiveness.

New Delhi
September, 1984

S.K. Tuteja
Director

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I

MINISTRY OF AGRICULTURE

DEPARTMENT OF AGRICULTURE

1. Exchange of farmers within and outside the country
2. Study tours of farmers/farm women belonging to weaker sections (Scheduled Castes & Scheduled Tribes)
3. Scheme of farmers' training and Education
4. Reorganised Agricultural Extension System known as training and visits system (T & V)
5. Scheme for training of farmers, owners of tractors and agricultural machinery and young entrepreneurs in proper operation and maintenance of tractors and other agricultural machines and implements.

EXCHANGE OF FARMERS WITHIN AND OUTSIDE THE COUNTRY

GENERAL INFORMATION

(a) BACKGROUND

The scheme of exchange of farmers within and outside the country was taken up in the Fourth Five Year Plan and it is in operation since then as a central sector scheme. It envisages the visits of farmers from less agriculturally developed areas to progressive areas so that the visiting farmers could see and observe for themselves the progress made in the field of agricultural production and learn to adopt the new techniques and practices. Such visits proved very useful for quick transfer of agricultural technology among the farming community, as the farmers, farm women and farm youth exposed through the visits to the innovative practices and skills developed a positive outlook and adopted them unhasitatingly. Also, they learned the ways as how to adopt them properly. ✓

(b) COMPONENTS OF THE SCHEME

The scheme of exchange of farmers has three components:

- i) Exchange of visits of farmers for study of specific crop production in collaboration with the State Departments of Agriculture, Farmers' Training Centres and Agricultural Universities.

The visits of farmers are arranged by the Farmers' Training Centres in collaboration with the State Departments of Agriculture, the selected Agricultural Research Station/Agricultural University to provide short-term training in the specific crop practices and techniques. The farmers share their experiences with the specialists of the institution concerned. Mostly, the small farmers are selected for such study visits including those belonging to weaker sections and tribal areas. Since the farmers are also interested to have skills in dairy, poultry, fisheries and other allied animal husbandry programmes, the facilities of providing training in these areas as well are extended to them during these visits.

- ii) International Exchange visits of farmers and farm youth.

At present the international exchange programme for farm youth is in operation with the USA in collaboration with the National 4-H Council and the Union of Soviet Socialist

Republic on bilateral basis. The matter for exchange with other countries has also been taken up. The young farmers who participate in such exchange visits are expected to develop their farms in such a way that they serve as demonstration farms. They also play the role of voluntary leaders to help other young farmers to acquire progressive skills in agriculture and allied fields.

- iii) Exchange of farmers within the country through farmers' voluntary organisations

Under this programme the recognised national level farmers voluntary organisations are given financial assistance for arranging farmers visits to Agricultural Research Stations with a view to acquaint them with the latest and improved techniques of agriculture.

(c) BENEFICIARIES

Farmers, farm youths and farm women including those belonging to weaker sections and tribal areas.

✓(d) OBJECTIVES

- To provide practical training opportunities in improved techniques of agriculture.
- To encourage the young farmers to adopt the improved practices of agriculture through exchange of ideas and experiences gained during the study visits;
- To facilitate quick transfer of agricultural technology among the farming community;
- To develop leadership quality;
- To develop goodwill and better understanding among the farming community by living and working together. ✓

(e) COVERAGE, PHASING AND FINANCE

During the 5th Five Year Plan period 5,360 farmers, farm women and farm youths were exchanged under this programme. Keeping in view the national priorities with regard to the integrated rural development and creation of gainful self-employment opportunities in the agricultural sector, the programme is being intensified and expanded further during the Sixth Five Year Plan period. During 1980-81 1,320 farmers were exchanged within and twelve farmers outside the country. The farmers exchanged during 1981-82 were 1,506 and 6, and during 1983-84 were 1,635 and 4 respectively. During 1984-85 about 2,100 farmers within the country are likely to be exchanged.

The Directorate of Extension, Ministry of Agriculture in consultation with the crop division concerned, identifies the sponsoring and

host States and their Farmers' Training Centres. The proposed Farmers' Training Centres of the sponsoring State select the groups of small farmers for study of specific crop production techniques and make arrangements for the travel and the study programme to the host State in collaboration with the proposed Agricultural Research Station/Agricultural University that provides two days' training to the visiting farmers in the crop practices. The State Department of Agriculture of the host State select the villages and the farmers with whom the visiting farmers devote a period of about 7 days for observation of their progressive techniques and discussions. They also participate in the production practices. Thereafter, a feedback session is organised at the Farmers' Training Centres/Agricultural Research Station/Agricultural University in which the subject matter specialists clarify the doubts of the visiting farmers and reinforce the knowledge they gain regarding the progressive techniques of agriculture. The farmers are also taken to places of agricultural interest.

Concessional railway fare and daily allowance is given to the farmers selected for the exchange visits. The cost of training at the Agricultural Research Station/Agricultural University and the expenses on field trips, contingencies etc. are made by the government. The cost of a group of 20 farmers arrives at about Rs. 11000/-. In the case of exchange visits sponsored by the voluntary organisations, the cost arrives at about Rs. 430/- per farmer.

The international travel cost for exchange visits outside the country is to be paid by the sending side while the receiving side has to finance and make arrangements for the internal travel, board and lodging etc. The cost of international travel for Indian participants visitings USA is made by the national 4-H Council and the cost of orientation training and other miscellaneous contingencies is to be met by the concerned department of our country. As regards the exchange visit to countries other than USA a provision of Rs. 5,700 per participant has been proposed to meet the cost of international travel, orientation and other contingencies etc. In the case of exchange visits of the farmers from the foreign countries the expenditure on internal travel, board and lodging etc. comes to Rs. 4,700 per participant.

THE EDUCATIONAL COMPONENT

The exchange visits of farmers within and outside the country are mainly educational and the learning is based on observations and discussions. It is, in fact, on-the-job professional training based on participatory approach. In the beginning a short duration training or orientation is provided to the visiting farmers. They are taken to actual fields where the progressive farmers are practising the latest techniques of production. The group of visiting farmers has the opportunity of observing the various practices being adopted in the fields. They also participate with their counterparts in the actual field work while

staying with them. They exchange experiences regarding the practices, methods and techniques employed in the production of a crop. They are again provided with feedback by the subject matter specialists at an agricultural institution. The supply of information and the practical experiences in the field are integrated during the exchange visits. The farmers after return from the visit adopt the latest practices in their own farms. They are also expected to extend their knowledge to the farmers in the neighbouring area by demonstrating the techniques to them and holding discussion with them.

THE NON-FORMAL EDUCATION COMPONENT

Although the whole programme of exchange visit is a kind of non-formal education to the farmers based on their needs and interests, a kind of continuous orientation and feedback is required to keep pace with the rapid technological developments taking place in these days. The Directorate of Extension and the related agencies keep in touch with the groups of the farmers by supplying the latest information to them from time to time through printed and non-printed media. The printed media can be of use to the farmers if they are literate, but most of them are not. Only a small number of them has some skill of reading and writing. The use of printed media cannot be altogether avoided, therefore, the skills of reading and writing are to be developed and strengthened in the farmers sufficiently to accelerate the progress in the field of agricultural production. This aspect needs to be taken care of by the Adult Education Programme. The Farmers' Training Centres and Agricultural Research Centres cannot take up this work as the training-cum-study visits are arranged for a short duration.

STUDY TOURS OF FARMERS/FARM WOMEN BELONGING TO WEAKER SECTIONS (SCHEDULED CASTES & TRIBES)

GENERAL INFORMATION

(a) BACKGROUND

The scheme of study tours of farmers/farm women belonging to weaker sections (SCs/STs) was taken up for implementation from 1981-82. Under this scheme such tours are arranged from agriculturally less developed areas to progressive ones so that the visiting farmers can see and observe for themselves the progress made in the field of agriculture and allied activities such as animal husbandry, piggery, poultry, fishery, dairy, cooperatives, horticulture etc.

The scheme of study tours of farmers/farm women belonging to weaker sections/(SCs/STs) is an extension of the programme of exchange of farmers within and outside the country. The visits of the farmers have been very useful and they have resulted in quick transfer of latest technology in agriculture.

(b) BENEFICIARIES

Farmers/ farm women belonging to the weaker sections (SCs/STs).

(c) OBJECTIVES

- To learn through observation successful crop practices, methods and techniques adopted by the farmers in the progressive areas;
- To adopt the knowledge and the skills gained during the study visits in developing their own farms;
- To facilitate quick transfer of improved technology among the farming community by arranging demonstrations and discussions;
- To develop leadership quality; and
- To develop goodwill and better understanding among the farming community by living and working together.

(d) COVERAGE, SELECTION OF FARMERS AND FINANCE

During 1981-84 visits for 1131 farmers/farm women belonging to scheduled castes/scheduled tribes were arranged and visits for 140 farmers/farm women were proposed to be arranged during 1984-85.

The selection of the farmers is confined to the areas where the new system of training and visits(T&V) operates. The farmers are selected from among the weaker sections of the community such as, scheduled castes and scheduled tribes. While making selection, the area of their interest is kept in mind. The number of farmers selected for the study tours has been increased gradually during the Sixth Five Year Plan period.

The study visits are arranged in the areas of crop production, animal husbandry, dairy, cooperatives, horticulture, poultry, piggery, fishery etc. The places of visits are decided in accordance with the needs and interests of the participating farmers.

The farmers are given an enhanced rate of Rs. 25/- per day per head (as against Rs. 20/- per day per head paid to the farmers belonging to non-weaker sections) to defray part of the wages they have to forego during the period of the study tour and for covering boarding and lodging expenses, as these farmers are very poor and do not have resources to fall back. The farmers are given to and fro second class railway fare and actual bus fare, wherever required. The total cost for the study visit of a group of 30 farmers comes to Rs. 24,00 including fare, D.A., cost of training, field trips, contingencies, etc.

(e) ORGANISATIONAL SET-UP

The State departments of Agriculture of the sponsoring and the host States make all necessary arrangements with regard to the study tours of these farmers.

THE EDUCATIONAL COMPONENT

The programme is basically of non-formal education nature, as it is based on the actual needs and interests of the working farmers. The farmers come into contact of the progressive farmers as well as the subject specialists. Their training is arranged through observations and discussions, both individual and group. Not only the crop production but also other occupations of the farmers are covered under this programme. The study tour is for the duration of about one week during which the farmers are taken to the areas where the progressive techniques are practiced. They hold group discussions with the progressive farmers of that area. Later, they are taken to the Agriculture Research Centre or the institution which is collaborating with the study programme. Subject specialists conduct discussion for explaining the techniques to them with the help of demonstrations and audio-visual aids. Thus, the learning is reinforced and stabilised.

These farmers are expected to play a leadership role in the neighbouring area by demonstrating the techniques they have learnt and adopted to other farmers and hold discussions with them. This relay extension is also a kind of non-formal education component of this scheme.

THE NON-FORMAL EDUCATION COMPONENT

The farmers and farm women who are selected for the study visits under this programme are not always the literate persons. Illiteracy is a stumbling block in gaining knowledge regarding the improved techniques of agriculture and other occupations. During the study tour the non-formal adult education in three Rs is not possible, but it may be arranged for them before or after such visits are arranged. A variety of literature such as, leaflets, pamphlets, magazines, and also the electronic devices are in vogue now-a-days for agricultural extension purpose. These farmers can be in a better position to understand and adopt the latest practices with regard to their occupations, if they have the working knowledge of reading and writing. The study tours provide them with knowledge regarding functionality and awareness components but the literacy aspect is absent. This aspect needs to be strengthened, so that their progress is continued and sustained.

SCHEME OF FARMERS' TRAINING & EDUCATION

GENERAL INFORMATION

(a) BACKGROUND

A scheme of farmers training and education was in operation as a centrally sponsored scheme in the States and Union Territories from 1966-67. In accordance with the decision of the National Development Council, the scheme has now been transferred to the state sector from 1979-80. However, the central government is directly responsible for the implementation of the scheme both financially and technically in the Union Territories with and without legislature.

At present, seven farmers training centres are being operated in the Union Territories of Andaman & Nicobar Islands, Arunachal Pradesh, Delhi, Goa, Mizoram and Pondicherry. About 150 farmers training centres are working in the State sector and they are managed and controlled by the States. The Farmers Training and Education Programme is an integral part of the High Yielding Varieties Programme of the Ministry of Agriculture, which visualises the link of the production inputs with the technical knowhow. It is also supported by the farm radio broadcasts and Doordarshan programmes on agriculture.

(b) BENEFICIARIES

Farmers and their families in general.

(c) OBJECTIVES

- to provide latest technical knowhow to the farmers relating to the High Yielding Varieties Programme and the scientific use of agricultural inputs like seeds, fertilizers, pesticides, water etc.
- to create a core of progressive farmers;
- to assist the farmers regarding the availability of agricultural inputs and to provide knowledge to them regarding the ways of securing assistance and credit facilities etc;
- to create consciousness in the farmers for discussing their agricultural problems with the subject specialists and scientists;
- to accelerate the pace of transfer of agricultural knowhow through field programmes;
- to provide latest knowhow to the farmers with regard to occupations related with agriculture;

(d) HIGHLIGHTS OF THE PROGRAMME

Demonstrations and training camps are organised by the peripatetic team of trained and experienced field personnel with the help of audio-cum-exhibition vans. These demonstrations and camps are related to high yielding variety crops, farm enterprises, development of livestock, dairying, poultry and fishery, etc. The information is disseminated through films, film strips, crop specimens, samples of inputs and other audio-visual media. In the training camps organised for farm women stress is also laid on the domestic storage of foodgrains, seed selection, consumer education etc. In coverage, it is a wide field programme and the benefits accrue to almost all the farmers, where the programme is in operation. In terms of programme content the agricultural aspects and occupations based on agriculture are included in this programme. The supported programmes of farm radio and Doordarshan cover the aspects of general education and awareness as well. Training courses in specialised areas are conducted at Farmers Training Centres, Agricultural Research Stations and Agricultural Colleges and Universities. The courses are generally of short duration. The farmers discussion groups facilitate the communication of technical knowhow in an effective manner.

(e) ORGANISATIONAL SET-UP AND FINANCIAL PROVISIONS

The programme of farmers training and education was a joint effort of the Ministries of Agriculture, Information & Broadcasting and Education & Social Welfare. The Ministry of Agriculture provided farmers training and field demonstrations. The Ministry of Information & Broadcasting relayed a special type of farm broadcasts through the All India Radio stations for the benefit of the participating farmers, while the Ministry of Education & Social Welfare provided functional literacy to them. Extension agencies and voluntary organisations were also involved in the programme. Districts for the purpose of this programme were selected on the basis of certain pre-requisites. Some of them were:

- Districts covered under High Yielding Varieties Programme.
- Districts within the reception range on a Radio Station.
- Districts having an extension training centre.

The Farmers Training Centres in the Union Territories are being conducted during the Sixth Plan period (1980-85) with an outlay of Rs. 75 lakhs. A provision of Rs. 1.55 lakhs per centre for recurring expenditure and Rs. 25 lakh per centre for replacement of Audio Visual equipment is made. A diesel van for two farmers' training centres in Arunachal Pradesh is also provided for. Facilities for the stay of trainee farmers are made available at the centres. In addition to the buildings for the farmers training centres, a provision has been made for hostel accommodation also.

Expenditure on farmers' training centres operating under the State Sector is met by the States.

THE EDUCATIONAL COMPONENT

The whole programme is, in a way, educative to the farmers. The main educational components of this programme are listed below:

- a) Demonstrations in the fields and training camps for the farmers and farm women.
- b) Training in specialised areas at the Farmers Training Centres, Agricultural Research Centres and Agricultural Universities etc.
- c) Activities of Farmers discussion groups.
- d) Kisan Melas (Farmers' Fairs) organised on various occasions.
- e) National demonstration on High Yielding Variety Programme and related aspects.
- f) Farm and home radio broadcasts and Doordarshan programmes providing latest information and support to the programme.

THE NON-FORMAL EDUCATION COMPONENT

The farmers training and Education Programme is basically a programme of non-formal education in its objectives, contents and organisational strategies. The needs and problems of the farmers are identified and solved in the practical manner. The programme aims at providing the maximum assistance to the beneficiaries by making them aware of the latest techniques and practices in agriculture and thus providing them an opportunity for change.

In the beginning, the Farmers Functional Literacy Programme was also linked with the farmers training and education programme. However, the Farmers Functional Literacy Programme has been now converted into the Adult Education Programme meant for all the illiterate persons including the farmers. However, great majority of the illiterate people belong to the farming community whether farmers or farm labourers. The contents relevant to the farmers' training and education programme are of use to them and they should be included in the materials prepared for them. This will go a long way in enriching the store of information and knowhow of the farmers, particularly the small and marginal farmers who have not yet been able to get adequate benefit of the farmers training and education programme. The strengthening of the literacy component may help them to derive the maximum advantage from this programme.

REORGANISED AGRICULTURAL EXTENSION SYSTEM KNOWN AS TRAINING & VISIT SYSTEM (T & V)

GENERAL INFORMATION

(a) BACKGROUND

The agricultural extension service meant for transfer of technology from research stations to the farmers' fields has been streamlined and reorganised. Major constraints impeding the efforts for increasing agricultural production were removed and effective system known as training and visit system (T&V) was evolved and set up with the World Bank assistance in the pilot projects started in the command areas of Rajasthan, Madhya Pradesh and Andhra Pradesh in 1974.

The system has been further taken up in 10 major States of Assam, Bihar, Haryana, Gujarat, West Bengal, Kerala, Maharashtra, Tamilnadu, Orissa and Karnataka. The system is likely to be extended to some other States like Uttar Pradesh, Jammu & Kashmir and Himachal Pradesh.

The reorganised system aims primarily at professionalisation of the agricultural extension service and effective utilisation of the large existing infrastructure with marginal reorganisation and strengthening. The system has contributed considerably in the promotion of production of food-grains and other commodities.

(b) BENEFICIARIES

Farmers and their families in general.

(c) OBJECTIVES

- to make the agricultural extension service really meaningful;
- to provide the knowhow pertaining to the latest agricultural practices and techniques to the farmers at different crucial stages of a crop growth;
- to make concerted efforts for increasing agricultural production;
- to introduce an effective management system for systematic, timely and step by step transfer of knowhow from Research Stations to the farmers through intensive training of extension personnel at all levels;

- to integrate the arrangements of delivering inputs to the farmers with the knowhow of agricultural practices and techniques for achieving better results.

(d) PHASING AND ORGANISATION

Under T&V system Village Level Workers (VLWs) and Agricultural Extension Officers (AEOs) receive periodical training and pass on the knowhow to farmers during their visits. VLW visits the farmers in his circle once every week in intensive areas and once every fortnight in other areas. The schedule of visits is prepared in advance and intimated to the farmers. VLW selects some contact farmers who have the quality of leadership. The contact farmers help him in organising discussion groups and in effective transfer of knowhow to the farmers.

The transfer of knowhow is limited to the stage of a selected crop growth covering a fortnight at a time. The main concentration remains on practices and operations relevant to the particular fortnight. The subject matter specialists prepare stage-wise crop/lessons in consultation with the research scientists which are made available to the VLWs and AEOs in the training programmes held at regular intervals.

Representatives of input agencies like Agro Industries Corporation, Seed Corporation and Marketing Cooperatives etc. are involved at different levels, and problems relating to the supply of inputs such as seeds, fertilizers, insecticides, etc. are discussed and solutions found.

As a part of this scheme, arrangements are made for training a few agricultural experts at International Rice Research Institute in Manila and GIMMYT in Mexico. Besides, equipment will be procured for strengthening the existing arrangement for information and communication. National and Regional Workshops will be held from time to time to share views, exchange experiences, identify specific regional problems, prepare plans of action for quick transfer of agricultural technology and also for making improvements in the implementation of various extension projects. Consultants are to undertake intensive field tours to offer solutions for the problems of extension and also to assess the working of the reorganised T&V system.

THE EDUCATIONAL COMPONENT

The T&V system of agricultural extension has contributed a great deal in the increased production of agricultural commodities. In fact, a kind of regular training right from subject matter specialists to the farmers in the field is arranged at regular intervals for the transfer of knowhow step by step. It is a kind of continuing non-formal yet systematic education made available to the farmers at their fields. The subject matter specialists are trained at Regional Research Stations for two days every month following which they provide training to Village

Level Workers and Assistant Extension Officers for one day every fortnight. The Village Level Workers, in turn, meet groups of farmers on fixed days according to a set fortnightly schedule. Audio-visual aids along with printed materials are used during such training-cum-discussion groups. The contact farmers in the area provide assistance to the field level officers as well as the farmers, so that continuity and efficiency in the transfer of knowhow is maintained to make the best use thereof.

THE NON-FORMAL EDUCATION COMPONENT

The whole T&V system is basically a system of non-formal functional education. Although, the farmers with literacy ability tend to derive more advantage of the printed materials supplied by VLWs during the training-cum-discussion groups, illiterate farmers are also benefitted by the discussions and audio-visual aids used during the training programmes. No doubt, the linkage of adult education with the T&V programme would yield better results and for this purpose the illiterate farmers should be made literate as early as possible. The best methodology to be adopted in this case would be to utilise among their materials the materials distributed by the VLWs in their discussion groups so as to reinforce and stabilise the functionality aspects along with the literacy lessons.

SCHEME FOR TRAINING OF FARMERS, OWNERS OF TRACTORS AND AGRICULTURAL MACHINERY AND YOUNG ENTREPRENEURS IN PROPER OPERATION & MAINTENANCE OF TRACTORS AND OTHER AGRICULTURAL MACHINERY AND IMPLEMENTS

GENERAL INFORMATION

(a) BACKGROUND

A tractor Training and Testing Station was established at Budani (Madhya Pradesh) in 1955. Another Training Centre was started from the year 1963 at Hissar (Haryana). Two new centres for training and testing of agricultural machinery, one each for the Southern and Eastern regions of the country, are proposed to be set up under the Central Sector Scheme in the Sixth Five Year Plan period.

The major activity of these institutions is to impart training in the proper selection, operation and maintenance of tractors and other agricultural machinery and implements such as, power tillers, engines, pump sets, thrashers and plant protection equipment etc. used under different farming conditions in the country. Training of farmers and owners of tractors in agricultural machinery enables them to adopt modern methods and practices of cultivation through efficient use of different types of agricultural machines and implements. Special training courses are organised for personnel and entrepreneurs sponsored by the State governments, Agro Industries Corporations etc. to enable them to improve their efficiency in handling and maintenance of agricultural machinery. Graduate students of Agriculture/Agricultural Engineering courses sponsored by the universities are provided with supplementary practical training at these institutions. Training courses under the programme of Training of Rural Youth for Self-Employment (TRYSEM) are also conducted at these centres for promoting self-employment and providing repair and rental services to the farmers.

The training institutions provided training to 1,186 farmers, mechanics, technicians and rural youths by the end of January during

the year 1982-83. The existing infrastructure of the training institutions is being strengthened to extend the training facilities to a still larger number of beneficiaries.

(b) BENEFICIARIES

- i) The farmers and owners of tractors and agricultural machines.
- ii) Personnel and entrepreneurs sponsored by the State Government and Agro Industries Corporations etc.
- iii) Graduate students of Agriculture/Agricultural Engineering Courses conducted by the universities.
- iv) Prospective entrepreneurs interested in setting up Agro Service Centres.

(c) OBJECTIVES

- to provide training in proper selection, operation and maintenance of tractors and agricultural machines;
- to enable the farmers to adopt modern methods and practices of cultivation through efficient use of agricultural machines;
- to encourage the unemployed graduate youths mainly in the rural areas to have self-employment by enabling them to establish Agro Service Centres;
- to provide repair and rental services to the farmers through Agro Service Centres.

(d) COVERAGE, PHASING AND FINANCE

Under the training programme the target for the training at Budani and Hissar centres was 1,150 trainees per year. With the introduction of the scheme for providing training to the farmers in operation, repair maintenance of improved agricultural implements and tools, under the scheme of Agro Service Centres, the total target of training was raised to 1,350 in 1982-83. The training institutions provided training to 1,186 farmers, mechanics, technicians and rural youths by the end of January during 1982-83. The existing infrastructure of the training institutions is being strengthened to extend the training facilities to a still larger number of beneficiaries. Testing is another activity of the tractor training and testing stations. Tractors, power operated implements and machinery, power tillers, engines, pump sets and plant protection equipments are tested to ascertain their suitability for Indian conditions. A target of 40 test reports has been fixed for both the stations although the number of machines taken up for tests depends on the requisition for such services from the manufacturing firms, importers, government organisations, etc.

THE EDUCATIONAL COMPONENT

The use of tractors, power tillers, thrashers, pump sets, plant protection equipments and other agricultural machines is increasing at a very fast rate. This rapid expansion of mechanisation and introduction of improved technology and its quick transfer has necessitated the farmers and technicians to have adequate training in the operation and maintenance of different kinds of agricultural machines and implements. The technicians engaged in the repair and rental services in the rural areas also need this kind of training. The tractor training and testing stations provide this training to these categories of people. This is a kind of vocational and technical training provided to the recipients during the course of vocations. The education is need based and non-formal in nature. It is related to the social and developmental objectives. The training process is basically practical and it is aimed at imparting skills in maintenance, operation of the agricultural machines and implements and also doing minor repairs, when required. Thus, the training has helped the farmers a great deal. In the case of major repairs they need not go far away, as Agro Service Stations are also established in the rural areas. All these facilities have popularised the agricultural machines very much. Unemployed Agriculture/Agricultural engineering graduates in the rural areas have derived benefit of this scheme. After undergoing the training at the service stations they have been able to establish their own Agro Service Centres.

THE NON-FORMAL EDUCATION COMPONENT

The functional competency of the farmers with regard to the maintenance and operation of their machines and implements needs orientation and feedback continuously. Information through relevant materials in simple language and demonstrations can be provided to them. In the case of illiterate farmers, education in reading and writing is very essential as without this they will be handicapped to further improve their skills. This aspect needs to be looked after by the AE Centres. The non-formal education centres can also arrange orientation programmes for development of functional skills in agricultural machines. The services of the trained farmers can be utilised as contact/resource farmers in these programmes in addition to other experts in the field. This will be a great motivating activity and will strengthen the awareness of the use of the machines among the farmers.

DEPARTMENT OF AGRICULTURAL RESEARCH AND EDUCATION

1. **Krishi Vigyan Kendra**
2. **The National Demonstration Programme**
3. **Operational Research Project**
4. **Extension Education**
5. **Pilot Project for Training Personnel for a cadre of Self-Employed,
Rural Soil Health Care Workers**

KRISHI VIGYAN KENDRA (FARM SCIENCE CENTRE)

GENERAL INFORMATION

(a) BACKGROUND

Keeping in view the urgency of accelerating rural development, increasing production by quick transfer of technology and providing self-employment opportunities to the growing rural youth population, the Education Commission (1966) and the National Commission on Agriculture (1975) emphasised the establishment of institutions which would provide vocational education to the boys and girls from rural areas. They recommended that these institutions be designed as Agricultural polytechnic. The Indian Council of Agricultural Research (I.C.A.R.) decided to adopt the name 'Krishi Vigyan Kendra' (Farm Science Centre) for such institutions in order to ensure that in their scope and style they are not confused with the industrial polytechnic. While developing such training programmes it would be ensured that these institutions did not intensify the unemployment problem.

(b) BENEFICIARIES

Training at Krishi Vigyan Kendra (KVK) would be primarily designed for those who are actually engaged in farming or for the in-service people who are servicing the farmers in the field. It would reach the illiterate as well as the school drop-out, the semi-literate and also the literate.

(c) OBJECTIVES

- To impart education/training in farming and allied fields to the youth who are already employed, or those who wish to be self-employed, and to the teachers of KVK and agricultural schools and to the practising farmers, fishermen and others;
- to develop a flexible syllabus and a precise programme for each Kendra tailored according to the potential for agricultural growth in that particular area;
- to train the youth through learning by doing;
- to assist and guide the participants through the educational process to improve their efficiency and increase their income;

- to prepare the participants to be alert and active citizens of the community;
- to cater to the needs of the community by developing continuing educational programmes;
- to develop existing institutions into Krishi Vigyan Kendras and to introduce technical education where dedication and a spirit of selfless service already exists rather than try to establish a technological institution and then look for the other attributes which alone can make such an institution useful.

(d) ORGANISATIONAL SET-UP

Krishi Vigyan Kendras function under the auspices of agricultural universities/research institutions, voluntary organisation of repute, and extension education institutions. They are autonomous units so far as their academic programmes and internal administration are concerned. Local advisory committees under the chairmanship of a leader, with the project officers, teachers of KVKs, a few non-officials and representatives of various development departments as members, help in developing and implementing the programmes of the KVK.

Recruitment of core, experienced and specialised staff is done. Some craft teachers are hired for short periods whenever required for specific courses. For organising and imparting on-the-spot practical training to the trainees, guest-lecturers from outside and from amongst the members of the farming community (i.e. progressive farmers, farm machinery mechanics, etc.) are invited by the Krishi Vigyan Kendras.

At the Centre, the Assistant Director General (Krishi Vigyan Kendra) looks after the work of guiding and supervising the scheme.

(e) COVERAGE, PHASING AND FINANCE

For implementing the scheme, priority is given to the backward areas such as arid and semi-arid regions, hilly and tribal areas, etc. where the majority of the inhabitants are illiterate and where scientific transformation of rural economy requires greater understanding. Criteria for selection of areas include the existence of reputed voluntary organisations, institutions specialised in agricultural education, research, extension and farmers' training, institutions devoted to promotion of agro-based industries, facilities and willingness on the part of institutions to create practical training facilities and areas where small and marginal farmers' development schemes are in operation but without facility for farmers' training.

To train the trainers of KVK, eight specialized Trainers Training centres have been established. In addition to these eight centres, 74 multifaculty KVKs are functioning in 23 states/UTs in various parts of

the country and 16 KVKs are proposed to be established during the remaining period of the Sixth Five Year Plan. On the basis of the experience gained and the need felt these centres will be multiplied. During the year 1981-82 and 1982-83 jointly, 4374 training courses were organised out of which 1487 courses were in crop production, 619 in livestock production, 645 in horticulture, 557 in home science, 404 in agriculture engineering, 169 in fisheries, and 493 in other subjects. In all, 93,580 persons were trained at different KVK centres during these two years (1980-81 and 1982-83).

THE EDUCATIONAL COMPONENT

The courses in the KVK would be tailored to the needs of the learners and of the area served and would be for both men and women. The course content may have areas related to crop and animal production and associated fields. Duration of the courses is a week or a few months or even a longer duration of one year or more. These may be a part-time or a whole-time off-season "sandwich" variety of education courses. Some of these could be correspondence courses which go into depth and are of sufficiently long duration.

Programme planning is based on the assessment of local resources and the potentiality, characteristics and needs of the learners. To keep a close watch on the training programme and its effectiveness, evaluation is a built-in element of the scheme.

Training programme is organised both on the campus of KVK and away from the campus of the Kendras. A part of the training is given on the farm attached to the KVK and the rest of it is given on the farmers' fields in the surrounding village area. While imparting practical training, information regarding 'how' and 'why' is given. Besides, the National Demonstration Scheme and Operational Research project also lend support to the KVKs.

The KVKs take up specific development projects in the surrounding villages to correlate education and development of agriculture in a particular area. For illiterate farmers, technicality is imparted through audio-visual teaching aids. These programmes are taken up season-wise throughout the year.

The type of technical education offered at the KVK in support of agricultural production is supplemented with general education also. The programme operates as a plan of continuing education both in the technical and the general sense. It may emphasise health, sanitation, family planning, better living, cooperative and panchayat organisation, etc.

The staff of the KVK always offer free and unrestricted advisory service to the trainees as a part of the followup programme. Efforts are made to make the centres more attractive to the past and present trai-

needs by arranging for the supply of some inputs required by the farmers such as bacterial culture, fish fingerlings, and hiring out equipments like sprayers and dusters at concessional rates.

For effective implementation of the programme agricultural universities are supposed to help in the training/orientation of trainers in curriculum building, developing communication channels and programme improvement. The core staff is trained in an informal, practical and unconventional way. They are sent out on tour to visit a few selected places of study. They take part in organised operational seminars or workshops and study the methods of instruction both in the classrooms and in the fields as also in the organisational set-up. The specialised teachers are put through the subject matter training in their respective fields of specialisations at the teachers' training centres.

The Krishi Vigyan Kendras as also the trainers' training centres have direct or indirect linkage with all the local or district level agencies/institutions/organisations operating in the areas concerned with KVKs.

THE NON-FORMAL EDUCATION COMPONENT

The programmes have also the essential elements of a non-formal approach to education; they are learner-oriented, environment based, flexible and diversified to meet the needs of the learner. They have no restriction of time and place. Unit courses are of varying durations. These may be part-time and out-time, seasonal, off-season, and of the sandwich variety.

It is envisaged that the technical education offered at the KVK in support of agricultural production will be supplemented with general education also, so that the persons trained at these centres become more alert and active citizens of the community. Further, it is conceived that workable literacy skills will be imparted through the educational institutions at the local level for strengthening the non-formal education component.

The teachers of functional literacy and the imparters of non-formal education could be trained advantageously at the KVKs.

THE NATIONAL DEMONSTRATION PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

The National Demonstration Programme was launched in April, 1965, for the demonstration of technology concerning the High-Yielding Varieties programme. It was decided that scientists responsible for the improved technology should themselves demonstrate it on the farmers' fields so that its benefits would be carried effectively to the farming community at large. Earlier, while conducting these demonstrations, research institutions and scientists were not directly involved in demonstration work. In recent years when new technology for plant breeding and evolution of high-yielding variety seeds was being introduced, a system had to be developed for maximising returns with the new technology. The HYV required entirely new techniques in agronomy to which the farmers had not been exposed. At the same time it is difficult for an extension worker to keep abreast of the latest findings of research in all the branches of science. In this process, the scientist should maintain liaison between the research and the extension agency.

(b) BENEFICIARIES

All types of farmers irrespective of the size of their farms. Socio-economic functionaries and scientists are benefited by coming in contact with the farmers, the farming community, the field situation and their problems.

(c) OBJECTIVES

- To demonstrate to farmers the production potentialities of every unit area of land by using high-yielding varieties of crop and adopting a multiple cropping programme and package of practices such as balanced use of fertilizers, effective water management techniques, plant protection measures and other agronomic practices;
- to demonstrate (i) use of improved implements for different operations, and (ii) use of soil testing laboratories for balanced use of fertilizers;

- to fully exploit these demonstrations for the purpose of training the farmers in selected districts;
- to provide to the research workers a first-hand knowledge of the problems faced in the farmers' fields in growing high-yielding varieties and in following multiple-cropping patterns and identifying factors limiting crop yields and the factors contributing towards higher yields;
- to minimise the time lag between the research discoveries and their application by the farmers.

(d) ORGANISATIONAL SET-UP

In order to conduct the programme under the guidance of experts, it was transferred to the Indian Council of Agricultural Research in 1967 and a national committee of experts was constituted to lay down the policies and broad guidelines for the National Demonstration Project. This committee comprising top-level scientists/specialists at the centre, directs and guides the national demonstration. It also reviews the progress and advises in the programme implementation. The I.C.A.R. organises a workshop every year to review the results and formulates revised programmes. National Demonstration is coordinated through a whole-time coordinator, who is designated as Assistant Director General for National Demonstration. He is assisted by five regional coordinators who check a certain percentage of demonstrations for improving the reliability of the field data, maintain close contact with various phases of demonstrations and see if the demonstrations carried out are as per guidelines.

The state-level coordination committee consists of top-level experts of the university, the Director of Research, professors and specialists in plant breeding, agronomy, soils, entomology, plant pathology, agricultural economics. The committee is appointed for inspecting the fields periodically and assessing the yield of individual demonstrations. They also arrange for harvesting, processing, etc. in the presence of local farmers.

(e) COVERAGE, PHASING AND FINANCE

During the Fourth Five Year Plan a nationwide programme of National Demonstration was initiated by I.C.A.R. It was launched in selected districts of High-Yielding Varieties Intensive Programme area. Demonstrations were organised both under irrigated and unirrigated conditions, particularly on the fields of the small farmers. These demonstrations were linked with the farmers' training and education.

In districts other than high-yielding varieties intensive programme districts, demonstrations were organised by the various agricultural universities/agricultural institutions/research substations of the Department of Agriculture on the same pattern that was adopted for

the year 1967-70. These demonstrations were organised in closer proximity to the research stations keeping in view the convenience and efficiency of the research staff.

The National Demonstration Project during the Sixth Five Year Plan period is in operation in 47 selected districts. In each selected district, 25 demonstrations are conducted by the subject matter specialists in agronomy, soil science, plant protection and agricultural Engineering. These demonstrations are conducted on multiple cropping under irrigated conditions, a few demonstrations under moisture deficient areas, 5 on entire farming system and one demonstration on problem soil.

The cost of the scheme on staff, etc. is borne by the I.C.A.R. The scheme provides for four subject-matter specialists for each of the proposed districts where the farmers' training and education programme would operate along with the national demonstrations programme. Adequate provision has been made for the modern implements required for the demonstrations in all the districts. The I.C.A.R. gives a cash contribution of Rs. 550 (first crop—Rs. 200, second crop—Rs. 150, third crop Rs. 150) to the farmers' training agricultural engineering and the officer responsible for the HYV programme and other production programmes.

Where these demonstrations are conducted by the State Department of Agriculture, the state coordination committee consists of state research officers under the chairmanship of the director of agriculture or his nominee. The state-level coordination committee decides the number and type of demonstration for each major crop.

District-level coordination committees are, in fact, the technically-oriented sub-committees of the state-level committee. It consists of subject-matter specialists, the deputy director of agriculture or the district agricultural officer, the chief farmers' training officer, the radio contact officer and officer incharge of the Functional Literacy Programme. The senior most officer is the chairman of this sub-committee.

The responsibility of conducting the demonstrations and supervising it day-to-day is that of the subject-matter specialist. One specialist has to take full responsibility for five to six demonstrations.

Willing and cooperative cultivators with small holdings are selected. The Subject-matter specialist incharge of the demonstration explains to the farmers the objectives of the demonstration, the cropping sequence and package of practices in order to ensure the success of the demonstrations. Selection of the site and the farmers is finalised in consultation with the local committee.

A written plan and calendar of activities with months and dates on which the particular field operation has to be carried out is prepared by

the research worker in charge of the demonstration and published. A copy of the plan written in the local language is distributed to the participating farmers in the national demonstration programme.

The cash contribution is intended to meet the cost of extra critical inputs like seeds, fertilizers, etc. which the research worker in charge of the demonstration is required to meet for implementing the programme successfully. The approved outlay for the Sixth Five Year Plan for the National Demonstration is Rs. 155 lakhs.

THE EDUCATIONAL COMPONENT

Demonstration itself is one of the methods of education and training leading to individual/group action.

Learning while doing is the core of the demonstration. While demonstrating the new technology and practices recommended, the scientist explains the 'how' and 'why' of every action. Group discussions are conducted, and appropriate literature is distributed to the literate farmers. The radio contract officer attending the demonstration arranges to relay the information given through the rural broadcast programme.

THE NON-FORMAL EDUCATION COMPONENT

There is already a provision for establishing coordination between the National Demonstration Programme and the Farmers' Functional Literacy Programme (FFL). One representative of the FFL programme is a member of the district-level coordination committee. It should be activated and greater support obtained for the Non-formal Education Programme.

OPERATIONAL RESEARCH PROJECT

GENERAL INFORMATION

(a) BACKGROUND

Based on the experience of the National Demonstration Programme during the Fourth Five Year Plan, it has been felt that there is need to demonstrate agricultural technology through Operational Research Projects (ORP) to improve the level of production in select, compact areas or watershed areas. Keeping this in mind, a few Operational Research Projects have been initiated and implemented by the Central Institutes of I.C.A.R, Agricultural Universities and the State departments of Agriculture with active involvement of farmers, credit institutions and other local agencies.

(b) BENEFICIARIES

Target group and area of operation for the Operational Research Project consists of farmers, irrespective of their socio-economic status and educational background.

(c) OBJECTIVES

- To test, adapt and demonstrate the new agricultural technology on farmers' fields on area basis;
- to calculate critically the profitability of new agricultural technology to increase production and economic return;
- to identify the socio-economic bottlenecks of the new technology;
- to assess the credit-worthiness of the agricultural technology.

(d) ORGANISATIONAL SET-UP

the Operational Research Projects have been established in areas having challenging scientific problems. The requirements of the staff vary with the nature of the problems. The project requires scientists in the field of animal husbandry or dairy, if it deals with problems in these areas. The one dealing with fisheries, forestry, soil salinity, sand-dune stabilisation, plant protection, reclamation of eroded soils, etc. would need specialists only in these areas.

Before implementing the scheme, the Operational Research Project area is identified and the programme is finalised by the Agriculture University/Research Institute. The plan of operation is formulated after a bench-mark survey. Assessment of the project is a built-in

component of the scheme. As such agro-economic centres of the Department of Agriculture and the Agricultural Economic Department of the agricultural universities are associated. Two action groups—the Scientific Consortium and the Project Implementation Consortium are organised immediately for implementing the project. In the selection of villages of the area of operation, the existence of schemes such as the Hill Area Development Programme is considered. The Krishi Vigyan Kendras are also linked with the Operational Research Project.

(e) COVERAGE, PHASING AND FINANCE

Ninety Four Operational Research Projects were in operation during 1983-84 at various Centres in the country. The Projects have been functioning on specific problem areas. The scientists, subject-matter specialists, extension education specialists of agricultural universities and staff members of the Krishi Vigyan Kendras are involved or likely to be involved in the implementation of these projects. The pay and allowances of these staff members are met by their respective organisations from the funds allotted by the I.C.A.R. The outlay for the Sixth Five Year Plan period approved for Operational Research Project is Rs. 315 lakhs.

THE EDUCATIONAL COMPONENT

To implement the scheme effectively, the Operational Research Projects are initiated by conducting bench-mark surveys and studying milieu of the operational area. The specific purpose is to identify the technical and occupational requirements of the learners to know what knowledge skills must be acquired by the participants involved in the project to adopt the ideal working techniques for the success of the project. Besides, the survey is aimed at studying the type of learners and the actual situation under which they live.

Educational training methods used in these projects include demonstrations along with explanations—group discussions, use of mass-media, various communication materials, etc. The objectives of these methods are to develop understanding, skills and appreciation, improve competency, shape attitudes and develop confidence. The communication materials are generally prepared at the agricultural universities and the State Department of Agriculture.

The National Demonstrations and the Operational Research Approach as tested methods of training can be applied to other aspects of education, especially to the pre-service and in-service training of the teaching staff of the Krishi Vigyan Kendras, extension training centres and agricultural schools, which are concerned with the framing of curriculum, preparation of teaching materials, development of adult farmers' learning and teaching materials, etc.

The intention of this project is to bring the scientists in direct contact with the farmers and the field situation and demonstrate how the

research findings help in increasing production. The scientist's work is not only confined to laboratories. It is brought to the field for testing, and while testing the research findings the scientist educates the farmer, the extension worker and the Krishi Vigyan Kendra teachers on how to use the findings for increasing production. Thus the project helps in educating and developing a cadre of personnel who are involved in the implementation of the scheme. They not only test the research findings but also learn about the field problems.

THE NON-FORMAL EDUCATION SCHEMES

Personnel engaged in farmers' functional literacy and non-formal education can take advantage of the scheme to get trained in the new technology of farming. If possible, the participants may be invited to observe the operational research activities. This will permit a two-way exchange of ideas and experiences; the farmer and the scientist can understand each other's problems and views.

EXTENSION EDUCATION

GENERAL INFORMATION

(a) BACKGROUND

The orientation of research towards development, in addition to its main role of conducting fundamental research for knowledge generation, needed a closer relationship with extension and educational efforts. Based on the above analysis and the philosophy of integration of research, teaching and extension, the agricultural extension education system of the agricultural universities came into existence.

(b) BENEFICIARIES

Students of the extension faculty of the university, staff and officers of State Departments of Agriculture, Animal Husbandry Development, Cooperation Extension, employees of agricultural business complex, administrators, non-officials like chairman of panchayat samitis and zila parishads. IAS and State Civil Service probationers, bankers, teachers/instructors of agricultural schools, Krishi Vigyan Kendras, extension training centres, defence personnel from the Army, the Navy, the Air Force (pre-release retirement training for settlement in farming occupation), practising farmers, farm women, farm youth, youth of Nehru Yuvak Kendra, graduates intending to pursue self-employment, agricultural engineers and agricultural graduates.

(c) OBJECTIVES

- To organise demonstrations and training programmes for the benefit of students, extension functionaries of the development departments, education/training institutions, cultivators and rural people;
- to disseminate useful information based on the findings of research to farmers and others to help and to solve their problems;
- to organise field extension work in the limited area and to conduct field trials on the farmers' fields to the extent of testing research findings and innovations for their applicability;
- to serve as a means of feedback for stimulating research on practical problems;
- to participate in training programmes of farmers, farm youth, farm women along with the Department of Agriculture in order to keep contact with the farmers and the farming community.

- to develop training and education programmes for farmers as a sustained process so that the farmers are able to keep pace with the rapidly changing agricultural techniques.

(d) ORGANISATIONAL SET-UP

The Indian Council of Agricultural Research is the recognised central agency set up by the Government of India for coordinating, directing and promoting agricultural research and education in the whole country. The I.C.A.R., by virtue of being a financing agency, greatly influences the pattern of agricultural universities through the Norms and Accreditation Committee to maintain standards of research, education and extension. All agricultural universities combine teaching, research and extension. They are service-oriented institutions and have kept the teaching and research staff and their activities separate from each other. The subject-matter department is recognised as the ultimate unit at which level integration of the three functions is ensured. The staff concerned with the teaching of the subject, those dealing with research and those dealing with extending the knowledge of the subject matter to the field extension workers and farmers are all recognised as academic staff members of equal rank within the department and under the technical control of the head of the department.

To evolve a rational strategy for effective integration between teaching, research and extension, a systematic approach has been initiated. A calendar of operations that the farmer is required to perform in the field has been prepared by each subject-matter department in agriculture, week-wise and month-wise for the whole year. This is a calendar of tasks that the staff members are required to perform to support the farmer in his field operations. This leads to extension assignments for the three categories of staff and it is enforced jointly by the Directors of Research and Extension. There is close collaboration and coordination between the universities and the state departments for implementing the extension education programmes in the state. Scientists and extensionists of universities carry out the extension education activities up to the district level.

The staff and students of agricultural universities are involved in mass contact campaigns under the Directorate of Extension Education. Under this programme the final year and the post-graduate students of the college of agriculture along with the universities and their research institutes, work in actual field conditions by helping farmers with the latest technical know-how and in actual field operations.

(e) COVERAGE, PHASING AND FINANCE

Most of the state governments have transferred complete responsibility for research and extension work in crop and animal production to the state agricultural universities.

Some of the universities initiated a project of adopting villages for extension activities. Under this project, in each district a cluster of five villages within a radius of 15 kilometers from the district headquarters is adopted. Bench-mark surveys of individual households as well as a whole village are being conducted, and village plans as well as farm plans are being prepared. The team of the district extension specialists at each centre is located at district headquarters to assist the farmers of these selected villages in adopting improved technology in respect of crop and animal production. The programmes for kharif and rabi seasons are worked out in consultation with the heads of departments and are implemented in the field.

All the governmental and private agencies concerned with rural development work are approached for collaboration and many nationalised banks also participate in these projects by advancing loans for agricultural purposes.

The scientists of agricultural universities have taken up operational research projects and some of the scientists are involved in national demonstrations. Thus the university tries to cover the entire area in due course as per the manpower available in collaboration and coordination with the State Department of Agriculture.

Expenditure for implementing the Extension Education Programme is met from funds allotted under different heads in the university budget and the special schemes.

THE EDUCATIONAL COMPONENT

Demonstrations have extension education value as long as the demonstration explanations are given on the spot followed by discussions. However, these are also meant to keep contact among the research institutions, the problems at the farm level, the farmers' training and extension agency.

The training (learner-oriented) imparted to the primary producers and members of their families is flexible enough to fit into the stage of development reached by them and also to meet their actual needs.

In developing training programmes the steps are taken to identify the felt needs and problems of the farmers and they are organised in a priority sequence. The main focus of the training programme is on developing the decision-making ability of the farmers.

The farmers' education includes courses on organisation of various farming activities and farm business, training for better family life, family planning and health, and training for making him an enlightened citizen.

The course content for farm women's training includes an integrated course on nutrition, child care, better home management and basic health practices in addition to agricultural subjects, and production and processing of livestock products.

To make the programme of transfer of technology successful the activities of the Directorate of Extension of the Agriculture Universities are:

- (a) training programme for extension functionaries;
- (b) training camps at the district level for farmers;
- (c) demonstration centres set up by district extension specialist;
- (d) Field days organised for demonstrating the effect of chemical fertilizers, micro-nutrients on different crops, reclamation of saline and alkaline soils, etc.;
- (e) farmer's fairs;
- (f) mobile veterinary dispensary;
- (g) plant protection squad to detect plant disease and take timely precaution;
- (h) use of mass media.

Many more activities are conducted in collaboration with the I.C.A.R. special schemes such as National Demonstrations, Operational Research Project, coordinated research projects, clinical conferences, campaigns, workshops, educational tours, tree-planting drives, national social service, etc.

Agricultural universities are autonomous bodies; they are free to devise innovative educational programmes to achieve the goal of serving farming communities, extending the knowledge generated and the technology developed.

THE NON-FORMAL EDUCATION COMPONENT

It will be seen that the approach in extension education is largely non-formal. It has been repeatedly stressed by various commissions and committees that illiteracy among the farming community is the main obstacle to faster communication of farm technology. To accelerate modernisation of agriculture the primary producers must be made literate and aware of the tremendous potentialities for increasing agriculture. The I.C.A.R. agricultural universities, research institutions and the agencies involved in developmental activities should give due importance to the NF literacy programme while implementing the schemes. Farmers' advisory service centres especially should take more interest in the NF programme, as it is of common benefit, while implementing the various schemes.

PILOT PROJECT FOR TRAINING PERSONNEL FOR A CADRE OF SELF- EMPLOYED RURAL SOIL HEALTH CARE WORKERS

GENERAL INFORMATION

(a) BACKGROUND

In the general drive to promote transfer of technology in rural areas, *ad-hoc* scheme of pilot project for training of personnel for a cadre of self-employed rural soil health care workers was approved by the governing body of the I.C.A.R. and implemented since March 1976. Necessary steps have to be taken in time to prevent the deterioration of soil, exhaustive exploitation of soil by intensive cropping without replenishing it with plant nutrients, and improper and indiscriminate application of fertilizers without considering the requirements of crops. Soil health scheme has been introduced to ensure good crop.

(b) BENEFICIARIES

Boys and girls, self-employed in soil health and care schemes, graduates, matriculates, intermediates in science and others.

(c) OBJECTIVES

- To promote the transfer of agricultural technology by organising the training of personnel for a cadre of self-employed rural health care workers;
- to train in soil testing and water quality analysis;
- to train in the preservation of organic matter and its use, including care and maintenance of gobar gas plants;
- to train in the conservation and use of night soil;
- to train in the understanding of soil-borne and water-borne diseases in the areas;
- to train to understand the biological functions of nitrogen fixation and the use of bacterial culture and algae in promoting atmospheric nitrogen fixation;
- to train in maintaining soil health by identifying the deficiencies and rectifying them.

(d) ORGANISATIONAL SET-UP

The scheme operates in twenty three agricultural universities with the help of their own staff members employed in the research, teaching and extension departments, as an extension activity of the university. Students of the extension faculty are also involved in training the rural youth in the soil health care scheme.

(e) COVERAGE, PHASING AND FINANCE

The Scheme operates in twenty three Agricultural Universities for first line extension activities in its respective States. The extension activities of the Universities are broadly in the areas of:—

- i) Inservice training to extension functionaries and farmers' training.
- ii) Information and Communication support
- iii) Farm-advisory services.

The universities are playing decisive role in the transfer of technology in their respective States.

Every year, each centre is to train 10 self-employed matriculate/inter-science boys and girls in rural soil health care for 12 weeks and train 30 rural youths during the scheme period of three years. After training each rural youth is expected to serve the cause of farmers in 10 of the surrounding villages. In the aggregate, therefore, a cadre of 300 self-employed soil health care workers will be raised under the scheme at 10 centres to serve the cause of farmers in 300 villages.

THE EDUCATIONAL COMPONENT

The educational programme is flexible, based on the environment and the need of the locality. It is learner-oriented and organised at the place and time convenient to the learners. It is linked with input and output. The methods used are demonstrations, dialogue, group discussions, laboratory practical work, collection of soil samples and its analysis, critical observations, etc. Most of the teaching-learning methods used are, learning by doing, questions and answers, practical work, etc.

THE NON-FORMAL EDUCATION COMPONENT

The rural youth trained in soil health care could help organise demonstrations for the trainees of the FFE and the FFL classes and for the production of teaching-learning material.

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DEPARTMENT OF RURAL DEVELOPMENT

- 1. Integrated Rural Development Programme (IRDP)**
- 2. Training of Rural Youth for Self-Employment (TRYSEM)**
- 3. National Rural Employment Programme (NREP)**
- 4. Industries, Services and Business Component of IRD (ISB)**
- 5. Special Livestock Production Programme**
- 6. Drought Prone Areas Programme**
- 7. Desert Development Programme**

INTEGRATED RURAL DEVELOPMENT PROGRAMME (IRDP)

GENERAL INFORMATION

(a) BACKGROUND

The Integrated Rural Development Programme (IRDP), which is a major poverty alleviation programme in the Sixth Plan, was initiated in 1978-79 in 2,300 development blocks. This programme was further extended to all the blocks of the country in the areas covered by special programmes like Small Farmers Development Agency, Drought Prone Areas Programme and Command Area Development Programme, and it forms a part of the 20-Point Economic Programme.

(b) BENEFICIARIES

The families below the poverty line are the main beneficiaries, who are provided with productive assets to improve their income level. The capital cost of such assets is subsidised to the extent of 25 per cent for small farmers and 33 $\frac{1}{3}$ per cent for marginal farmers, agricultural labourers, rural artisans and others. An individual family may receive a subsidy upto Rs. 3,000. Tribal beneficiaries may receive upto Rs. 5000, and they are also entitled to the subsidy to the extent of 50 per cent of the capital cost of the schemes.

(c) OBJECTIVES

Being a major programme for removing poverty, it aims at providing assistance to families below poverty line to enable them to improve their economic level, in order to eventually go above the poverty line. In terms of physical target, it seeks to provide assistance to 15 million families (3,000 families on an average in each block) during the plan period. This is sought to be achieved by providing assistance to at least 600 families on an average in a block in a year. The outlay for a block is Rs. 35 lakhs during the Sixth Plan.

(d) ORGANISATIONAL SET UP

The implementation of this programme is being carried through District Rural Development Agencies and development blocks. At the State level, a coordination committee headed by the Chief Secretary monitors and oversees all aspects of implementation of this programme. The Collector, as the Chairman of the District Rural Development Agency, plays a key role in providing coordination in the implementation of the programme at the district level. The existing

consultative machinery for ensuring regular credit support for the programme has also been activated. People's representatives, including Members of Parliament, Members of State Legislative Assemblies, Zilla Parishads, Panchayat Samitis, etc. are also intimately involved in the planning and implementation of this programme. The Gram Sabhas are consulted in the selection of beneficiaries.

In view of the contribution to the family income made by the women in the rural families, efforts have been made for their larger coverage under the scheme of IRDP and TRYSEM (Training of Rural Youth for Self Employment). It is envisaged that at least one third of the beneficiaries under TRYSEM should be women. The need for a larger coverage of women in the various rural development programmes was also stressed in a number of seminars organised by the Ministry. The Ministry has drawn up a scheme called 'Scheme for Development of Women & Children in Rural Areas (DWCRA)', as a component of the IRDP with the special objective of focussing attention on the women members of the families of the target group so as to increase their income, and also to provide supporting services needed to enable them to take up income generating activities.

(e) COVERAGE, PHASING AND FINANCE

Today, this programme is under implementation in all the 5,011 development blocks in India. The Sixth Plan allocation for the programme is Rs. 1,500 crores shared on a 50:50 basis by the Centre and the States. Credit to the extent of Rs. 3,000 crores is to be mobilised. Thus, the combined investment in this programme would be approximately Rs. 4,500 crores. During 1982-83, progress reports received till January 1983 reveal that an expenditure amounting to Rs. 190.08 crores has been incurred against which the credit disbursed is Rs. 380.72 crores. 18.34 lakh families have been assisted out of which 7.43 lakh families belong to sc/st, constituting 40.5% against the prescribed minimum of 30%. The per capita investment, including subsidy and credit, during 1982-83 (till January 1983) works out to Rs. 3,114.

THE EDUCATIONAL COMPONENT

This is one of the biggest development schemes for providing direct assistance to the rural poor. Grass root level functionaries and other officials of the development blocks are supposed to provide information and necessary education to the needy and the poorest of the poor families of the villages in order to mobilize them to take the benefit from the scheme.

THE NON-FORMAL EDUCATION COMPONENT

There is a great scope in the scheme for educating the adult learners and rural masses through the centres of adult education in the villages. The beneficiaries of both the schemes namely IRDP and AEP are

common. Both these are complementary to each other and can prove to be of mutual benefit. Village level coordination committees of adult education can certainly play an important role in identifying the rural poor, who may be covered by IRDP.

TRAINING OF RURAL YOUTH FOR SELF EMPLOYMENT (TRYSEM)

GENERAL INFORMATION

(a) BACKGROUND

The National Scheme of Training of Rural Youth for Self-Employment (TRYSEM) was launched on August 15, 1979. The main thrust of the scheme is to equip the rural youth with necessary skills and technology to enable them to take to self-employment. This scheme envisages to train about 2 lakh rural youths every year in 5,011 blocks at the rate of 40 rural youths per block. Each block in the country will thus cover minimum of 40 persons on an average under this training scheme every year. Training under the TRYSEM is to be provided in selected trades suitable to those areas of activity which can lead to self-employment in agriculture and allied sectors, small industries and service sectors. The programme is an integral part of the IRD Programme and constitutes that part of it which concerns the training of rural youth between age group of 18-35 for self-employment vocation. The selection of beneficiaries is based on income criteria, that is, members of families having per capita income below Rs. 62 per month are selected.

(b) BENEFICIARIES

Only youths belonging to the families of the target group of small and marginal farmers, agricultural labourers, rural artisans and others below the poverty line and in the age group 18-35 years are beneficiaries of this programme. The poverty line has been defined as per capita income of Rs. 3,600 per year. As the size of family is likely to vary widely the classification of a family depends on the per capita income of its members. The total income is divided by number of members to arrive at average per capita income. Priority categories for selection of such beneficiaries are scheduled castes, scheduled tribes, ex-servicemen and persons who have attended the 10-month course under the AEP. For women, a target has been suggested to the extent of 1/3rd of the TRYSEM trainees.

(c) OBJECTIVES

TRYSEM is an attempt to create more broad-based training system suited to the needs of rural India. It is, in general, a more informal and flexible training system having less reliance on paper qualifications and other such rules as is considered to be better tuned to the long-run requirements of the economy.

(d) ORGANISATIONAL SET-UP

The popular mode of training is through institutional training and master trainers. In the non-institutional mode, the training is imparted through master craftsmen, skilled artisans, industrial and servicing units, commercial and business establishments.

(e) COVERAGE, PHASING AND FINANCE

There are two types of financial assistance permissible under this scheme:

- a. recurring
- b. non-recurring.

(a) RECURRING ASSISTANCE: Stipends to trainees—

- i) Stipend upto Rs. 100 per trainee per month is given; if the trainee is provided with a free accommodation. In case the period of training is less than a month, the daily stipend upto Rs. 4 is given, subject to the maximum of Rs. 100 per month.
- ii) In case the training is conducted in the village of the trainee, the rate of stipend is upto Rs. 50 only per month.
- iii) In case the training is held outside the trainee's village and the accommodation is not provided free of cost the rate of stipend is upto Rs. 125. In such cases, the rate of daily stipend is upto Rs. 5 per trainee, when the duration of the course is less than a month.

TRAINING EXPENSES

Training expenses upto Rs. 50 per trainee per month are given to training institutions/master trainers.

RAW MATERIALS

A sum of Rs. 25 per trainee per month is given for raw material, subject to maximum of Rs. 200 per trainee, to the institution/master trainer.

TOOL KIT

A tool kit is provided free to the trainees costing not more than Rs. 250 per trainee.

MASTER TRAINERS

The reward of Rs. 50 per trainee per course is given to master trainers for the successful completion of the training by the trainers.

During the course of training, the trainees are helped to prepare project reports which are converted into bankable schemes. They are helped to apply for bank loans and subsidies. Subsidies given to the

trainees for setting up of their units are on the pattern of IRDP, and have a maximum limit of Rs. 3,000 per trainee, in all the areas, excepting in DPAP areas, where it is Rs. 4,000. In the case of tribal beneficiaries the maximum limit of subsidy is Rs. 5,000. All the recurring assistance is provided from IRDP funds and is to be shared by the Centre and the States.

(b) NON-RECURRING ASSISTANCE

There is a provision for strengthening of existing training infrastructure in the shape of construction of dormitories, classrooms and workshops, accommodation and purchase of equipment and aids. There is a separate budget of Rs. 5 crores for this component of the programme in the Sixth Five-Year Plan. 100 per cent assistance is given to agricultural universities, Central institutions, etc. In the case of other institutions, the assistance is shared equally by the Centre and the States.

During 1979-80, 40 thousand persons were trained, out of whom 14 thousand established their own ventures. In the years 1980-81 and 1981-82, 1.23 lakhs and 1.79 lakhs persons were trained respectively. Out of them 45 thousand and 83 thousand respectively established self-employment ventures.

THE EDUCATIONAL COMPONENT

The training institutions and the organisations responsible for creating marketing and other services are involved in the programme from the very beginning of the training. After completion of the training, the trainees are given appropriate support from government for setting up their own enterprises. It is the responsibility of the State Government to identify the existing training institutions within the State through which the training is to be imparted. The training course, curriculum and syllabus are designed in consultation with the institutions concerned. For strengthening of the infrastructure of training institutions run by the Central Government as well as agricultural universities cent per cent grant in aid is provided by the Centre.

THE NON-FORMAL EDUCATION COMPONENT

In a decentralized and informal manner, training is also imparted to a number of rural youth by attaching them to master craftsmen in the rural areas. Both the trainees and trainers are provided pecuniary incentives for making the training programme attractive. With marginal improvements in existing skills and organisation, it would be possible to enhance the income of rural workers in certain trades and occupations.

NATIONAL RURAL EMPLOYMENT PROGRAMME (NREP)

GENERAL INFORMATION

(a) BACKGROUND

Food for Work Programme has been replaced by National Rural Employment Programme with effect from October 1980. Till 31 March 1981, the programme was entirely financed by the Central Government. From 1981-82, it has become an integral part of the Sixth Five-Year Plan and is being implemented on 50:50 sharing basis between the Centre and the States.

(b) BENEFICIARIES

All rural workers, including the workers belonging to the communities of scheduled castes and scheduled tribes are direct beneficiaries of this programme which seeks to provide supplementary wage employment opportunities to these workers.

(c) OBJECTIVES

Apart from providing supplementary wage employment to rural workers, this programme aims at creation of durable community assets for strengthening the rural infrastructure which will lead to rapid growth of rural economy and provide incremental incomes to the rural poor.

(d) ORGANISATIONAL SET-UP

The salient features of the National Rural Employment Programme are:—

- i) To have an integrated approach in implementation of the Rural Development Programmes designed to assist the poorer sections in the rural areas; the implementation of NREP has been entrusted to District Rural Development Agencies which have been set up all over the country.
- ii) Shelves of project have to be prepared for each district/block considering the felt-needs of the rural community and for the whole Plan period. The preparation of these shelves of projects has to be a continuous process and need to be reviewed every year.
- iii) On the basis of the shelves of projects, an annual action-plan for the district has also to be prepared in the beginning of the

year itself. The district action-plan is to be divided into block-wise and sector-wise components.

- iv) The execution of works under the programme may be done through the Panchayati Raj institutions, wherever possible. The idea is that the rural people should be involved fully in the execution of works for their own development.
- v) The allocation of resources to the States/UTs is made on the basis of a criteria under which 75 per cent weightage is given to the number of agricultural workers and marginal farmers, and 25 per cent weightage to the incidence of poverty in each State. State/UTs are required to allocate resources to the districts on the same basis. In case, the figures regarding incidence of rural poverty are not available with any of the States district-wise, they are allowed to give 25 per cent weightage to number of scheduled castes/scheduled tribes in each district.
- vi) One kilogram of foodgrains is required to be essentially given to the workers as part of their wages. This is done to improve the nutritional standards of the rural poor families.
- vii) Coarse grains like jowar, bajra, ragi, etc. which are popular among the rural people in the respective States are permitted to be utilised under the programme, provided the State Governments/Union Territories concerned can procure the same locally at the procurement price fixed for these foodgrains by the Government.
- viii) 10 per cent of the resources are earmarked for works of direct and exclusive benefit to the scheduled castes and scheduled tribes. Similarly, 10 per cent of the resources are earmarked for utilisation on social forestry works. These earmarked allocations are indicated separately in the sanctions and diversion of these funds to other items of works is nor permissible.
- ix) For works to be taken up under the programme, the ratio between the material and the wage components has been fixed at 40:60 respectively.
- x) For planning, reviewing and monitoring of the programme at the State level, the States/ UTs have to set up a State Level Steering Committee under the chairmanship of the Chief Minister or the Minister incharge of Rural Development. Similarly, at the district level, the DRDAs have been entrusted with the responsibility of planning, coordinating, monitoring and reviewing of the programme.
- xi) Priority has been assigned to works of productive nature.
- xii) Linkages under the programme have to be established with the Rural Development Programmes like IRDP, TRYSEM, DPAP, etc.

- xiii) Voluntary organisations of repute and standing can be entrusted with the execution of works under the programme.

(e) COVERAGE, PHASING AND FINANCE

For the year 1981-82, there was a budget provision of Rs. 180 crores for the programme as Central share. An equal amount was to be provided by the States as their matching contribution. An amount of Rs. 33,308 lakhs (Rs. 16,694 lakhs as Central share and Rs. 16,614 lakhs as State share) was made available to the States/UTs. In addition, the States/UTs were permitted to utilise the unspent balance of Rs. 12,879.26 lakhs which was available with them from the previous year.

A quantity of 2,77,850 MTs of foodgrains was released to the States/UTs during the year 1981-82 as against the allocation of 3 lakh MTs. Another quantity of 34,065 MTs was revalidated for being utilised during the year against the unlifted quantity of foodgrains released during the year 1980-81. In addition, a quantity of 193,662.75 MTs was available as unutilised balance from the year 1981. A total quantity of 505,577.75 MTs of foodgrains was thus made available. Against this, 2,28,544 MTs of foodgrains were utilised during the year.

For the current year, a provision of Rs. 190 crores exists in the Central budget. An equal amount has to be provided by the States as their matching share. Thus, there is a provision of Rs. 380 crores for implementation of the programme. As against the Central provision of Rs. 190 crores for the year 1982-83, an amount of Rs. 192.67 crores has already been released to the States/UTs so far. Action is in hand to release some more funds to the States/UTs depending on their requirements and capacity to utilise additional funds. Release of additional funds to the States/UTs over and above the budget provision is being made by utilising savings resulting from the other programmes of the Ministry. The matching contribution reported by the State Governments so far is Rs. 199.50 crores. As regards foodgrains, a quantity of 2,47,718 MTs has been released to the States/UTs for the year. In addition to this, another quantity of 48,260 MTs of foodgrains has been revalidated for being utilised during the year against the unlifted quantity of foodgrains released during 1981-82. Besides, an unutilised quantity of 1,50,944 MTs was also available with the States from the previous year. Thus, a total quantity of 4,46,922 MTs of foodgrains has so far been made available to the States/UTs for utilisation during the year.

During 1981-82 employment of 3545.19 lakh mandays was generated. For the current year, the target for employment generation is 353 million mandays. As against this, employment to the extent of 235 million mandays had been generated till the end of January 1983. This, however, does not represent the complete picture as information from some of the States/UTs has not been received for the entire period ending January 1983.

THE EDUCATIONAL COMPONENT

In order to provide necessary orientation to the officers responsible for implementing National Rural Employment Programme at various levels, training arrangements will have to be made by State/District Rural Development Agency at district/block levels. Regular training workshops/programmes should accordingly be organised for the purpose.

THE NON-FORMAL EDUCATION COMPONENT

Apart from the efforts of the Government at the centre and State levels, this programme can only be successful when proper awareness in the rural youth is created to come forward for taking benefit from the programme. This job can be very well taken care of by the functionaries of adult education programmes at all levels.

INDUSTRIES, SERVICES AND BUSINESS COMPONENT OF IRD (ISB)

GENERAL INFORMATION

(a) BACKGROUND

The Industries, Services and Business Component (ISB) was built into the IRD Programme in February 1979 with the objective of maximising the employment opportunities in the secondary and tertiary sectors, as the absorption capacity of the farm sector is limited.

(b) BENEFICIARIES

Families belonging to the groups of small and marginal farmers, agricultural labourers and rural artisans living below poverty line are the beneficiaries of this programme.

(c) OBJECTIVES

Since the capacity of the farm sector is limited, this programme aims at maximising the employment opportunities for secondary and tertiary sectors.

(d) ORGANISATIONAL SET-UP

For this programme, a Central Coordination Committee on rural industrialisation has been set up under the chairmanship of the Secretary to coordinate work between the different ministries concerning ISB sector. This provides a common forum for coordination among the different ministries dealing with decentralised industrial sector as also with the all-India bodies concerned with this sector.

(e) COVERAGE, PHASING AND FINANCE

With effect from 2nd October 1980, the Integrated Rural Development Programme has been extended to cover all the blocks in the country.

The overall target for the coverage is 600 families per block belonging to the groups of small and marginal farmers, agricultural labourers and rural artisans, who are below the poverty line. Out of these, 200 families are suggested to be taken under the ISB. All persons selected under ISB are entitled to subsidies as per the IRDP pattern. The maximum limit of subsidy is Rs. 3000. On rough estimate about 10 lakh families are recommended to be covered under this component every

year. However, under the programme so far 9,19,834 families in all have been assisted, year-wise break-up of which are:—

- 1,11,877 families in 1979-80
- 1,78,863 families in 1980-81
- 3,86,912 families in 1981-82
- 2,42,182 families till November 1982

THE EDUCATIONAL COMPONENT

Since this programme is based on identification of lakhs of beneficiaries in the rural areas and formulation of investment plans for these families by government officials, great stress has been laid on the need for imparting training to officials implementing programme. Officials at the State, District and block levels have been provided training in the operational aspects of this programme through a series of workshops, seminars and conferences. Bank officials at various level are also intimately associated with training activities.

THE NON-FORMAL EDUCATION COMPONENT

The success of the programme does not depend on the training of the officials only, but on the education of beneficiaries also, who are by and large illiterate, ignorant and poor. Adult education centres in the villages can provide a forum for educating the masses, especially the adult learners to participate in such schemes of development.

SPECIAL LIVESTOCK PRODUCTION PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

The Special Livestock Production Programme is being implemented from the year 1976-77 and is based on the recommendations of the National Commission on Agriculture. The programme consists of two parts, namely, (I) assistance for rearing of cross-breed heifers, and (II) establishment of sheep, poultry and piggery production units.

(b) BENEFICIARIES

Under the Scheme (I), assistance is provided at the rate of 50 per cent to small and marginal farmers and $66\frac{2}{3}$ per cent to agricultural labourers for feeding the cross-bred heifers from 4 to 32 months of age. Under the Scheme (II), assistance is given for setting up of sheep, poultry and piggery production units for which subsidy is provided at the rate of 25 per cent of small farmers, $33\frac{1}{3}$ per cent to marginal farmers, and agricultural labourers, and 50 per cent to tribals. 30% of the beneficiaries selected under the programme are to be from the SC/ST communities.

(c) OBJECTIVES

The main purpose of the programme is to provide employment to the weaker sections of the rural poor and to supplement their income and to raise the production of milk and foods of animal origin, such as meat and eggs and other livestock products.

(d) ORGANISATIONAL SET-UP

The implementation of Special Livestock Production Programme is carried out by the Department of Animal Husbandry and Veterinary Services/District Rural Development Agencies. The evaluation of the programme has been assigned to the National Institute of Rural Development at the instance of the Ministry of Rural Development, the findings of which are expected shortly.

Under Scheme (I), assistance is provided at the rate of 50% to small and marginal farmers and $66\frac{2}{3}$ % to agricultural labourers for feeding of cross-bred heifers from 4th to 32nd months of age. Under the scheme (II), assistance is given for setting up of poultry, sheep and piggery production units for which subsidy is provided at the rate of 25% to

small farmers and $33\frac{1}{3}$ % to marginal farmers and agricultural labourers, subject to a maximum of Rs. 3,000 per beneficiary. In the case of tribal participants the rate of subsidy would be 50% subject to a maximum of Rs. 5,000 per beneficiary. The balance cost of the project is to be met through credit from the banking institutions.

The assistance for other aspects of the programme is as follows:—

I. *Cross-bred Heifer-Rearing*

- i) Subsidy on health cover
 - a) Foot and Mouth Disease Vaccine
 - b) Deworming
- ii) Insurance

II. *Establishment of Poultry Units*

1. The size of the units are 50-100-200 layers.
2. Assistance for Marketing: Rs. 8 lakhs per district for 5 years.
3. Assistance for health cover mainly for vaccination : Rs. 2.50 lakhs for 5 years per district.
4. Subsidy on Insurance

III. *Establishment of Sheep Units*

1. The size of the units are 20/30 ewes plus 1 ram
2. Assistance for Marketing: Rs. 6.25 lakhs per district for 5 years.
3. Assistance for health cover : Rs. 2.00 lakhs for 5 years per district.
4. Subsidy on Insurance.

IV. *Establishment of Piggery Units*

1. The size of the units are 3/5 sows (and 1 bear for every 5 units of 2 sows)
2. Assistance for Health-cover : Rs. 1.00 lakh for 5 years per district

(e) COVERAGE, PHASING AND FINANCE

The programme is in operation in 183 districts in 21 States and 4 UTs. There were 268 projects, 99 on crossbred heifer, 68 on poultry, 51 on sheep and 50 were on pig production. The expenditure in the programme is shared on 50:50 basis with the State Governments and 100%

to the UTs. The financial and physical achievements are indicated below:

Rs. in lakhs			
Year	Amount released as central share	Expenditure incurred as central share	Total number of beneficiaries achieved
1980-81	576.080	551.890	63,504
1981-82	522.020	543.515	73,943
1982-83	548.506	901.869	66,515
		(Central & State Share)	

THE EDUCATIONAL COMPONENT

The Departments of Animal Husbandry in the States make necessary arrangements for the training of the beneficiaries as per local needs and institutional resources. However, illiteracy and ignorance of the people are the main hurdles to take up the scheme more seriously and on scientific lines by the beneficiaries.

THE NON-FORMAL EDUCATION COMPONENT

Since the people in backward rural areas are more traditional in their ways of rearing their animals, they are hardly convinced of new and scientific methods of animal husbandry. These people need special education and training to raise the production of milk and establish poultry, piggery and sheep units with the help of the adult education centres and local functionaries of the department of animal husbandry.

DROUGHT PRONE AREAS' PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

A vast agricultural land in India has to face a recurring phenomenon of drought in the areas which are poor in natural resources. Their economy is chronically stagnant and becomes still more so in years of scarcity. These areas have remained to some extent neglected due to occurrences of frequent scarcity necessitating relief measures on the part of the government. While it may not be possible to prevent droughts, not in the next decade or so, efforts have been made to alleviate their impact through a variety of schemes.

In this respect a Rural Works Programme in selected areas identified to be drought-prone on the basis of a set of objective criteria such as smallness of the proportion of irrigated areas, low and/or erratic distribution of rainfall and high frequency of drought. The principal objective of the programme was to gradually mitigate the scarcity conditions. The programme emphasised mainly the execution of rural works like medium and minor irrigation, soil conservation, afforestation, roads and drinking water supply schemes and generation of employment through them. At a later stage, it was realised that such Rural Works Programme was not sufficient. The strategy of development under this programme was revised on the basis of a mid-term appraisal of the Fourth Plan and the Report of the Task Force for Integrated Rural Development Programme set up by the Planning Commission in October 1971.

(b) BENEFICIARIES

As the approach of the programme is area development, the entire community inhabiting the areas selected for development is the target group. Beneficiaries belong to the weaker sections such as small and marginal farmers, agricultural labourers, Scheduled Castes and Scheduled Tribes.

(c) OBJECTIVES

The main objective of the programme is to restore a proper ecological balance and optimum utilisation of the land, water, livestock and human resources. They can be stated as under:—

- Restoration of ecological balance;

- Development and management of irrigation resources;
- Soil and moisture conservation and afforestation;
- Restructuring of cropping pattern and pasture development;
- Livestock development;
- Provision of drinking water supply;
- Development of small/marginal farmers and agricultural labourers.

The content and elements of development, however, are to be structured on the basis of local needs of the people and the potential of development. The programme is inter-disciplinary in character and mainly covers the development of agriculture and allied resources.

(d) ORGANISATIONAL SET-UP

The implementation of the programme is the responsibility of the State Governments and they have set up district level agencies for this purpose. The Ministry is responsible for laying down the policy guidelines and monitoring the implementation of the programme.

(e) COVERAGE, PHASING AND FINANCE

The coverage of the programme has been revised from the year 1982-83 on the basis of the recommendations of the Task Force set up by the government to review the programme. With effect from 82-83 the programme has covered 510 blocks in 69 districts as against 554 blocks. 142 have been newly included. Presently, the allocation of funds is made at the rate of Rs. 15 lakhs per annum per block for the continuing blocks. This is shared equally by the Central and State governments. Since the newly included blocks are expected to take some time to develop the capacity for absorption of investment of this order, a lower provision at the rate of Rs. 10 lakhs per block has been made for the current financial year for these blocks. For blocks transferred from the DPAP to be merged with the Desert Development Programme, the provision for the current year is Rs. 5 lakhs per block.

THE EDUCATIONAL COMPONENT

In view of the complex nature of the programme, a scheme for training the government functionaries responsible for the implementation of the programme and the participants has also been linked with the development process. In these training programmes, apart from the orientation of the beneficiaries to the approach of integrated area development, the available technological innovations in various disciplines are made known so that benefits from the available research could be made use of. Thus by the organisation of various training course, recent developments in production and management system such as genetic improvement of crops, and plants management practices, administration of programmes, etc. are introduced to the beneficiaries.

Action-oriented research support is another facet of the programme. The areas of research support under the programme include analysis of the existing resources, administrative system, farm structures, credit systems and preparation of micro planning models for the development of watersheds, dairy-sheds, etc.

Research studies are also supported under the programme for the preparation of an inventory of the existing available research studies in related fields, and for related areas. An analysis of these studies help in the formulation of appropriate development models for different agroclimatic conditions. The research studies taken up under the programme are of short duration so that the benefit of such analysis could be made use of in the current plan itself.

THE NON-FORMAL EDUCATION COMPONENT

As the programme aims at integrated development in agriculture and allied sectors of the rural economy, the broad ingredients of development are medium and minor irrigation agriculture, animal husbandry, afforestation and pasture development and such other activities as have great potential for development. The strategy in the programme is to improve the economy of these areas through a package of infrastructure and on the farm development activities with the objective of optimal utilisation of land, water, human and livestock resources. The main thrust of the effort is in the direction of restoration of a proper ecological balance in the areas. On the basis of the experience in this programme, it has, however, been found that there is a lack of involvement among the people for the DPAP. There has been inadequate utilisation of land and irrigation facilities due to faulty system of farming and indifferent attitude of the beneficiaries towards the modern agricultural practices, cropping pattern, etc. This lack of initiative on the part of the beneficiaries emerges from their fatalistic attitude and ignorance about the possibilities of the improvement of their lot through development programmes. In order to bring about a change in the attitudes and to make them aware of the new possibilities this programme of economic development is to be supported by major educational efforts through the Non-formal Education Programme, which will enlighten them about the ecology of their surroundings. The Non-formal Education Programme will prepare the beneficiaries to participate effectively in the process of development, impart to them the necessary knowledge regarding the different developmental activities and the necessary skills for carrying out these activities effectively. The entire learning process in the Non-formal Education Programme will, however, be related to and linked with the different activities of the Drought Prone Area Programme.

In the present DPA Programme, the non-formal education component does not exist to the extent necessary. It is there only by way of organising the training of functionaries who come in contact with the

beneficiaries. It exists in the form of demonstrations, etc. There is enough scope in the programme to introduce the component of non-formal education. The Central Department of Rural Development and the Directorate of Adult Education should come closer and explore the possibilities for including the component of non-formal education in the DPA Programme. The programme of Functional Literacy could be an ideal situation wherein the DPA Programme could be integrated in the areas such as dry land farming, water supply schemes, development of small and marginal farmers, etc. The development of small/marginal farmers and agricultural labourers is one of the most important objectives of the DPA Programme and it is particularly here that these two programmes, i.e. the Rural Functional Literacy and the Drought Prone Area Programme could be effectively integrated with each other.

DESERT DEVELOPMENT PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

The Desert Development Programme was launched in 1977-78 with the objective of controlling desertification and development of conditions in order to raise the level of production, income and employment of people of the areas covered under it.

(b) BENEFICIARIES

As this is one of the area development programmes, the entire community inhabiting in the areas selected for development is the target group.

(c) OBJECTIVES

In order to control desertification and create conditions conducive to raise economic level of the people of the area, the following major activities are undertaken:

- i) Afforestation (with special emphasis on shelter belt plantation, grass land development and sand dune stabilization).
- ii) Ground water development and utilization.
- iii) Construction of water harvesting structures.
- iv) Rural electrification for supplying energy tubewells/pump-sets.
- v) Development of agriculture/horticulture, animal husbandry.

(d) ORGANISATIONAL SET-UP

The Desert Development Programme is being administered by the State Governments through the District Rural Development Agencies.

(e) COVERAGE, PHASING AND FINANCE

The programme covers both hot and cold arid areas. Eighteen districts in the hot desert (11 in Rajasthan, 4 in Haryana and 3 in Gujarat) and 3 districts in the cold deserts (2 in Jammu & Kashmir and 1 in Himachal Pradesh) were initially selected for this programme on the basis of the interim report on desert development prepared by the National Commission on Agriculture.

A task force set up by this Ministry in June 1980 to review this programme and the DPAP has examined the coverage of the programme and has suggested its continuance in all the areas covered at the time except for the Kutch district (Gujarat) and parts of the Kargil district in Jammu & Kashmir. For Kutch, this programme has been merged with the DPAP which has had a similar objective in view. Four out of five blocks in the Kargil district have been eliminated from the programme. Extension of the programme has been suggested to the Pooh sub-division of Kinnaur district in Himachal Pradesh. All these recommendations have been accepted. As a result, the programme now covers 126 blocks as against 132 earlier.

Earlier the jurisdiction of the DDP used to overlap that of the DPAP in 80 blocks of the following 14 districts in States:

State	Districts where both the programmes overlapped	No. of blocks involved
Rajasthan	9 (Barmer, Bikaner, Churu, Jaisalmer, Jalore, Jhunjhunu, Jodhpur, Nagaur & Pali)	61
Gujarat	3 (Banaskantha, Kutch and Mehsana)	11
Haryana	2 (Bhiwani & Rohtak)	8

The DPAP had already been in operation in these areas when the DDP was started in 1977-78 as a special measure to contain desertification. Since the objectives of the two programmes were broadly similar, the task force considered inadvisable the operation of both programmes in the same areas. Accordingly, the DPAP has been withdrawn from 77 of the 80 blocks in the Kutch districts the DDP has been merged with DPAP.

Till the reorganisation of the programme in the light of the task force's recommendation came about the provision of funds used to be made at the rate of Rs. 15 lakhs per block. This used to be shared equally by the Centre and the States. This pattern of allocation, however, failed to take into account either the aridity or the intensity or the extent of areas subject to desert conditions. Now a different pattern of allocation of funds has been adopted from 1982-83 onwards, and the allocation of funds has ceased to be related to the number of blocks in the district, but to the severity of desert conditions and the extent of the areas subject to these conditions. Funds for more hot arid areas have been allocated @ Rs. 10 lakhs per annum per 1000 sq. kms. of

geographical area, subject to a ceiling of Rs. 2 crores per annum per district. Less arid areas have been allocated @ Rs. 60 lakhs per district, except for Sirsa (Haryana) which has been allotted Rs. 50 lakhs. For the cold desert areas, an annual allocation of Rs. 1 crore for Leh district including the Zaskar block of Kargil district and Rs. 50 lakhs each for Spiti and Pooh in Himachal Pradesh has been made. Accordingly, an allocation of Rs. 2118.40 lakhs has been made for 1982-83. As before, the funds allotted for the programme are being shared equally by the Government of India and the State Governments.

THE EDUCATIONAL COMPONENT

Since this is an area development programme, the community participation will have to be sought in a big way. Plantation of trees, development of grass land, development and utilization of ground water, development of agriculture/horticulture, animal husbandry etc. all need the education and training for the community. This part of the programme needs to be strengthened.

THE NON-FORMAL EDUCATION COMPONENT

To leave old practices and to adopt new ones is a difficult task for the people unless they are convinced of the benefits of the scheme. Moreover, they need to cooperate with the government in order to sustain the programme at their own level and at the level of the community. Adult education centres may help the masses and the adult learners to take action for the development of the area through education and demonstration.

II
MINISTRY OF COMMERCE

**DEPARTMENT OF EXPORT
PRODUCTION**

Training Schemes in Handicrafts and Carpets

TRAINING SCHEMES IN HANDICRAFTS AND CARPETS

GENERAL INFORMATION

(a) BACKGROUND

Handicrafts constitute an important segment of the decentralised sector of an economy and comprise wide range of artistic products, such as hand-knotted carpets, metalwares, hand-printed textiles, woodwares, embroidered goods, cane and bamboo articles, dolls and toys, ivory products, gems and jewellery, etc. To advise the Government on the problems of handicrafts industry and its coordinated development, Handicraft Board was set up in 1952. It is now renamed as Office of the Development Commissioner of Handicrafts. This Office has various functions which include survey and studies, promotion, training, designing, technical development and research, exhibition, marketing etc.

(b) BENEFICIARIES

Handicrafts provided employment to nearly 2.5 million artisans in 1982-83. The number is expected to reach to about 2.75 millions by the end of the Sixth Five Year Plan. The artisans are scattered all over the country, specially in rural and semi-urban areas. Most of them belong to weaker sections, 37% being scheduled castes and scheduled tribes candidates. Women also constitute a sizeable portion of the beneficiaries.

(c) OBJECTIVES

The office of the Development commissioner of Handicrafts is trying to revive the traditional handicrafts.

The Ministry of Commerce has export-oriented policies. The handicrafts of India find a very good demand abroad and the Development Commissioner plans to earn more for the country through export. Due to the degeneration of handicrafts as a whole the persons employed in the craft were thrown out of their jobs. The Development Commissioner seeks to provide employment to them.

Owing to technological advancement and competitions from developing countries, it was necessary to put the handicrafts industry on a sound technological basis. As one of its objectives, the Office of Development Commissioner of Handicrafts develops new designs in designing centres and transfers them to the craftsmen employed in this industry.

(d) ORGANISATIONAL SET-UP

The central body responsible for development of handicrafts and regulating the training programmes of craftsmen and artisans is the Office of the Development Commissioner for Handicrafts. It has regional Offices manned by Deputy Directors. They have field officers whose duty is to select suitable candidates for training to supervise the training centres and to monitor the progress. The training centres are manned by master-craftsmen.

Each State Government has its own Corporation with its ramifications in districts and blocks. They complement the activities of the Office of the Development Commissioner for Handicrafts.

Some voluntary organisations also run the training programmes with the Government grants.

(e) COVERAGE, PHASING AND FINANCE

The Office of the Development Commissioner of Handicrafts is running two big training programmes, viz. Handicraft Training Scheme and Carpet Weaving Training Scheme. The number of beneficiaries of the training programme in handicrafts was 5,800 in 1982-83, learning in 116 training centres. The corresponding figures in carpet weaving were about 23,000 and 489. The trainees receive a stipend upto Rs. 100 per month. In advanced training in carpets the stipend is as much as Rs. 200 per month. The master craftsmen looking after the centres receive about Rs. 1,000 per month.

In 1982-83 the estimated value of handicraft products was of the value of Rs. 3,050 crores which is expected to go upto Rs. 3,500 crores by the end of the Sixth Five Year Plan. The products fetched about Rs. 1,362 crore in exports in 1982-83 which may go up to Rs. 1,500 by the end of the current plan.

THE EDUCATIONAL COMPONENT

In accordance with the development plans drawn in respect of each region, regional offices widely publicise the programmes. The field officers move out to the crafts areas, get the programme announced with the drum beats. They meet the village-heads and the people, explain the incentives and benefits of the programme and receive application forms of prospective candidates. The applications are sorted out and suitable candidates are selected by the deputy directors of different regions in consultation with the directors of design centres and the master craftsmen. The candidates selected for different courses are from poorer families, scheduled castes and scheduled tribes who are traditionally engaged in different crafts or who have potentials to take up new crafts. The approved lists of these candidates are sent to the Development Commissioner who approves the names according to the budget. The candidates thus selected report to the master-craftsmen and in case of carpet weaving they report to weaving centres. Each

craft has training period of varying duration. The training in sea-shell crafts and chicken-kari work, etc. are of a duration of six months, stone carving and wood carving etc. are of two to three years' duration and advanced training in carpets is of one and a half years' duration. The trainees are under the constant supervision of the master craftsmen who are responsible for strict supervision, discipline, monthly progress, keeping of accounts, etc. In the case of carpet weaving the centres assume the form of a class-room where students gather and the teacher comes to impart skills. There are two types of syllabi, one in existing crafts and the other relates to the revival of languishing crafts/skills. In each of these courses the content matter and curriculum include the knowledge of the raw material, its availability, processing, finishing etc. Sometimes visiting officers from the regional offices or the State Directorate of Industry give talks on cooperative movements. Industrial policies of relevant states, available credit facilities, modern methods of production, importance of development of new designs etc. According to the rules the raw material to work upon is supplied by the Government and the finished goods are retained by the Government. The teachers who impart skills are famous master craftsmen. Most of them are national awardees.

THE NON-FORMAL EDUCATION COMPONENT

The training under the master craftsmen is job-oriented and imparts skills and knowledge of closely related topics. But the number of cooperatives and the availability of credits is not adequate and functional in most cases. Almost half the craftsmen are in debts and the loans come from money-lenders or the employers. The role played by banks and cooperative societies in meeting the financial needs of the craftsmen is negligible.

The trainees are mostly boys and girls in the age group of 10 to 14. The Office of the Development Commissioner had approached the Ministry of Education to promote primary education among the trainees in the carpet weaving centres, each of which has a strength of 50 students. A high-powered committee was engaged in the formulation of the policy in this matter. The social welfare programmes of the Office of the Development Commissioner had also a plan to take up adult education programme for illiterate people. Much needs to be done in this regard. Notwithstanding these developments, the Ministry of Education can go beyond this problem and take stock of the plight of the craftsmen as a whole who have established themselves in several pockets of the country, making homogeneous groups suitable for concerted educational programmes. Their problems are as numerous as those of the other rural folks. The educational programme for them must, therefore, be designed around a common core like health and sanitation, family care, democratic participation, etc. and specific problems like availability of raw materials, marketing, loans, elimination of middlemen, removal of money-lenders, etc.

III
DEPARTMENT OF COOPERATION

Cooperative Education

COOPERATIVE EDUCATION

GENERAL INFORMATION

(a) BACKGROUND

A cooperative organisation is an association where persons come together to work for the development of the group members as a whole. In a cooperative society though an individual enjoys certain privileges he automatically takes upon himself the responsibility of helping other members of the cooperative society. If the members of the cooperative do not feel the responsibility towards other members, the institution will lose its cooperative character. The members of the cooperatives are guided by the principle "each for all, all for each".

The National Cooperative Union of India (NCUI) is incharge of Cooperative Training and Education Programme in the country. The Programme of Member Education is undertaken by various State Cooperative Unions in the country through Cooperative Educational Instructors. The training programme for officials working in the Cooperative Developments and Cooperative Institutions in different States in the country is organised through the National Council for Cooperative Training.

(b) BENEFICIARIES

The Scheme of Cooperative Training is meant for senior, intermediate and junior level personnel working in Cooperative Departments and Cooperative Institutions in different States/UTs in the country. The scheme of Cooperative Member Education is meant for members, prospective members and office bearers of primary, cooperative societies. Special scheme of Member Education in cooperatively underdeveloped states was introduced in 1976-77 and is being expanded.

(c) OBJECTIVES

- to acquaint the members with their rights and responsibilities as members of a cooperative societies;
- to acquaint the members with the role of cooperatives in the socio-economic development of members and the communities;
- to develop in them a spirit of self-help and mutual help;
- to educate the members with a view to developing a better member-society relationship;

- to improve the productivity of farms of the members of cooperatives;
- to popularise cooperative education and make it need based; and
- to train all functionaries of the State Cooperative Institutions at the senior, intermediate and junior levels.

(d) ORGANISATIONAL SET-UP

The Cooperative Education and Training Programme are being implemented by the National Cooperative Union of India (NCUI) and the National Council for Cooperative Training (NCCT) which is set up by the National Cooperative Union of India. Both the National Cooperative Union of India and the National Council for Cooperative Training are provided financial assistance by the Department of Agriculture and Cooperation, Government of India. The training programmes implemented by the National Council for Cooperative Training are for senior and intermediate personnel. The training at the senior level is conducted at Vaikunth Mehta National Institute of Cooperative Management, Pune and 17 cooperative training colleges set up in different States take care of training of intermediate level personnel. The training for junior level personnel is organised through 86 junior cooperative training centres run either by the respective State Governments or by the respective State Cooperative Unions. The National Council for cooperative Training also provides financial assistance for improving training facilities in cooperatively underdeveloped states. The Cooperative Member Education Programme is implemented through about 800 Cooperative Instructors. The National Cooperative Union of India is the monitoring and supervising agency for the implementation of Cooperative Education Programme (CEP) and Cooperative Education and Development Scheme (CEDS). The Council also arranges for the leadership training of the district level leaders at its national centre for cooperative education. The Cooperative Education Instructors organise different types of courses/classes. The State Cooperative Unions are responsible for the activities organised in the State. District Cooperative Unions perform the function of supervision of the Cooperative Education in the district. The Cooperative Education Instructor supervises the education programme at the block level.

(e) COVERAGE, PHASING AND FINANCE

Both the National Cooperative Union of India and National Council for Cooperative Training are provided financial assistance by the Department of Agriculture and Cooperation under the plan scheme of cooperative education research and training. Grant-in-aid of Rs. 203.50 lakhs was provided in the revised budget estimates of 1982-83 and a similar amount has been provided in the budget estimates 1983-84. The specific target of the number of persons expected to have been trained at different levels in 1982-83 and proposed to be trained in 1983-84 is given as under:

Courses	Senior Personnel			Intermediate Personnel			Junior Personnel		
	Targets for 1982-83	Likely achievements 1982-83	Targets for 1983-84	Targets for 1982-83	Likely achievements 1982-83	Targets for 1983-84	Targets for 1982-83	Likely achievements 1982-83	Targets for 1983-84
Regular Courses	30	27	30	3370	3000	3570	10400	10000	13000
Short-term Courses	1270	1200	1270	5020	5400	5090	5400	6000	8200
TOTAL	1300	1227	1300	8390	8400	8660	15800	16000	21200

Under the Cooperative Member Education programme the total number of members likely to be educated in 1982-83 is about 15,00,000

THE EDUCATIONAL COMPONENT

At the close of the year 1983-84, about 700 Cooperative Education Instructors were on the roles of 23 State Cooperative Unions and UTs. They organised different types of courses/classes for Secretaries/Managers, Office Bearers and Managing Committee members as per the following details:

Name of the courses/classes	Duration of the courses/classes
i. Secretary/Managers	2 to 4 weeks
ii. Mg. committee members of PACS	3 to 6 days
iii. Ordinary/Prospective members	1 to 3 days

The State Cooperative Unions of Gujarat, Karnataka, Kerala, Maharashtra diversified their educational activities and conducted courses/classes/shivirs/seminars/leadership development programmes etc., for the MC and Ordinary members of dairy consumers, fisheries, forest consumers, labour contract, urban cooperative thrift and credit societies. In Kerala, exclusive classes of scheduled caste and scheduled tribe members of cooperative societies were also conducted. The State Cooperative Unions of Maharashtra, Gujarat, Karnataka, Kerala, Orissa and West Bengal conducted courses for leaders of different types of cooperative societies including agricultural cooperatives. In Madhya Pradesh, a special scheme for the education of the members of the tribal cooperatives was introduced under the cooperative education and development scheme.

15 projects were being operated in the cooperatively underdeveloped states of Assam, Bihar, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Orissa, Rajasthan and West Bengal. A special feature of this project is the integration of technical education with the ideological and conceptual education. Under these projects the main activities undertaken were organisation of new societies, introduction of income generating activities, revival of dormant societies, education and development for women and youth, adult education and family welfare activities, promoting distribution of consumer goods and agricultural inputs, distribution of fruit/vegetable seedlings, introduction of new crops, seed treatment campaigns, adoption of demonstration plots, soil testing etc. Special type of programmes organised under cooperative education were women cooperative education programme, consumer education programme, member education programme for industrial cooperatives, member education programme for handloom weavers cooperatives and member education programme for fisheries cooperatives.

THE NON-FORMAL EDUCATION COMPONENT

The Cooperative Education Programme is mainly a non-formal education type of programme. The programme aims at education of the officials and members of the cooperative societies. It also covers prospective members of the cooperative societies. Beginning has already been made towards strengthening the cooperative movement among cooperatively backward areas and economically weaker sections. There is need to attract more and more of economically vulnerable sections of the society towards cooperative movement. Illiterate sections of the society who generally belong to economically weaker sections need to be made aware of the benefits of cooperative societies. Those who are participating in the adult education programme should also be provided cooperative education.

IV
MINISTRY OF EDUCATION,
CULTURE & SOCIAL WELFARE

DEPARTMENT OF EDUCATION

1. Education through Correspondence
2. Adult, continuing and Extension Education
3. Experimental Projects for Non-formal Education for children.

EDUCATION THROUGH CORRESPDENCE

GENERAL INFORMATION

(a) BACKGROUND

Persons who once did not need, or could not complete owing to peculiar circumstances, a high school certificate or a college degree to enter the world of work or pursue further education and training, now often need both if they are to change, advance or even to stay in the profession and occupation where they are. Those already with professional qualifications need to keep abreast with the fast changing technology and new findings opened up by research and growth of knowledge.

When adults are challenged to work in new fields, required to adjust to new environments and situations, improve their educational levels for vertical mobility on the job, up-date their knowledge or skills to avoid obsolescence and keep abreast of new developments, they wish to have opportunities which can enable them to learn while they keep on earning. Starting from the sixties a variety of courses are being offered by a number of formal and non-formal educational agencies through correspondence study. The number of agencies offering correspondence courses as well as the number of participants in them in India is steadily increasing. Correspondence study in India is thus a 'growth segment' in the field of education for fulfilling the learning needs of aspiring adults.

The correspondence courses are thus adding new dimensions to the structure of education and learning methodologies by combining formal and non-formal modalities. The methodology combines the essence of class work, guidance of teachers and university professors — with convenience of learners through combination of master lessons, contact sessions and support through radio talks. Students prepare written assignments and submit them along with any questions they may have, to their instructors. The course instructor, then reads, comments and grades where required, and returns assignments with comments as well as answers to the questions raised. The University of Delhi was the first to establish a Directorate of Correspondence Course in July 1962 by offering a three-year B.A. (Pass) course in English and Hindi media.

(b) BENEFICIARIES

Correspondence courses particularly cater to the learning needs of adults and out-of-school youth who had to discontinue their formal

education; those who could not find a seat in a college or university and those who cannot continue full-time learning; workers and teachers who wish to improve their level of education and attain competence for vertical mobility on the job; housewives and other individuals wishing to make creative use of leisure time or wish to acquire new knowledge and skills.

Correspondence courses have thus brought the hope to millions and interest in them is steadily growing.

(c) OBJECTIVES

- To provide an alternative method of education to enable a large number of persons to acquire knowledge and improve their professional competence;
- to impart education and the individual's convenience, and to help individual utilise leisure for educational purposes.

(d) ORGANISATIONAL SET-UP

The programme of correspondence education is one of the schemes of the University Grants Commission (UGC) for providing alternative methods of higher education in disciplines where there is a great demand.

Correspondence courses at the undergraduate level are ordinarily introduced by only one University in a State, except when a University proposes to introduce correspondence courses in a new faculty at the undergraduate level, or when the University already offering correspondence courses reaches the optimum size (1000 enrolment) or for other valid reasons.

Correspondence courses are taken up only by those Universities which have well-established teaching departments so that they may maintain the academic standard of various courses. Lessons are written by the best available persons individually or by a team of three to four experts, selected on an all-India basis. The panel of lesson writers is drawn up by subject committees, each committee consisting of seven to nine members drawn from the University departments and from the teaching staff in that subject in the affiliated colleges. The director of the Institute of Correspondence is generally the convenor of the committee.

The U.G.C. suggests the establishment of study centres where there is a concentration of students. There should be a study centre for every group of 500 students in an area, having adequate library facilities for text-books and reference material, qualified part-time teachers and counsellors so as to advise the students on the courses, and on their individual difficulties.

An institute of correspondence course is expected to have a core staff of one reader and one lecturer for the main subject at the

undergraduate level and two readers and three lecturers for the post-graduate level. The total staff strength should be determined on the basis of the evaluation of response sheets, writing of lessons, editing of lessons, contact programme and guidance to students and lecturers.

(e) COVERAGE, PHASING AND FINANCE

Correspondence courses in formal education studies are designed and offered by high school and higher secondary boards and Universities leading to certificate, graduate and post-graduate degree.

As on 31st December, 1983 there were three boards of high school and higher secondary, 22 Universities and a number of other specialised institutions in the country offering non-formal education in a variety of specific subjects.

The Universities are Allahabad, Andhra, Anamalai, Bhopal, Bombay, Delhi, H.P., Jammu, Kashmir, Kerala, Madurai, Kamraj, Meerut, Mysore, Punjab, Patna, Punjabi, Rajasthan, SNT Women's, Sri Venkateshwara, Utkal, Osmania, Udaipur and Central Institute of English and Foreign languages, Hyderabad.

The UGC is providing assistance towards staff, personnel contact programme, study centres, preparation of lessons and library facilities.

The UGC has enhanced the grant for distance education at the under-graduate level from Rs. one lakh to Rs. 1.5 lakhs per annum for a period of five years. At the post-graduate level, the grant has been increased from Rs. one lakh to Rs. 1.5 lakh per annum per subject for a period of five years.

THE EDUCATIONAL COMPONENT

Correspondence education is a non-formal method in the sense that the teacher bears the responsibility of imparting knowledge and skill to a student who does not receive instructions orally, but who studies in a place and at a time determined by his individual circumstances.

Although the correspondence instructor and the student do not meet in the class room situation, their discussions on paper arising from the reading of assignments are individualised and take place over the full period of study. Aspects of personality and the nature of personal interests emerge through a two-way exchange. As understanding grows, the student tends to add personal notes to his assignments, not always directly related to them. In general, students tell more about themselves in writing to an instructor whom they are not likely to meet regularly. Moreover, they reveal a lot by their reactions to directions for study, prescribed reading, their assignment and comments upon their work.

THE NON-FORMAL EDUCATION COMPONENT

Correspondence education has yet to grow up universally to meet the needs of children and adults, the poor and the rich, the normal and the handicapped who do not have access to class rooms or other kinds of formal instruction on account of lack of available teachers and resources or remoteness from schools and other institutions, or other conditions which preclude normal attendance. In view of this, there is ample scope to make correspondence education more flexible in terms of the eligibility of candidates, content of the course, use of various media, method of assessment, etc. Correspondence education can also be expanded at different levels and in different subjects in the humanities, social sciences and some of the professional areas like law, social work, library training, engineering and technology, etc. and therefore, facilities will have to be as diversified as possible. The use of radio and T.V., where available, can also be suitably explored.

Keeping in view the problems and difficulties faced by the school, institutions and distance education in regard to their day to day functioning, the UGC has assigned a project for the appraisal of distance education in India as a whole. The report is expected shortly.

The Standing Committee constituted by UGC drew up a set of guidelines to improve the functioning of distance education institutes. Certain flexibility has been suggested in these guidelines in regard to enrolment of students for a particular subject or subjects in the sense that the students can, if they so desire, enrol themselves for a particular subject or subjects without taking a degree, in which case they will be given certificate of successful completion of their studies.

The guidelines inter-alia deal with objectives of correspondence courses; setting-up schools/institutes of correspondence; criterion for admission; duration; preparation of instructional material; despatch of lessons/reading material; students response sheets; study centres; personal contact programme; staff etc.

ADULT, CONTINUING & EXTENSION EDUCATION

GENERAL INFORMATION

(a) BACKGROUND

The concept of a university as a body concerned merely with the intellectual and cultural development of the student community has gradually been supplemented by its concern for the development of students' professional competence and a new dimension has been added to it in recent years - that of extending the benefits of knowledge to the society at large. The University Grants Commission Policy frame recognised the importance of Extension work in the following words:

“If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority”

(b) BENEFICIARIES

Within the broad framework outlined, the programmes of continuing and adult education and extension work as per revised guidelines would have inter-alia the following objectives:

- To enable universities to establish the necessary linkage with the community with a view to fostering social change through meaningful relationships and interactions, which are mutually beneficial by offering need-based and relevant educational programmes that may ultimately promote self-reliance;
- to provide opportunities for disseminating knowledge in all walks of life of different segments of population to enable individuals and groups to fill the gaps in their intellectual growth, professional and technical competence and understanding of contemporary issues.
- to cater to the felt needs of all sections of society, specially the under-privileged sections in order to secure their effective participation in the development process;
- to enrich higher education by integrating continuing and adult education programmes and extension work in the system and thus provide opportunities to remove its isolation;

- to provide an opportunity to the faculty and the students to an exposition of field experiences and to sensitize them to societal problems and realities;
- faculty and student participation in extension research and action research in selected areas in relation to major problems of development in cooperation with the Government.
- faculty and student participation in extension research and action research in selected areas in relation to major problems of development in cooperation with the Government.

(b) BENEFICIARIES

A number of target groups belonging to the underprivileged sections of the society have been identified under the programme such as women, in particular, the women in rural and slum areas; the people belonging to Scheduled Castes and Scheduled Tribes; school drop-outs; unemployed and out-of-school youth; handicapped workers in the organised and unorganised sectors; teachers teaching primary and secondary classes; handicapped children; university students from under-privileged rural groups and slums.

Instead of dispersing energies and resources over a larger area the university programmes are being organised at present among the communities and groups of people and individuals in areas adjacent or close to the university and college campuses. The continuing Education programmes are mainly intended to serve those people who for some reason could not get sufficient education but are still keen to acquire knowledge or improve their prospects in life.

The adult illiterates in the age-group 15-35 are covered under the programme of Removal of Adult illiteracy.

(d) ORGANISATIONAL SET-UP

Adult/Continuing Education and Extension Programmes are at present undertaken by 20 universities. The following universities are having departments/centres on Adult/Continuing Education since Fourth Plan period:

1. Aligarh Muslim University, 2. Andhra University, 3. Jabalpur University, 4. Jadavpur University, 5. Jammu University, 6. Kashmir University, 7. Madras University, 8. M.S. University of Baroda 9. Panjab University, 10. Poona University, 11. Saurashtra University, 12.

(e) COVERAGE, PHASING AND FINANCE

With a view to promote involvement of students and teachers from universities/colleges in the removal of adult illiteracy, particularly in the age group of 15-35 years, the Commission continued to support the universities/colleges on 100% basis through the following schemes:

- i) Adult Education and Extension
- ii) Point No. 16 of the new 20 point programme of the Government of India.
- iii) Resource Centres in Adult Education in Indian Universities.

(i) ADULT EDUCATION AND EXTENSION

This scheme which was initiated in 1978 was implemented in 68 Universities, 705 colleges by sanctioning 8790 centres, as per the guidelines drawn in this regard upto 30th September, 1983. It was merged in the scheme of removal of adult illiteracy as per Point No. 16 of the new 20 Point Programme of the Government of India.

(ii) POINT NO. 16 OF THE NEW 20 POINT PROGRAMME OF THE GOVT. OF INDIA.

The commission had appointed a Working Group in 1983 to review the on-going scheme of Adult Education and Extension and make recommendations for a dynamic programme of removal of adult illiteracy through the involvement of students of universities and colleges. The report made by the Working Group under the Chairmanship of Dr. (Mrs.) Madhuri R. Shah, Chairman, UGC has been accepted by the Commission. The recommendations made in the report have made the programme more dynamic, flexible and to be implemented in a more coordinated manner with the help of different participating agencies concerned with the programme. The Working Group had recommended that the adult literacy programme through universities may be implemented in two phases:—

First phase to cover the period ending 31st March, 1985 and the second phase ending 31st March, 1990. In the first phase, all affiliating type of universities and at least 1500 colleges are involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres be raised to at least 50,000 by involving all the universities/colleges in the country in Point No. 16 programme.

While doing this and in particular in the first phase, universities/colleges in the districts having literacy level below the national average, colleges for women and in the rural/backward/tribal areas are given priority so as to ensure priority organisation of the programmes for the women, scheduled castes/tribes, people from the rural and backward areas of the country.

The Commission has agreed that with a view to promote continued and larger involvement of universities/colleges in this programme, the assistance to the universities/colleges may be provided on 100% basis upto 31st March, 1990.

Suitable guidelines were formulated on the basis of the report of the Working Group for circulation to the universities and formulation of their proposals for the consideration of the Commission.

(iii) RESOURCE CENTRES IN ADULT EDUCATION

For providing effective support in terms of material, training etc. to the programme of Adult Education, the University Grants Commission continued to provide assistance to the State Resource Centres established at Osmania University and Kashmir University, Regional Resource Centre at Punjab University and Resource Unit at Sri Venkateswara University for Rayalaseema region of Andhra Pradesh.

2. PROGRAMMES OF CONTINUING EDUCATION AND EXTENSION

With a view to promote the participation of the universities to organise programmes of Continuing Education for the students and general community as also to link post-literacy and follow up with continuing education to ensure that new literates do not relapse into illiteracy, the Commission continued to provide financial assistance to the universities/colleges for their participation in the programmes of continuing education as per the following schemes of the Commission which were initiated from time to time:

- (a) Scheme of Continuing Education;
- (b) Scheme of Adult and Continuing Education and Extension

Under the scheme of Continuing Education 15 universities were assisted to organise the programmes of continuing education particularly for the weaker sections. Assistance under the scheme could be made available to the universities/colleges upto 31st March, 1990.

THE EDUCATIONAL COMPONENT

The Universities are trying to establish the necessary linkage with the community with a view to fostering social change through meaningful relationships and inter-actions, which are mutually beneficial by offering need-based and relevant educational programmes that may ultimately facilitate self-reliance. It is also envisaged to provide opportunities for disseminating knowledge in all walks of life in different segments of population to enable individuals and groups to fill up the gaps in their intellectual growth, professional and technical competence and understanding of contemporary issues. The participating Universities would cater to the felt needs of all sections of society, and specially to the needs of the less privileged and under privileged sections in order to secure their effective participation in the development process.

Besides, it is also proposed to enrich higher education by integrating continuing and adult education programmes and extension work in

the systems and thus provide opportunities to remove its isolation. It may provide an opportunity to the faculty and the students to an exposition of field experiences and to sensitize themselves with the problems and realities and secure their participation in Extension Research and Action Research in selected areas in relation to major problems of development in cooperation with the Government.

The universities/colleges have been advised to give priority to national programmes such as National Integration, Population Education, Welfare of Child Care, Environmental Protection, Science for the Masses etc.

In order to ensure effective linkage of post-literacy with Continuing Education Programmes, the Commission has agreed to provide assistance to the universities/colleges up to 31st March, 1990.

The Universities are to ensure effective training of the adult education functionaries for the implementation and monitoring of the programme.

It has been recommended that university/college students from the NSS or otherwise could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organise remedial coaching classes for the needy and academically under-privileged children of the society.

THE NON-FORMAL EDUCATION COMPONENT

The Commission has taken several steps for reinforcing and building up of Non-formal Education Component. These include Population Education; Women's Studies; Film Clubs; Coaching Classes for Minority Communities; Training and Orientation Centres for NSS; undertaking Programmes of Rural Development etc. It has agreed to the involvement of Universities and Colleges in promoting a programme of Rural and National Development, such as alternative sources of energy, soil and water conservation, eco-development, afforestation etc.

Appropriate guidelines have been finalised and circulated by the UGC to the Universities for organising Population Education activities for students and adult learners at the adult education centres. The "Small Family" is being popularised in these centres.

It is proposed to develop programmes relating to Women's Studies in different Universities to bring greater awareness about problems concerning women.

EXPERIMENTAL PROJECTS FOR NON-FORMAL EDUCATION FOR CHILDREN (6-14 AGE GROUP)

GENERAL INFORMATION

(a) BACKGROUND

The experimental programme of Non-formal Education for children in the age-group 6-14 was initiated by the Central Ministry of Education in 1978. During the same year, the National Council of Educational Research and Training started 228 experimental Non-formal centres in different physical regions of the country, viz. rural, urban, tribal, hilly, costal etc. with a view to gain experience in the area of non-formal education and make it available to the States, where such centres are running. The States have also been running NFE centres for the last 3-4 years.

Based on these experimental programmes, the NCERT prepared a Status Paper on the subject in 1983. According to this Paper, the programme of universalisation of elementary education envisages first the admission and retention of every child in the rural school for completion of elementary education, and part-time education for those who either do not join the school or drop out before the age and target set for elementary education.

At present all the states and five Union Territories are having non-formal education programmes for out-of-school children including non-starters and drop-outs. Non-formal education is developed as a massive alternate supportive system to formal schooling. The main thrust and maximum extent of coverage is in the nine educationally backward States. They are receiving special Central assistance under a centrally sponsored scheme of non-formal education for elementary age-group children.

(b) BENEFICIARIES

The additional population to be covered in the Sixth Five Year Plan in the age-group 6-14 is 320 lakhs. 220 lakhs are in 6-11 age-group and 100 lakhs in 11-14 age-group. Out of the 220 lakhs in 6-11 age-group, 100 lakh children are to be covered through formal schools, while 120 lakh children through part-time classes. Out of 100 lakh children in the 11-14 age-group, nearly 60 lakh are to be covered through formal schools and the rest 40 lakh through part-time classes.

(d) ORGANISATIONAL SET-UP

NCERT at the national level is coordinating the activities and providing technical guidance and support to the States.

(c) OBJECTIVES

Keeping in view the characteristics and need of the requirements and the input in terms of money, manpower, time and other facilities, the objectives of non-formal education programme for children in the age-group 6-14 may be identified as follows:

- to enable the willing children to get entry in formal schools at multiple points;
- to improve the quality of the life of children through non-formal education.

(e) COVERAGE, PHASING AND FINANCE

The actual number of non-formal centres at the end of 1982-83 for the age group 6-9, 9-11 and for 11-14 were 76,084, 13,06,000; and 1,92,000 respectively.

Coverage under NFE programme (Middle-level) during 1982-83 was 7,747 centres with 1,92,000 children. Target for 1983-84 was 12,512 centres with 2,60,000 children.

The Non-formal education programme has gained a good momentum, particularly in the nine educationally backward States. During 1983-84, the total non-formal coverage in the entire country has been of the order of 26.64 lakhs through a total number of 1,13,000 non-formal centres. The nine educationally backward States had a total coverage of 23.86 lakhs through 1,02,494 centres, during the year 1983-84. Besides, the number of non-formal centres being run by the voluntary organisations with central grant is 1,240 with an estimated coverage of 31,000.

The total grants given by the Central Ministry of Education to the States and the voluntary agencies during 1982-83 is Rs. 4,62,07,063 and Rs. 2,59,650 respectively. During the year 1983-84, a total grant of Rs. 7.47 crores had been sanctioned.

The total assistance received by the States since 1980-81 is of the order of Rs. 16.14 crores out of the Sixth Plan outlay of Rs. 25 crores. In addition to this, an amount of Rs. 2 crores was received by the States for this programme in the last quarter of 1979-80.

Voluntary organisations in the nine educationally backward States running nonformal education centres on the State Government pattern and academic institutions, Government or private in any State/ Union Territory taking up innovative and experimental non-formal

education projects are given central assistance on the recommendation of State Governments. So far 31 voluntary organisations and 4 academic institutions have been sanctioned grants totalling Rs. 19.12 lakhs out of which the grants given during the year 1983-84 amount to Rs. 8.09 lakhs.

THE EDUCATIONAL COMPONENT

In almost all the States the five year curriculum of primary classes has been condensed into two year course and the three year curriculum for the middle level into three years. In Madhya Pradesh and Uttar Pradesh the syllabus and the content for non-formal education at primary and middle stages are similar to those of formal schools. Therefore, the students attending the NFE centres are required to appear in the formal examination, after two and three years, for class V and VIII examination respectively, conducted for students of formal school. In Assam, after completing the course at the primary level a learner is considered competent for admission in the next higher class of formal education. In Orissa and Rajasthan there is no provision of issuing certificates to the children of the non-formal education, but the matter is currently under consideration. However, if a learner wants to join in a formal school he is admitted into the class he qualifies for on the basis of the summary tests. He can also appear as a private candidate at the school annual examination. In West Bengal, after completion of the course of NFE the Heads of the institutions issue certificates to the students as per their attainment in the centre. In Haryana, certificates are awarded to successful candidates on the completion of the course based on the evaluation conducted by the Literacy teacher who is incharge of the centre. In Madhya Pradesh, the achievement of the learner is evaluated on completion of each unit but those who complete all the units are allowed to appear in class V examination organised by the District Board of Primary Education for children of formal school.

THE NON-FORMAL EDUCATION COMPONENT

The girls constitute the hard core of non-enrolled children. The problem has assumed greater complexity in view of their consequent dropping out from the NFE centres.

To ensure higher enrolment of girls, a number of steps may be taken, such as (i) evolving craft oriented and general type of programmes. The course may include components of potential crafts directed at developing better insights into the economic and social understanding of the crafts. The focus may be on literacy, numeracy, citizenship training and equipping the girls for their roles as housewives, mothers and citizens; (ii) recruiting the female instructors and intensifying their training programmes; (iii) establishment of child care centres so as to enable the girls to leave their siblings while attend-

ing classes; (iv) introduction of incentive programme by providing dresses and 'earn while you learn' activities.

In order to increase enrolment of girls in the Non-formal Education centres, enhanced Central assistance (90%) is being given for the establishment of NFE centres exclusively for girls in the nine educationally backward States. About 10,000 such NFE Primary level centres were proposed to be set up during the year 1983-84.

There is a very little linkage between the programmes of NFE and that of Adult Education. For mutual benefit, the programmes of the two may be linked up. Majority of the NFE children, after completion of Non-formal education programme, may not continue into the formal system. As such, the linking of various follow-up activities for adult neo-literates seems necessary.

DEPARTMENT OF CULTURE

1. Libraries
2. Museums and Art Galleries
3. Cultural Programmes

LIBRARIES

GENERAL INFORMATION

(a) BACKGROUND

Education is 'life-long', 'continuing', 'life-oriented' and 'non-authoritarian'. Viewed from this perspective, the three schemes of the Department of Culture, especially 'libraries' have been catering to the needs of the people ever since the time of inception of these schemes.

(b) BENEFICIARIES

Libraries, in general, have two kinds of services, viz., lending service and reading room service. There are also special services like mobile libraries, service to prisoners and hospital library services. A great section of the reading public including the student community are the beneficiaries.

(c) OBJECTIVES

- to render library service for the reading public;
- to render assistance to voluntary organisations working in the field of public libraries/manuscript libraries;
- to establish rural library centres;
- to render periodical assistance for purchase of books in libraries;
- to strengthen the reprography division;
- to develop the existing big libraries like National Library, Central Secretariat Library, Central Hindi Library, Regional Library etc.

(N.B.: Objectives referred to above are not exhaustive).

(d) ORGANISATIONAL SET-UP

The above mentioned programmes are implemented by the Department of Culture. With regard to the disbursement of grants or award of scholarships etc., the assistance of the respective state governments is sought. The state governments, in turn, engage the services of the district authorities for processing relevant cases in this regard.

(e) COVERAGE, PHASING AND FINANCE

The programme is for the entire country and it is not concentrated

in any particular area though there are special schemes for the development of important libraries like National Library, Delhi Public Library, etc. The Fifth Plan outlay is Rs. 541.41 lakhs.

THE EDUCATIONAL COMPONENT

The library is considered to be one of the best forms of institutions where one can acquire knowledge in a non-formal fashion. Here instructions of classroom education are absent; there is a large choice for the library-goer as regards selection of books for study; the reader can study here according to his interest, need and will. Libraries also serve as avenues for follow-up programmes for the neo-literates. As such, libraries have got the fullest opportunities for non-formal educational activities.

PREPARATION OF APPROPRIATE CADRES FOR THE ABOVE PURPOSE

It is very often claimed by political thinkers that educational facilities should be decentralised in the interest of public service. There are schemes already for development of important libraries like National Library in Calcutta and Delhi Public Library and Central Library in Bombay. But the schemes for the development of rural libraries or libraries at thana/block level are not so broadbased and suffer from deficiency like paucity of funds, lack of supervision, etc. As such, the financial position and administration of such existing rural library centres should be strengthened.

A survey should be undertaken to ascertain villages/blocks/thanas without library facilities and efforts have to be made to establish resourceful libraries at these levels. Moreover, there should be effective coordination between the libraries and the workers in the non-formal education scheme.

The library staff should be trained in non-formal education and in every public library of the country, irrespective of its category there should be a Non-formal Education Centre under the supervision of trained members of staff. An assessment as to how 'reading of books' in the library derives the benefit of non-formal education should be made.

THE NON-FORMAL EDUCATION COMPONENT

There is a scheme for establishment of rural library centres. The centres should be run under the supervision of an expert in non-formal education and the library should be well-equipped with books meant for the illiterate learners as well as the neo-literates. The rural library centre may very well serve the two-fold purpose of adult education for the illiterate learners and implementation of follow-up programmes for the neo-literates.

Components of non-formal education are already there in the schemes/projects/programmes under the head 'Libraries'. There is hardly

any scope for introducing the component of non-formal education therein. The scheme under the above head, sponsored by the Department of Culture, should be implemented in close cooperation with the relevant Department/Directorate of Non-formal Education and in a coordinated manner, so that the joint efforts can 'bear and rear' the components of non-formal education in the course of implementation of the schemes. Otherwise, the elements despite their potentiality, may not find friction only, all due to lack of expertise.

MUSEUMS AND ART GALLERIES

GENERAL INFORMATION

(a) BACKGROUND

The proverb says: "The past is always golden and the present is always leader". We are very keen on the knowledge of the past and we are also proud of our past heritage. The past appears before us not only through the pages of books on history but also through painting and sculpture and other objects of art which are preserved in museums and art galleries. The knowledge of the past gives us material for construction of the edifice for the future. Hence, the objects of art serve as missing links between the past and the present, also between the present and the future, these being the manifestation of the aesthetic attitude of man, are sources of educating the masses in a non-formal way.

(b) BENEFICIARIES

All the visitors and also those gifted persons who contribute to the museums and art galleries are the beneficiaries.

(c) OBJECTIVES

- to acquire art objects;
- to arrange for development of the existing museums;
- to develop reprography service;
- to awaken archival consciousness;
- to implement programmes of mass education under guided tours and mobile exhibitions;
- to develop the preservation units and set up laboratories for conservation of museum objects;
- to render financial assistance to private museums;
- to set up a National Museum for man, representing the evolution of the Indian in bio-cultural aspects, and development of the Indian society in its unity and diversity.

(N.B.: Objectives referred to above are not exhaustive)

(d) ORGANISATIONAL SET-UP

The Department of Culture is the implementation agency in respect of the above programmes falling under the category of museums and art galleries.

With regard to the disbursement of grants, award of scholarships, etc., the assistance of the respective State Governments is sought for. The state governments, in turn, utilise the services of the district authorities for processing relevant cases in this regard. For specified museums and art galleries of importance, the responsibility of maintenance and management lie with the respective organisations.

(e) COVERAGE, PHASING AND FINANCE

There are altogether 15 schemes under the head museums and art galleries. Though most of the schemes relate to development of museums of repute like Victoria Memorial Hall, National Museum, National Gallery of Modern Art, etc., schemes like preservation of cultural property, or financial assistance to private museums have got coverage throughout the country. The Fifth Plan outlay is Rs. 348.35

THE EDUCATIONAL COMPONENT

'A thing of beauty is joy for ever'. If one intends to find assimilation of truth, beauty and goodness in a certain material thing, it is, no doubt, an art object. The objects of art not only depict the history and culture of a country, but also have something to teach in the field of ethics and aesthetics. The education we get from museums and art galleries is of a non-formal nature. The appeal of the objects to the spectators is subjective in nature and there is no formal or objective classroom atmosphere in such institutions to convert the non-formal elements of education into formal ones.

With a view to implementing programme of mass education under guided tours and mobile exhibitions the posts of guides trained in non-formal (adult) education may be created. Similar action may be taken when the proposed National Museum for Man, referred to earlier, is set up. While rendering financial assistance to private museums, it may be ascertained whether the programme of mass education through trained guides is implemented there or not. The appointment of a Coordination Committee consisting of experts in the field of non-formal education and those in the field of museology and fine arts, to hold discussions on the better and proper utilisation of the non-formal education component is also suggested.

THE NON-FORMAL EDUCATION COMPONENT

There is already a programme of mass education under guided tours and mobile exhibitions. The guided tours and mobile exhibitions may be conducted throughout the country at regular intervals. These exhibitions or tours should be part of the lessons relevant to the art objects, awakening archival consciousness and an assessment of the non-formal learning may be made on the spot through conservations, questionnaires and similar processes. Efforts should be made for publication of books on museology and fine arts in a lucid style, suitable for the neo-literates.

The components of non-formal education are already there in the schemes/projects/programmes under the head: Museums and Art Galleries. The arrangement for implementing the programme of mass education under guided tours and mobile exhibitions is also laudable. But the latent talent of man in the field of art should find expression failing which non-formal education ceases to be 'non-formal' in the truest sense of the term. As such, there should be schemes for appreciation of all kinds of work of art, crude or unsophisticated, undertaken by the people at large. This may be accomplished through competitions, exhibitions and village fairs.

CULTURAL PROGRAMMES

GENERAL INFORMATION

(a) BACKGROUND

In the primitive age the lute of orpheus attracted the animals of the forest which, irrespective of rank and class, sat at his feet and enjoyed the music. The national anthem in the present age fosters this sort of unity among men, irrespective of caste and creed, status and religion. Like music, all other allied cultural activities have the same unifying effect. The reason is not far to seek. The cultural programmes and activities have an abiding appeal to the 'collective unconscious' of the people at large. In the unconscious region of our mind we have an urge to some departure from egoism, to what may be called collectivity in culture, tradition and heritage. That is why cultural programmes as instruments of mass education are so effective from the dawn of civilization.

(b) BENEFICIARIES

Persons as well as institutions primarily working in the cultural field of dance-dramas, music, fine arts, indology, mobile theatre, literature, observance of centenaries and anniversaries, etc. are the beneficiaries. Besides, all the spectators/audience of cultural programmes obviously benefit from the scheme.

(c) OBJECTIVES

- to award grants to voluntary cultural organisations;
- to foster inter-state exchange of cultural troupes;
- to develop organisations like Sahitya Akademi, Sangeet Natak Akademi and Lalit Kala Akademi;
- to render assistance to professional dance-drama and theatre ensembles;
- to provide facilities to outstanding children under Cultural Talent Search Scheme;
- to award scholarships to young workers in different cultural fields;
- to organise music festivals in the national capital;
- to organise youth cultural activities;
- to foster mobile theatres;

— to develop cultural and literary institutions.

(N.B.: Objectives referred to above are not exhaustive.)

(d) ORGANISATIONAL SET-UP

The above mentioned cultural programmes are implemented by the Department of Culture, Ministry of Education & Social Welfare. In the matter of award of grants and scholarships, the assistance of the state governments, in turn, utilise the services of the district officers dealing with social education/cultural activities for processing relevant cases.

(e) COVERAGE, PHASING AND FINANCE

The coverage is at the all India level. The scheme-wise outlay for the Fifth Plan is Rs. 629.19 lakhs.

THE EDUCATIONAL COMPONENT

Man cannot be thought of apart from his affinity to dance, drama and music. This affinity is perhaps as old as the history of mankind. Dance, drama and music are, in fact, the most reliable media for non-formal education. Classroom lectures on the great epics—the *Ramayana* and the *Mahabharata*— may fail, but contents presented through the medium of dance-drama-music have an idelible imprint on the learners. That is why the relevant schemes under the head 'Cultural Programmes' have consciously or unconsciously, been promoting the cause of non-formal adult education.

There are schemes for fostering mobile theaters and rendering assistance to professional dance-drama and theatre ensembles; the theatres and dance-drama should be based on such themes and presented in such a manner as would promote mass education, the posts of coordinators may be created to assess the impact of such dramas/theatres on the masses from the point of view of non-formal education. Similarly, in the implementation of schemes for awarding grants to voluntary cultural agencies and for organising youth cultural activities, adequate stress should be given on the role of the institutions/activities towards the spread of non-formal education through selected coordinators. At the state and district levels, the appropriate departments/agencies for cultural activities should not work in isolation from those for non-formal education but close cooperation, coordination and liaison are also suggested.

THE NON-FORMAL EDUCATION COMPONENT

There is the scheme of organising youth cultural activities. The non-formal education component underlying this scheme may be reinforced in the following ways:

to organise folk songs, *yatras*, *kavi sammelan*, *kathakathan*, film

shows, and puppet shows as part of youth cultural activities. Education through recreation is perhaps the best form of education we can conceive of;

to organise social service camps as part of youth cultural activities;

to organise literacy programmes as part of youth cultural activities whereby both literate and illiterate youth can derive and share the benefits of non-formal education;

to organise a network of library services as part of youth cultural activities;

to organise group discussion with people in rural areas on socio-cultural topics. This may be organised as well as participated in by the youth so that transmission of knowledge is effected in an easy and spontaneous manner.

to render every possible assistance in (a) establishing, (b) running (in case of established organisations) athletic clubs, social education centres, cultural organisations and allied organisations where the youth engage themselves in the pursuit of constructive activities;

to conduct evaluation and 'feedback' of all these activities and programmes so that improvement upon the same can be effected.

Emphasis should be laid on proper and effective planning for organising all these, so that the projects become needbased and decentralised, they are in conformity with the principles of people's participation and non-formal education and are presented as a matter of design and not of sheer chance.

As has already been indicated, components of non-formal education are already there in the schemes of Cultural Programmes. One point deserves mention. Dance-dramas, folk songs, *kathakathan*, *kavi sammelan*, etc., should be designed in such a manner that natural history, geography, culture and tradition of the world and not myth alone would manifest themselves in such cultural performances. Education through recreation being a good medium for non-formal education, these subjects covering general knowledge, may be introduced through the recreational components.

DEPARTMENT OF SOCIAL WELFARE

- 1. Integrated Child Development Services Scheme**
- 2. Scheme for the Welfare of Children in Need of Care and Protection.**
- 3. Functional Literacy for Adult Women**
- 4. Socio-economic Programme for Needy, Destitute and Physically Handicapped.**
- 5. Condensed Courses of Education for Adult Women**

INTEGRATED CHILD DEVELOPMENT SERVICES SCHEME

GENERAL INFORMATION

(a) BACKGROUND

The Government adopted a Resolution on national policy for children on August 22, 1974 and set up a National Children's Board, with the Prime Minister as its President on December 3, 1974. The national policy for children recognises the supreme importance of children's programmes in the development of human resources which are vital to social and economic development.

In pursuance of the national policy for children, the Government of India has sanctioned the integrated child development services scheme which is being implemented on an experimental basis.

(b) BENEFICIARIES

The scheme provides integrated services to children below the age of six years, pregnant women and nursing mothers and to women of the productive age group 15-44 years.

(c) OBJECTIVES

- to improve the nutrition and health of children upto the age of six years;
- to lay the foundation for proper psychological, physical and social development of the child;
- to reduce the incidence of mortality, malnutrition and school drop-outs;
- to achieve an effective coordination policy and implementation amongst the various departments to promote child development;
- to enhance the capability of the mother to look after the health and nutritional needs of the child through proper nutrition and health education.

(d) ORGANISATIONAL SET-UP

In the plans, the scheme of ICDS has been classified as a centrally sponsored programme and is implemented through the State Governments with 100% financial assistance from the Central Government for inputs other than supplementary nutritions. (States have to provide

funds for supplementary nutrition under the Minimum Needs Programme in the State sector).

At the State level the Secretary of the Department of Social Welfare, as decided by the State Government, is responsible for the implementation of the project. At the District level, the District Social Welfare Officer is responsible for coordinating the implementation of the project. The areas where he is not in position, the function is discharged by the District Development Officer/District Planning Officer. A Child Development Project Officer is responsible for the implementation of the programme at each block, and is directly responsible for the scheme. Though the BDO exercises overall responsibility at the block level, the CDPO is responsible for implementing the scheme at the field level. The focal point of the delivery services is Anganwadi in each village. The Anganwadi worker is assisted by a helper. The number of Anganwadis varies from project to project, according to the population, topography etc. The work of the Anganwadi worker is supervised by the Mukhya Sevikas. The primary health centre is also strengthened by providing an additional doctor, preferably with a diploma in child health, two additional lady health nurses and an additional auxiliary nurse-midwife.

Since the scheme is based on the strategy of an inter-sectoral approach to the development of children, coordination of different Ministries and departments at all levels is necessary. It is sought through the direct participation of the Ministry of Health and Family Planning in the scheme. The existing infrastructure including the provision of staff, medicine etc. is upgraded to the approved pattern under the Minimum Needs Programme in the State sector in each Integrated Child Development Services project area and the Central assistance under ICDS scheme is given only for additional staff, medicine etc. required for the effective implementation of the health component of the scheme. The additional inputs are provided from the funds of the ICDS project.

The Scheme provides the following package of services:

1. Supplementary nutrition
2. Immunization
3. Health check-up
4. Reference services
5. Nutrition and health services
6. Non-formal Education

(e) COVERAGE, PHASING AND FINANCE

The administrative units for the location of different projects are the community development blocks in rural areas, tribal development

blocks in predominantly tribal areas and wards or slums in urban areas. The demography in other categories varies from block to block.

A rural project is assumed to have a population of 1 lakh of which 17% i.e. 17,000 falls within the age-group of less than 6 years, 3% i.e. 3,000 are less than one year, 6% i.e. 6,000 are 1 $\frac{1}{2}$ years, 8% i.e. 8,000 are 3-5 years. The number of women in the age-group 15-45 was estimated as 20,000. The number of nursing and expectant mothers is estimated to be about 4,000. The number of villages in a rural project is assumed to be 100.

An urban project is assumed to have some demographic characteristics as a rural project.

A tribal project is assumed to have a population of 35,000, of which 17% i.e. 5,950 people are in the age-group of less than 6 years, 3% i.e. 1,050 are less than one year, 6% i.e. 2,100 are 1-2 years, 8% i.e. 2,800 are 3-5 years. The number of women in 15-45 age-group is estimated to be 7,000. Nursing and expectant mothers are estimated to be 1,400. The number of villages is assumed to be 50.

The cost estimated for each project for a year, excluding nutrition component, to be provided from the State sector under the Minimum Needs Programme is Rs. 24,100 for recurring expenditure and 1,08,000 for non-recurring expenditure for a rural project; Rs. 64,400 recurring and Rs. 1,07,500 non-recurring for the urban project, and Rs. 2,52,000 recurring and 57,000 non-recurring for the tribal project, sanctioned since 1982-83 onwards. This cost does not include the cost of the training. For a 2 $\frac{1}{2}$ courses of 4 months' duration, the cost for the training comes to Rs. 1,35,000 as recurring expenditure and Rs. 42,000 as non-recurring expenditure. For the basic equipment of Anganwadi under the ICDS programme Rs. 1,000 has been provided. For the plan period of 1980-85, a total budget of Rs. 98.55 crores is provided for 1000 projects.

THE EDUCATIONAL COMPONENT

Though the scheme is concerned mainly with providing package of services the integrated child development, it also includes a component of non-formal education for parents, especially the mother, who has a key role in the physical, psychological and social development of the child. Nutrition and health education and non-formal education/pre-school education, are the educational services provided in the scheme.

The objectives of the scheme also lay emphasis on educating women in matters of health and nutrition of the child for its proper development, and consequently the health and nutrition of nursing and expectant mothers to enhance their capability to look after the health and nutritional needs of their children.

The functionaries of the Integrated Child Development Services

projects are trained or appropriately oriented for the tasks expected from them. The training/orientation of different personnel is arranged by the Department of Social Welfare, Government of India and the entire expenditure is borne by the Government of India. The National Institute of Public Cooperation and Child Development, New Delhi, Family and Child Welfare Training Centres, Jamia Millia (New Delhi) and Baroda, and some Gram Sevika Training Centres, Bal Sevika Training Institutes of the Indian Gram Sevika Training Centres, Bal Sevika Training Institute of the Indian Council of Child Welfare and Training Centres of the Bharatiya Adimjati Sevak Sangh have been actively involved in the training programmes.

SCHEME FOR THE WELFARE OF CHILDREN IN NEED OF CARE & PROTECTION

GENERAL INFORMATION

(a) BACKGROUND

Rapid urbanisation and industrialisation contribute increasingly to the problem of destitution. The problem is on the increase, especially among children due to the continuous migration of families from rural to urban areas in search of employment. The inadequacy of housing facilities in urban areas forces them to live in slums. This in turn contributes to the increase in destitution and delinquency. The scheme is developed to prevent further spread of destitution among the future generations.

Besides providing institutional services, provision is made in the programme for providing foster-care and adoption services.

(b) BENEFICIARIES

Destitute and delinquent children in the age group 0-18 years.

(c) OBJECTIVES

- to rehabilitate the destitute children as normal citizens in the community having an independent livelihood;
- to provide ameliorative services of food, shelter, clothing and medical attention;
- to provide development services of education, pre-vocational and vocational training, vocational guidance, recreation and cultural development, and citizenship to make them jobworthy.

(d) ORGANISATIONAL SET-UP

The welfare programme for destitute children is promoted with the help of existing national level voluntary organisations active in the field of child welfare. The agencies which have already succeeded in establishing good standard of welfare services for the children are selected for the purpose. Preference is given to these agencies having branches in metropolitan cities which are covered under the scheme and having facilities for expansion. In the scheme it is visualised that 10% of the recurring as well as non-recurring expenditure will have to

be borne by the voluntary organisation to which the programme is being entrusted. The selection of the agencies is based on the capacity of these agencies to shoulder the responsibility of supporting the programme financially. The voluntary organisations receiving grants under this scheme employ supervisors for case work and supervision. There are full time supervisors for 100 children and part time supervisors for 50 children. The supervisors are trained workers and if they are untrained, they are given the training at the earliest. These supervisors are working under direct control of the agencies. The overall supervision of the programme is carried out by the State Government, Union Territory Administration and for this purpose the provision of Rs. 5 lakhs or 5 per cent of the outlay on the scheme can be utilised.

A unit is to have 25 children and a number of such units are entrusted with the welfare institutions according to their capacity. Accommodation, as far as possible, is provided on the basis of the quota system. Service of one house mother and one cook are offered for a unit along with trained social worker for case work as well as supervision. There are separate institutions for boys and girls.

(e) COVERAGE, PHASING AND FINANCE

The estimated cost for providing services for the children in the institutions has been calculated on the following basis:

I. *Recurring Expenses*

- | | |
|---|-------------------------------|
| i) Consolidated for all recurring items e.g. food, clothing, soap, oil, electricity and water charges, postage, stationery, education, text-books, vocational training, health, recreation, salary of house-mothers, supervisors, helpers. etc. | Rs. 150/- per child per month |
|---|-------------------------------|

- | | |
|----------|--|
| ii) Rent | Rs. 40/- per child per month (to be stopped, if construction grant is given, when the cottage is constructed). |
|----------|--|

II. *Non-recurring expenses*

- | | |
|--|---|
| i) Initial non-recurring items like furniture, vocational training equipment, utensils, bed & bedding etc. | Rs. 500/- per child |
| ii) Capital Grant for construction of cottage(s) | Rs. 6,000/- per child or construction cost as per PWD schedule of rates, whichever is less. |

Financial assistance to voluntary organisation is available for the new/additional children and is limited to 90 per cent of the estimated cost or the actual expenditure, whichever is less. The expenditure on financial assistance to voluntary organisations is shared equally by the Central and State Governments. In the case of Union Territories, Government of India's assistance is 90 per cent. The voluntary organisation concerned is required to contribute 10 per cent of the expenditure. If the expenditure exceeds the limits mentioned above, the voluntary organisation has to meet the entire excess expenditure in addition to 10% of the above mentioned limits. Value of contributions received in kind and utilised for the Children's House can be calculated towards the share of the voluntary organisations.

THE EDUCATIONAL COMPONENT

Non-formal Education is one of the main ingredients of the scheme, as the main objective of the scheme is to reform and rehabilitate the children of different age-groups by providing them non-formal education. Non-formal education is also given with a view to prevent the spread of destitution among the future generation.

Education is provided according to the need of the person and environment. The children are first placed in the institutions and then studied and classified according to their needs and experience of life so that individualized education could be arranged according to their need. The non-formal education includes physical education, social education, recreational education, citizenship, pre-vocational education and vocational education.

To provide an opportunity of mixing with other children of the community, these children are also sent to the institutions of formal education i.e. nursery school and primary school.

Efforts are made to ensure middle school education for all children, even for the school dropouts; for those who cannot qualify for high school education opportunities of vocational training are provided in existing institutions for pre-vocational training, promoted by the Department of Labour and Employment. Those who cannot qualify for vocational training or do not get opportunities of admission, are provided part-time vocational education in different occupations like tailoring, carpentry etc.

For those who reach 15 years of age, apprenticeship training is provided by the Ministry of Labour with the help of local industries.

The effort to rehabilitate children in the community when they grow up is further strengthened by giving non-formal education according to the need of the case by a trained social worker.

In this way, under the scheme, all possible efforts are made to make a child a good citizen by giving him non-formal education which

includes citizenship education, creative education and pre-vocational, vocational and formal education according to the requirement of the child.

There is a provision for the training of the workers also.

THE NON-FORMAL EDUCATION COMPONENT

The Directorate may provide existing suitable literature prepared by different institutions in citizenship education, moral education, health education and community education for reinforcing the existing non-formal education component in the scheme.

For the children who are illiterate and cannot be admitted in schools, literacy programmes may be developed with the combination of pre-vocational and vocational education.

For developing the non-formal education curriculum for the age-group of 5-12 years, NCERT may be consulted as it has already developed the Non-formal Education Curriculum for this age-group and has tried it on an experimental basis. Advantage could be taken of the results achieved by these experiments.

For preparing the curriculum of non-formal education for the 16-25 years age-group, the curriculum developed by the Directorate of Adult Education may be consulted.

FUNCTIONAL LITERACY FOR ADULT WOMEN

GENERAL INFORMATION

(a) BACKGROUND

In our Constitution equal rights and opportunities have been provided for women as for men in social, political and economic fields. However, in practice, due to various reasons women are not taking full advantage of these rights and opportunities provided to them. One of the main reasons is the high percentage of illiteracy prevailing among them which is at present 70-80%. This means that their total involvement in the national activities is not possible without making them literate. For this purpose the programme of functional literacy for women has been provided in the Fifth Five Year Plan to endow them with necessary knowledge and skills to perform the functions of a good housewife, efficient mother and a useful citizen.

The scheme was given a special significance during the International Women's Year, 1975. The meeting of the Non-formal Committee on the International Women's Year which was held on 10.12.1974 under the chairmanship of the Prime Minister Mrs. Indira Gandhi unanimously decided that a frontal attack should be made on the illiteracy among women, and unless it was done it would not be possible to involve them actively in the national life.

(b) BENEFICIARIES

The scheme is a programme seeking to deliver a package of services to illiterate women in the country. Attention is confined to adult women in the productive age-group 15-45 years and special attention is given to women in the age-group of 15-35 since the latter group is likely to be more receptive to the requirements of attitudinal change.

(c) OBJECTIVES

- To enable illiterate women to acquire the skills of literacy through functional literacy classes and participate in the developmental efforts of the community;
- to promote a better awareness among women of modern methods of health and hygiene (including population control) and of the importance of nutrition;
- to impart need-based training in home management and child-care;

- to bring about attitudinal changes among women, so as to enable them to play their role as good citizens of the country;
- to adopt appropriate follow-up measures to sustain the interest of the beneficiaries in their newly required skills.

(d) ORGANISATIONAL SET-UP

This is a Central sector scheme implemented by the State Governments/Union Territories through the infrastructure of the Integrated Child Development Services (ICDS) scheme. Wherever the running of Anganwadis under the ICDS scheme is entrusted with a voluntary or local organisation the running of the functional literacy classes under this scheme is also entrusted to the same organisation. Where an Anganwadi worker is a matriculate or has studied up to VIII standard and is willing to undertake additional work, she is placed in-charge of this programme also. If she is not willing, the responsibility is passed on to a Gram Sevika, local lady teacher or any other local educated woman resident of the village, to conduct the programme.

At the block level, the child development project officer, appointed under the Integrated Child Development Services scheme, supervises the scheme with the help of two assistants specially appointed for this purpose.

The Child Development Division in the Ministry of Social Welfare at the Central level provides funds and necessary guidelines to the States for the implementation of this scheme. The Division also provides services for the preparation of detailed curricula and teaching materials, preparation of detailed courses of study for providing orientation and training to the teachers of the functional literacy classes, and the preparation of suitable literature for the neo-literates in order to sustain their interest after completion of the literacy course. For this purpose, the Child Development Division seeks assistance from experts whenever required.

Documentaries or slides having a bearing on the curriculum are screened periodically with the help of audio-visual aids available with other agencies at the block level.

Such classes are organised where no other scheme such as Farmers' Functional Literacy or Non-formal Education is in operation. Normally a class comprises 30 adult women but sometimes it is started even with a smaller number. Provision is made for starting more classes in one village, if necessary.

The central, state, district, block and village coordination committees for the Integrated Child Development Service scheme perform the functions of review and coordination of the activities of the women's programmes also.

(e) COVERAGE, PHASING AND FINANCE

The scheme covers the areas where ICDS is in operation. However, it is not possible to have a programme to cover all the women within the age-group of 15-35 years. Efforts are concentrated in rural areas and towards those living in tribal, backward, hilly and inaccessible areas. Attention is also paid to women living in urban slums. As this scheme is implemented in ICDS project area, a number of functional literacy classes are generally equal to Anganwadi in each ICDS project area. In some villages where some other non-formal educational programme is being implemented functional literacy classes under this scheme are not conducted. On the other hand, in some villages there may be more than one functional literacy classes if the number of adult women willing to undergo training is sufficiently large. However, it is assumed that there would be 50 functional literacy classes in each tribal project area and 100 functional literacy classes in each rural and urban project area. An honorarium of Rs. 50 per month is paid to teachers incharge of each functional literacy class. The estimated expenditure on each centre would be Rs. 2,040/- recurring and Rs. 895/- non-recurring.

The actual expenditure in each block depends on the actual number of functional literacy classes run in each block. The expenditure on a block under the functional literacy for adult women scheme comes to Rs. 2,13,000 recurring and Rs. 2,89,500 non-recurring for rural areas; Rs. 21,300 recurring and Rs. 89,500 non-recurring for urban areas and Rs. 1,11,000 recurring and Rs. 44,750 non-recurring for tribal areas. The entire cost of the training of teachers of the functional literacy class including their TA/DA or stipend, the expenditure in the training centres etc. is borne by the Government of India. The expenditure on TA/DA of the trainees is made from the funds released to the State Governments. Lump sum provision of Rs. 40 per literacy centre is provided for the production of literature for neo-literates to facilitate follow-up action to sustain their interests after the completion of literacy course. In the Sixth Five Year Plan, a token provision of Rs. 237 crores has been made for 1000 projects.

THE EDUCATIONAL COMPONENT

The scheme proposes to offer non-formal education using functional literacy as the means of covering the following subjects:

- elementary health and hygiene;
- food and nutrition;
- home management and child care;
- civic education;
- vocational skill;
- poultry keeping

Demonstrations are given wherever necessary and possible during the teaching of different subjects in the class.

The above items are taught with the help of illustrations. The skills to be covered in each local area depend on the interest of the beneficiaries residing in the area.

A detailed curriculum has been prepared by the National Institute of Public Cooperation and Child Development, New Delhi, with the cooperation of the Directorate of Adult Education, Government of India.

It is necessary to lay equal emphasis on literacy and information to sustain the interest of women in the class as well as to make literacy functional from the very beginning.

All illiterate women having different interests may join the class, and therefore, no coherent group (i.e. having common needs, problems and interests) is expected to be found.

The provision of the appropriate training and orientation for the instructors has been made in selected training centres. The child development division in the Department of Social Welfare at the Central level helps in the preparation of a detailed curriculum and teaching materials and the preparation of a detailed course of study for providing orientation and training for teachers of the functional literacy classes.

The entire cost on the training of teachers of the functional literacy classes, including TA and DA or stipend is borne by the Government of India.

THE NON-FORMAL EDUCATION COMPONENT

The scheme is already developed with non-formal education as the main component. It is implemented in the ICDS project areas to support the ICDS programme. Therefore, only the topics related to child development and mother-craft need be included in the curriculum.

The material and media to be used for each content area; and the sources of materials for contents can be included in the curriculum.

For this purpose, sufficient literature/material/media based on the curriculum should be made available for class room teaching. The primer based on the information related to child development should be integrated with the literacy skill.

To sustain the interest of the new-literates, adequate follow-up material in different languages related to their interest needs to be acquired or produced in advance, which may be revised or improved periodically on the basis of experience.

SOCIO-ECONOMIC PROGRAMME FOR NEEDY, DESTITUTE AND PHYSICALLY HANDICAPPED

GENERAL INFORMATION

(a) BACKGROUND

The scheme was introduced in 1953. Through this scheme, the Central Social Welfare Board endeavours to provide work and wage to needy women and afford facilities to them in the form of full-time or part-time work. The scheme enables them to work at their own homes if the need be.

The Central Social Welfare Board sponsored the setting up of a number of production units during the Second Five Year Plan period with the active support and technical assistance of the Ministry of Commerce and Industry in the Government of India, and of the organisations and industrial boards under that Ministry. The Central Social Welfare Board proposes to continue this programme more intensively and with wider impact.

(b) BENEFICIARIES

Women who are economically backward, physically handicapped and also socially maladjusted, such as destitute widows, deserted women and also women belonging to middle income and lower income groups (teachers, policemen, clerks, shop assistants etc., are beneficiaries of this scheme.

(c) OBJECTIVES

- to enable needy, economically backward women to earn while working at home or at a nearby place which does not cause any dislocation in their domestic life;
- to provide the recommended training facilities along with stipend.

(d) ORGANISATIONAL SET-UP

The Central Welfare Board implements the scheme by giving grants through the existing voluntary agencies which are well established, and working at least for the last three years in the field of social welfare activities. The organisations having a properly constituted Managing Committee, whose powers, duties and responsibilities are clearly defined and laid down in a written constitution are entrusted with the work. Under this programme there are 3 types of schemes:

- (1) Small Industries Scheme
- (2) Agro Base Dairy Scheme
- (3) Self-employment Units

Under the Small Industries Scheme the Institution selects suitable industries with the help of the Director of Industries of the State Government and also the Small Industries Service Institute in the State. Technical and other facilities of the State Departments of Industries and other organisations such as Small Industries Service Institutes etc. working under the Central Government are availed of by the institutions.

Under the Agro Base Dairy Scheme the voluntary institutions which are registered and whose services are open to all the castes and creeds of the community can undertake the scheme. The beneficiaries are assisted in the form of loan and also grants. The loans are given for the purchase of animals and the grants are given for the fodder and miscellaneous expenses such as medicine, transport, etc.

Under the self-employment scheme, a self-employment unit for 80 beneficiaries can be set up for which the loan is given free of interest and also grants are given for equipments etc.

(e) COVERAGE, PHASING AND FINANCE

The scheme covers the whole country but the emphasis is laid on the implementation of the programme in rural areas, especially hilly and border areas.

A grant upto a maximum of Rs. 3 lakhs is available for setting up a production unit under this programme to create employment potential on an average for 30 to 40 needy, destitute women and for the physically handicapped. The entire amount is sanctioned as grant which constitutes grant for non-recurring items, for machinery etc. and grant for a working capital of normally one month and training expenses, if need be for varying period from two to six months.

For all the 3 schemes the budget for the year 1983-84 is Rs. 2.80 crores.

THE EDUCATIONAL COMPONENT

The main purpose of the scheme is to provide training, work and wage to the needy women.

Before providing a job some training in technical know-how is given by the voluntary agencies, varying in duration from two months to six months for the various trades. A number of handloom training-cum-production units were set up during the Second Five-Year plan period for the needy women as also the blind and even orthopaedically handicapped. It is proposed to set up more such units on selective basis, particularly in the states of the eastern region, to provide training for the service oriented units which may not require much technical know-how and could be set up with a smaller capital outlay e.g. catering, typing and cyclostyling etc. A small sum for training beneficiaries and subsequently linking up these trained women to get work on some regular basis has been provided.

For the training of the technical staff who run the units and also impart necessary training, the institutions are advised to take help from the Department of Industries under the State Government and also the Regional Offices of Industrial Board and Organisations under the Ministry of Industry and Civil Supplies. The employment exchanges in the States could also be approached for the recruitment of technical hands who are trained in the various Industrial Training Institutes and other technical institutions. For trained instructors in handicrafts the institutions could approach the Regional Handicraft Training Institute functioning at Bombay, Hyderabad and Calcutta.

THE NON-FORMAL EDUCATION COMPONENT

The programme includes non-formal education as the main and important part of the scheme of training before providing work and wage to the needy women.

The existing non-formal education component may further be reinforced by providing sufficient literature relating to different jobs, trades and industries in easy and simple language.

The literacy part may also be linked for illiterate women while they are being trained in different trades or the Technical know-how provided for the different jobs in various industries for which the assistance is provided by the Central Social Welfare Board. Such programmes may also be arranged for women who work in the Institution in order to make them self-sufficient in advanced scientific knowledge and technical know-how in the future, as the women will then be able to keep their knowledge up-to-date by reading books on the related subjects themselves. Such schemes are being considered by the Central Social Welfare Board at the moment.

CONDENSED COURSES OF EDUCATION FOR ADULT WOMEN

GENERAL INFORMATION

(a) BACKGROUND

During the Second Five-Year Plan, it was estimated that a large number of trained women workers, like Gram Sevikas, nurse, midwives, Balwadi teachers, primary school teachers, family welfare workers etc., were required for implementation of the various developmental schemes for specialised training. The minimum educational qualification for admission is a pass either in the middle school or matriculation examination. Even in place where training facilities existed for these types of jobs, experience has shown that suitable candidates, mature in mind and with the minimum educational qualifications, were not available to undergo the training. While on the one hand there was the problem of non-availability of educated adult women for undergoing training, on the other hand, there were thousands of deserving adult women needing employment to supplement their family income. For these reasons the Central Social Welfare Board started the scheme of Condensed Courses of Education for Adult Women in 1958.

(b) BENEFICIARIES

The programmes are organised for backward and needy women, especially for the women from backward, rural, hilly areas and slum areas e.g. destitute women (widows, divorced women, deserted women and deserving wives);

Women from the Scheduled Castes and Scheduled Tribes; unmarried women who are destitutes or the mainstay of their family or very needy.

(c) OBJECTIVES

- To open new vistas of employment to large number of deserving and needy women;
- to create a band of competent trained workers required to man the various social development projects particularly in the rural areas, in the shortest possible time;
- to provide facilities to pass the middle and matriculation examinations and vocational training courses.

(d) ORGANISATIONAL SET-UP

The Central Social Welfare Board gives the grant to the voluntary organisations to run the programme and also frame the policy rules and regulations. The State Social Welfare Boards and Education Departments are also associated with them and they supervise and guide the programme run by voluntary recognised institutions and after-care homes with the help of teaching staff. There is a provision for a full-time trained teacher and three to four part-time teachers for each course.

(e) COVERAGE, PHASING AND FINANCE

The programme is extended to needy women of backward areas i.e. rural, hilly, and slum areas.

The financial assistance to the vocational institutions already engaged in conducting vocational training programmes is limited to Rs. 19,950 for mixed courses and Rs. 11,850 for non-residential courses. The assistance is given for the maintenance grant, pocket money, stipend, instructors' salary, rent, educational equipment and contingencies.

The financial assistance to other courses is given for maintenance of candidates, teachers' salary, maintenance of building or rent, equipment, contingencies, pocket money, stipend and examination fees to trainees for residential course, for a mixed course and also for non-residential course for a period of two years. These grants are subject to the conditions that no fees are charged. In the current year (1983-84), total provision of Rs. 1,25,00,000 has been made for the purpose of all condensed courses of Adult Education Programme.

THE EDUCATIONAL COMPONENT

Non-formal education is the basic idea of the scheme. The scheme is meant to make needy women financially independent by opening new vistas of employment, by providing them opportunities for further learning, job-oriented training and vocational training according to their needs and interests.

Opportunities are given to the school drop-outs or out-of-school young women to pass the primary and middle school examination or matriculation (or high school) examination from a recognised institution or university.

The selected candidates are prepared for examination according to the prescribed syllabus, enabling them to pass the examination as private candidates. (The course is generally organised through residential/mixed courses in rural areas and non-residential courses in urban areas.)

It also provides a second chance to candidates who fail in matric and SSLC examinations.

Vocational training courses for needy and deserving adult women in the age-group 18-30 years, are arranged to impart intensive training in selected vocations, which have employment potential by organising one-year courses through voluntary organisations. This would enable the women to find suitable employment in the open market, or prepare them for self-employment.

THE NON-FORMAL EDUCATION COMPONENT

The scheme of condensed courses of education for adult women is basically a programme of non-formal education and possesses all the main ingredients of a non-formal approach to education. At the base of the programme lies the concern for the identification of educational, vocational needs of the needy and backward young women. The opportunities of education to pass the Matriculation of SSLC examination are given to out-of-school young women and school drop-outs with a view to giving them further professional training in order to make them economically independent. The vocational training courses like type-writing and shorthand, teachers' training in tailoring, secretarial courses, craft teacher courses, house mothers, nurse aids, radio and TV, photography, wireless operators, laboratory technicians' courses etc. are also provided according to the interests and needs of women having employment potential. Efforts are also made to secure employment and rehabilitation after the training is completed.

At present, only those women who have some prescribed educational qualifications are admitted for the above courses. However, some course on the same lines, in some vocations which do not require much education, could also be developed for the illiterate women. These courses may be linked with the literacy courses. Such vocational courses may cover crafts like tailoring, pottery and other similar crafts that are to the advantage of the women who are economically weak and in need of jobs to maintain themselves or supplement their family income.

Development of curriculum for such schemes could be done in coordination with the Directorate of Adult Education, Government of India.

V

DEPARTMENT OF SCIENCE & TECHNOLOGY

1. Schemes for promotion of scientific activities for reaching wider cross section of society.
2. Promotion of Scientific interest in Youth
3. Technology Development for Artisans, Landless Labour, Scheduled Castes and Scheduled Tribes and other weaker sections.
4. Science & Technology for Women.

SCHEME FOR PROMOTING SCIENTIFIC ACTIVITIES FOR REACHING WIDER CROSS SECTION OF SOCIETY

GENERAL INFORMATION

(a) BACKGROUND

The Department of Science and Technology, popularly known as 'DST' was set up in 1971 to fulfil the need for systematic and integrated planning in Science and Technology, implementation of research programmes and coordination of scientific activities, which were considered essential for the overall improvement of the socio-economic conditions of the country.

(b) BENEFICIARIES

Over the years, the DST has grown considerably, both in importance and competence, and today this Department has been assigned with the principal responsibilities of promoting new areas of Science & Technology; undertaking or financially sponsoring scientific and technological surveys, research, design and development; supporting National Research Institutions and Scientific Bodies; coordinating all activities related to International Science & Technology collaboration except in specific areas assigned to other agencies; dealing with the promotion of and support to indigenous technology; disseminating scientific and technological information; coordinating multi-institutional, interdisciplinary activities in areas of Science & Technology; and providing secretarial support to the Science Advisory Committee to the Cabinet (SACC).

(c) OBJECTIVES

Though the department rarely comes in direct contact with the masses, through its research activities, people engaged in different occupations are benefitted. As the name of the scheme itself indicates, the scientific activities of the DST are expected to reach wider cross section of the society. Schemes under this category envisage development of technology for benefit of Scheduled Castes, Scheduled Tribes and other weaker sections of the society.

(d) ORGANISATIONAL SET-UP

The Department of Science and Technology is a separate

department and does not come under the purview of any Ministry. It is headed by the Secretary who is assisted by a number of Scientists and Technical Officers.

During 1982-83, some organisational changes were effected e.g. setting up a new Department of Non-Conventional Energy Sources with the Ministry of Energy; the Commission on Additional Sources of Energy which was a part of DST was transferred to this new Department with effect from 6th September, 1982.

(e) COVERAGE, PHASING AND FINANCE

The total budget (both non-plan and plan) of the Department including all the organisations under its charge for the year 1982-83 was Rs. 61.75 crores (excluding Rs. 16.80 crores for the Commission on Non-Conventional Sources of Energy).

THE EDUCATIONAL COMPONENT

With a view to promoting inter-disciplinary research and coordinating various scientific and technological activities, the Department conducts training programmes, organises seminars, symposia, lectures etc. and brings out a magazine entitled 'Avishkar'. Though these activities are mainly directed towards the educated public, recently the Department has taken up the job of popularisation of science & technology. A National Council for Science and Technology Communication (NCSTC) has also been set up. This council comprises representatives from the Central and State Govts., mass media, voluntary agencies etc. It prepares blue-prints/action plans for popularisation of science and technology and also works towards growth of the scientific temper in Indian society.

Of late, several projects have been supported by the DST on application of Science and Technology for rural and Tribal development. The technologies generated include smokeless Chulha, de-clogging of tube-wells, provision of drinking water supply and a hut-made of water repellant thatched roof.

THE NON-FORMAL EDUCATION COMPONENT

There is an element of non-formal education at one stage or other in the implementation process.

However, there is further scope for inclusion of the non-formal education component in schemes of the DST meant for reaching wider cross section of the society.

It would be desirable if some effort is made in close collaboration with the DST for quick transfer of new technology to the masses through non-formal education centres in simple language. This will help in quick transfer of new and appropriate technology to the masses. It will also help in keeping the masses aware of the advances made in the field of Science & Technology.

PROMOTION OF SCIENTIFIC INTEREST IN YOUTH

GENERAL INFORMATION

(a) BACKGROUND

Planning Commission in discussion with the Secretaries of Scientific Departments and Heads of Agencies identified certain immediate steps to be taken to reaffirm Government's appreciation of the role and importance of Science & Technology and to foster a culture which would purposefully utilise Science & Technology for country's development. One of the immediate measures identified was the involvement of young scientists in the national S & T development process. It was felt that there is an imperative need to involve the younger generation of scientists in the national S & T activities and to promote their interest in science. This would help to spread the science culture tailored to the needs of economic development and conditions prevalent in our country. It was felt necessary to identify existing organisations/associations in India which could undertake special programmes for involvement of young scientists who could use the forums provided by these organisations to discuss problems of common interest to them.

In order to understand the problems and predicaments of the young scientists, Planning Commission held a meeting with a cross section of young scientists and observed that the aspirations of the young people were two-fold. Firstly, they felt that the existing support for S & T activities is heavily based in favour of older scientists and secondly they have no voice in S & T policy formulation of the country. The question of creating a mechanism to involve young scientists in S & T policy making and canalizing their enthusiasm into organized opportunities was discussed. It was felt that the Department of Science & Technology has a role to play in helping the young scientists and accordingly the scheme on the promotion of Scientific Interest in Youth has been initiated. The scheme by itself is not a solution to the problem. It will provide a mechanism to appreciate and identify the problems that young people do face in existing science support activities and ensure that they have appropriate avenues for voicing their ideas about S & T policy to the policy makers.

(b) OBJECTIVES

The existing S & T promotion schemes provide financial support for seminars/symposia, research projects, travel within and out-

side the country and for publications. The support is normally given to older scientists who have already achieved recognition in their respective fields due to their past work. The creative period when a scientist can contribute maximum to the S & T development process, is during his early part of the career. Therefore, it is of utmost importance that bright young scientists upto the age group of 35 years are especially encouraged and are provided support for research projects and for scientific publications. They should also be given opportunities to travel within and outside the country to meet the scientists and interact with them for exchange of information/knowledge in the concerned field.

Seminars/symposia on selected topics of special relevance and concern to young scientists will give them opportunities to sit face to face with senior scientists and policy makers. They would thus feel the sense of participation in S & T policy formulations.

(c) BENEFICIARIES

Young scientists in the age group of 21-35 in the country will be the main beneficiaries. This will indirectly help in promotion of scientific interest in youth.

(d) COVERAGE, PHASING AND FINANCE

The objectives are to be achieved through Awards, Grants for International Travel, Projects, Publications etc.

This scheme came into effective operation only during 1982-83. Work on two Projects sanctioned, has started:

- (1) The Indian Institute of Education, Pune has undertaken a 2-3 year project to develop Non-formal Science Education.
- (2) The Centre for Entrepreneurship Development at Ahmedabad has undertaken Entrepreneurship Development Programme for young unemployed scientists.

(e) ORGANISATIONAL SET-UP

- (1) Awards have been instituted through Indian National Science Academy, New Delhi and the Indian Science Congress Association, Calcutta.
- (2) Travel Grants are provided through the Indian national Science Academy (INSA), New Delhi.
- (3) Other grants for publications, holding Seminars etc. are given by the DST directly.

THE EDUCATIONAL COMPONENT

The projects being implemented envisage imparting basic skills, scientific methodology and concepts that are applicable in daily life

and thus develop spirit of observation, measurement, logic and experimentation for self-development among the youth in the age-group of 15-25 years whether school going or non-school-going. Besides, training is imparted to unemployed young scientists with a view to enable them to take-up self-employment opportunities.

THE NON-FORMAL EDUCATION COMPONENT

The non-formal education component has already been built-up in the schemes being implemented. However, the strategy for involving youth in scientific endeavour will have to be broadly based on the steps such as widening the base of experience and the skills available to the youth; teaching the youth the language of science; guide them in the exploitation of science for improving quality of life; develop among them further learning habits etc.

Science Centres which are planned to be set-up for training youth in various arts and crafts is a welcome step in this direction. ||

TECHNOLOGY DEVELOPMENT FOR ARTISANS, LANDLESS LABOUR, SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER WEAKER SECTIONS

GENERAL INFORMATION

(a) BACKGROUND

The scheme has been prepared by the Department of Science and Technology (DST) in pursuance of the directions received from the Prime Minister and the Planning Commission to prepare a special scheme directed towards Scheduled Castes and Scheduled Tribes. The scheme also incorporates the request by the Planning Commission that DST give utmost importance and emphasis to the development of suitable technologies for Landless Labour and also arrange for demonstrations in this regard.

This new scheme is meant for the promotion of Technology for occupations engaging Scheduled Castes, Scheduled Tribes, Landless Labour and Linked Occupations. It focuses attention on an area of work requiring a special effort not available under the existing on-going schemes.

(b) OBJECTIVES

The scope of the scheme includes:

- Improved/new technology for existing occupations/sectors in which the primary beneficiary groups are currently engaged.
- Improved/new technology based on locally available existing/new resources, and co-products obtained through a more efficient utilization of resources, with a view to creating additional occupations and employment for the primary beneficiary groups.
- Improved/new technology for Linked Occupations/Sectors to match the needs of above technology in a viable way.
- Along with gainful occupations and employment, the range of new/improved technology would include technology for basic needs, and improvement of the quality of life of the primary

beneficiary groups particularly.

- In the development of technology an incorporation of regional and local orientation for utilization through adaptive RDD may be encouraged and promoted.
- A multi-sectoral approach to technology development and utilization, preferably through a portfolio of projects/programmes may be encouraged and promoted.
- Support to, and promotion of all activities starting from identification of technological needs and generation through field trials and adaptive RDD upto setting up and operation of demonstration units to obtaining utilizable know-how.

(c) BENEFICIARIES

Scheduled Castes, Scheduled Tribes, Landless Labour and Linked Occupations.

(d) COVERAGE, PHASING AND FINANCE

The scheme is expected to cover the predominant majority of Landless Labour who are Scheduled Castes in origin. In fact, nearly half of the Scheduled Castes are engaged in this occupation. Nearly 25% (1974) of the rural workforce are agricultural labour, and of this nearly 50% (1974) are landless; Scheduled Castes comprise about 20% (1971) of the rural workforce and almost 52% (1971) of them are agricultural labour without assets. The range of occupations engaging Scheduled Castes is wide and varied, for example: small/marginal cultivation; primary leather processing, bone collection through tanning to leather product-making; cloth weaving, dyeing and printing; food processing, fishing, toddy tapping and fermentation; basket and mat weaving, black-smithy, carpentry, pottery, masonry; fine metal work, lacquer work and other handicrafts; manual haulage and transportation; and sweeping. These occupations cover a spectrum of settlement pattern while they are predominantly rural and peri-urban in character, they also include small/large urban areas.

For the wide-spread application of technology S & T inputs would be provided by DST to governmental and quasi-governmental agencies equipped with the necessary machinery, and to voluntary field groups with S & T competence, and/or capability to acquire it.

As part of this scheme the Department has also been supporting several research and development programmes involving the application of science and technology for rural and tribal development.

Under the DST's programme the following broad aspects are to receive support:

- i) Techno-economic field investigations and studies to identify the required technology.

- ii) Projects/Programmes for generating the required technology;
- iii) Projects/Programmes for Adaptive RDD and field application with special attention to be placed on prototype development, training to impart/upgrade local skills, and product market testing resulting in demonstration units with replicable know-how which could be given to other agencies for wide-scale application.
- iv) Seminars/Workshops/Publications; and '*Jatras*' and '*Melas*' etc. for widespread propagation and appreciation of the scientific approach.

Through support to the above activities a cumulative build-up of an inventory of the desired technology may be aimed at.

(e) ORGANISATIONAL SET-UP

The Scheme will be implemented by the Science and Technology Promotion Division of the Department of Science and Technology.

Under this programme the following organisation may be involved: S & T field Groups; National Laboratories; IITs and other institutions of higher education; agricultural and engineering colleges/universities, and other RDD institutions. State Councils on Science and Technology may be requested to assist by encouraging this area of S & T in their States. The Department of Science and Technology may in turn assist the State Councils on the basis of specific projects/programmes of the above type forwarded by them for support. It is envisaged that coordinated working groups may also be formed to implement the programme. The provision for workshops, seminars, *jatras*, *melas*, etc. are for mass contact/propagation work involving field groups, artisans, agricultural workers and others.

THE EDUCATIONAL COMPONENT

Education is one of the important components in programme meant for rural population, especially the landless labour.

The DST has therefore, been collaborating with the Centre for Science for Villages of Wardha and the Centre for Application of Science & Technology for Rural Development.

A multi-sectoral approach to technology development is being favoured for following reasons.

It is significant to recognise that occupations particularly engaging the rural poor, land-less, artisans, small/marginal cultivators are mutually inter-related amongst themselves, as well as with that of

cultivators pursuing bullock-powered agriculture and generally employing family labour. This inter-relationship is a reflection of the critical fact that any existing technique or improved/new technology for an occupation/sector in order to be viable, depends upon linked occupations/sectors for provisions of inputs, utilization of outputs including that for domestic purposes, and for fabrication as well as repair and maintenance services. A significant example of a linked sector is that of rural engineering comprising blacksmithy, carpentry, masonry and pottery; that is, occupations where Scheduled Castes may not be predominant, but which are technically critical to the occupation engaging Scheduled Castes, Scheduled Tribes and Landless Labour. Consequently if these groups are to be the primary beneficiaries of improved/new technology in a viable way, then matching attention may have to be devoted to the development of improved/new technology for the linked occupations/sectors.

The mix of occupations engaging the primary beneficiary population shows regional and local variations. The mix of physical resources, as well as techno-economic circumstances also show analogous variations. Hence, the identification of technological needs of the beneficiary population, and development and application of technology ought to incorporate a regional and local orientation also. The identification of needs, for example, would require field investigations and studies involving a close interaction with the beneficiary groups in a region, or locality. Through such an understanding of existing techniques, their efficiencies, and the preferences as well as choices of techniques within reach of, and desired by the beneficiary groups.

THE NON-FORMAL EDUCATION COMPONENT

An Expert Committee constituted by the DST while reviewing the implementation of this scheme has recommended the following priorities.

- i) Action oriented field programmes, involving application of S & T to benefit the weaker sections, implemented by S & T field groups with back-up programmes by S & T institutions.
- ii) Short-duration programmes involving fabrication of technology-based devices by artisans, for utilisation of landless labour and other weaker sections to improve their living conditions. The emphasis is on devices/techniques which would demonstrate S & T. Adaptive Research Design & Development, resulting in demonstrable technology is also emphasized.
- iii) Short duration field investigation by S & T field activities, for identifying specific problems for which demonstration projects can be undertaken, and/or for identifying programme of work by S & T field groups and S & T institutions in collaboration with each other.

SCIENCE AND TECHNOLOGY FOR WOMEN

GENERAL INFORMATION

(a) BACKGROUND

Recognising the need for application of science and technology to benefit women, the Department of Science and Technology is implementing a plan scheme entitled "S & T FOR WOMEN". It is a grants-in-aid scheme.

(b) OBJECTIVES

- To provide gainful employment to women, specially to those in rural areas;
- to reduce the element of drudgery in their lives;
- to provide adequate medical and nutritional facilities;
- to improve sanitation and environment conditions;
- to protect women from occupational hazards;
- to ensure contribution by women to the development of Science & Technology.

(c) BENEFICIARIES

This is a scheme meant for the benefit of women in general and especially those women who are in need of gainful occupations, nutrition etc.

(d) COVERAGE, PHASING AND FINANCE

This is basically a grants-in-aid scheme started in 1980 and supports programmes involving the application of science & technology to benefit women.

The projects that may be considered for grant can cover the following categories:

1. To conduct surveys.
2. To carry out research and development on new technologies or innovation of existing technologies.
3. Transfer of available technologies through demonstration, field trials and training programmes.

4. Dissemination of information by publishing brochures, booklets, monographs etc. on programmes relating to application of Science and Technology for women, preparing audio-visual aids, films etc.
5. To establish local organisational structures for better management and marketing facilities.
6. To conduct entrepreneurship development programmes by application of S & T.

A total outlay of Rupees one crore has been approved for the Sixth Plan period.

(d) ORGANISATIONAL SET-UP

The Department of Science & Technology is implementing this scheme.

THE EDUCATIONAL COMPONENT

About 40 schemes relating to research and development, demonstration, extension of technology and technology transfer, and training for women have been sponsored by the Department of Science & Technology. Out of these, 16 projects relate to training programmes. The training programmes serve the purpose of creating awareness about the benefits of S & T and developing entrepreneurial skills by application of science and technology.

THE NON-FORMAL EDUCATION COMPONENT

The results of the work carried out in the different projects financed by the DST under the scheme should be followed up and steps should be taken for extending such of these results if found beneficial to the target group. Then only the real benefit of the scheme can reach the people for whom it is meant.

In fact, while approving the proposals for grant, the final target group/beneficiary giving size, background, socio-economic status etc. should be clearly specified.

Whenever possible adult education centres for women may be utilized for demonstration of the results, for selection of individuals from target group for training etc.

The adult education component in the various projects is listed below:

Title of the
Project

Nature of the adult
education programme
for women

Information dissemination
programme of Rural
Development Service
Society, Silwani.

Education programme for tribal
women through audio-visual aids
for creating awareness of
health and hygiene; pre and post
natal care; scientific methods
of nutrition, child care etc.

Household storage of
water - its sanitation,
preservation and
economical use.

Educating the families with
respect to simple economic
household methods of purification
of water.

S&T to reduce drudgery
of tribal women.

Training women in -
operating the improved rope
making machine, methods of
bamboo tools required for
making bamboo goods.

S&T to reduce drudgery
of rural women.

Training programme in operating
the improved Ambar Charkha.

S&T to reduce drudgery
of rural women.

Educating women in growing and
maintaining kitchen gardens,
preparing nutritious food.
Training in cottage match making,
soap and candle making; bamboo
goods manufacture.

-do-

Formal training in
operating the improved wool
spinning charkha.

Use of improved weeders
and sickles developed at
Central Institute of
Agricultural Engg., Bhopal

Training of rural women in
using improved agricultural
implements - weeders; sickles.

Prevention of physical
and mental defects in
children through non-
formal education of women.

Training of women to take care
of new born and infants in a way
to prevent eye infections, jaundice
etc. by taking preventive measures.

Title of the Project	Nature of the adult education programme for women
Assessment of the traditional sickle used by the rural women for harvesting the fields.	Training in handling the improved sickle and its fabrication, propagation of improved sickles.
Nursery of the social forestry.	Training women in growing seedlings in scientific manner.
Nutrition, life style and health with special reference to cancer in tribals of western Maharashtra.	Non-formal education on various aspects of health, hygiene and nutrition; energy conservation.
Training of rural women in Radio Repair Service	Training in radio repair skills
Teaching women to make solar stills and to grow biodynamic gardens	Training in fabrication of solar stills and to raise biodynamic gardens.

VI
MINISTRY OF HEALTH &
FAMILY WELFARE

DEPARTMENT OF HEALTH

1. National Malaria Eradication Programme
2. National Filaria Control Programme
3. National Leprosy Control Programme
4. National Tuberculosis Programme
5. Sexually Transmitted Disease Control Programme
6. Diarrhoeal Disease Control Programme
7. National Goitre Control Programme
8. National Programme for Control of Blindness
9. Expanded Programme of Immunization

DEPARTMENT OF HEALTH

The Directorate General of Health Services is a technical wing of the Ministry of Health and Family Welfare which renders technical advice in all medical and public health matters and in the implementation and monitoring of the plan schemes to the Ministry. The Directorate is helped by seventy subordinate offices.

The Department of Health deals with medical and public health matters including birth control and prevention of food adulteration. It has sole responsibility for the subjects included in the Union List and has concurrent legislative responsibility with the States for subjects contained in the concurrent list.

A Statement of National Health Policy was laid on the table of the Parliament on 2nd November 1982. It lays stress on preventive, promotive, public health and rehabilitative aspects of health care and points to the need of establishing comprehensive, primary health services to reach the population in the remotest areas of the country, the need to view the health and human development as a vital component of overall integrated national socio-economic development, centralised system of health care delivery with the maximum community and individual self-reliance and participation. The policy also lays stress on ensuring adequate nutrition, safe drinking water supply and improved sanitation for all segments of the population. It sets out specific goals to be achieved by 1985, 1990, 1995 and 2000 A.D. in pursuance of the national commitment for the attainment of the goal for Health For All by 2000 A.D.

NATIONAL MALARIA ERADICATION PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

The National Malaria Control Programme was launched in April 1953 with the sole objective to control the Malaria. In 1958, it was upgraded to National Malaria Eradication Programme with the objective to eradicate malaria from India. After initial success, there was a set back and the strategy for malaria eradication programme was changed in October 1976.

(b) BENEFICIARIES

The whole Indian population is the target group of this programme.

(c) OBJECTIVES

- To prevent deaths due to malaria;
- reduction in the period of sickness;
- agricultural and industrial production to be maintained by undertaking intensive anti-malarial measures in such areas;
- to consolidate the achievements obtained so far.

(d) ORGANISATIONAL SET-UP

The National Malaria Eradication Programme has been integrated at State, District and Primary Health Centre levels with the other programmes included in the rural health services. At district level, District Officers are responsible for implementing the programme. At the Block level, there are Supervisors and Multi-purpose workers in the implementation of the programme.

(e) COVERAGE, PHASING AND FINANCE

To attain these objectives the modified plan of operation envisages a three-pronged attack by mobilising Government's effort, people's participation and research and training in Malaria.

All the areas with API 2 and above are being covered under regular spray. Active surveillance in the area with less than 2 API. Sharing the expenditure with States on 50:50 basis. Emphasis on the anti-malaria drugs. The timely collection of blood-slides of fever cases and their quick examination.

About 3.57 lakh Drug Distribution Centres and Fever Treatment Depots are functioning all over the country in the rural areas to make the anti-malaria drug available without loss of time to fever cases.

THE EDUCATIONAL COMPONENT

To create awareness about malaria problem amongst the people Panchayat members and public representatives are being given orientation training about occurrence, prevention and treatment of malaria at Primary Health Centre level.

To achieve the communities' active participation in the implementation of the programme, the dreadful fact of the disease on individual and the country, its preventive methodology, treatment procedures, problems experienced in the implementation of the programme are focussed to the notice of the people through multi-language posters, handbills, picture cards, flash cards, etc. and mass media like radio, TV, Cinema slides etc. A film on malaria titled 'A Menace' has been produced for screening in the public. At Block level Health Supervisors and Health Workers are responsible for carrying out the educational components of the programme. The relevant literature and display material are provided by Centre and State authorities.

THE NON-FORMAL EDUCATION COMPONENT

The non-formal education of the people is done by the Medical Officer, Supervisors and Multi-purpose workers. The content includes signs and symptoms of malaria, mode of spread, treatment, prevention, importance of giving blood for testing, presumptive treatment, radical treatment and environmental sanitation.

This education of public is carried out through formal and non-formal local leaders by the health workers, by the health guide and the medical officer, incharge of primary health centre.

The instructor in the adult education programme can make use of the literature and display material available regarding malaria at primary health centre, he can be trained in taking blood slides for testing malaria of fever cases, he can acquire adequate information about malaria programme from the malaria functionaries. These functionaries of Primary Health Centre can be invited to the adult education classes to give information about malaria and malaria eradication programmes.

NATIONAL FILARIA CONTROL PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

For the control of filariasis, the national Filaria Control Project was launched in 1955. Till June 1978, the programme was operating under the National Institute of Communicable Disease. Since June 1978, it is being operated by the Directorate of National Malaria Control Programme.

(b) BENEFICIARIES

The population living in the filaria affective areas, which is nearly 304 millions.

(c) OBJECTIVES

- Delimitation of problem in hitherto unsurveyed areas;
- Control of filaria in urban areas through (a) Recurrent Anti-larval measures; (b) Anti-Parasitic measures;
- Control in rural areas through detection and treatment of micro-filaria carriers/diseased persons.

(d) ORGANISATIONAL SET-UP

Till June 1978, the programme was operating under the Director NICD. However, due to similarity of anti-larval operations under malaria and NFCP, the 4th Joint Central Council of Health and Family Welfare recommended the NFCP should be merged with urban malaria scheme. Since June 1978, the operational component of the NFCP has been merged with the urban malaria scheme and research and training continue to be with the Director, NICD.

(e) COVERAGE, PHASING AND FINANCE

Twenty-seven filaria survey units are functioning in the various endemic States/UTs. Out of 295 districts in endemic States only 170 were surveyed for the establishment of these units. These survey units have so far completed the delimitation survey in 50 districts.

The rural filaria control through detection and treatment of micro-carriers/diseased persons has been taken up on experimental basis in

one district each in Andhra Pradesh, Gujarat and Uttar Pradesh. The entire rural population is being screened by domiciliary visits.

This is a 100% centrally sponsored programme.

THE EDUCATIONAL COMPONENT

The education about filariasis is done only in the districts where the control programme is going on by the field staff. In these areas, the filaria workers are added to the strength of the primary health centre. His main responsibility is the education of the people about causes, signs and symptoms, treatment and prevention of the disease. He also informs the people about the services available at different centres, and also arranges them.

THE NON-FORMAL EDUCATION COMPONENT

The filariasis is a disease with insidious beginning. The patient comes to know of it only when its apparent manifestations appear. The people need to be educated about the cause, early symptoms, its spread, its treatment and prevention. The role of nocturnal blood slide is to be explained to them, and the need to be informed about the services available in their area.

An adult education instructor can make use of the literature available on filariasis and also can take the help of the filaria worker for giving information to the people in adult education centres.

Programme initially functioned as Centrally aided one and from 1969-70 it is functioning as 100% Centrally sponsored programme except during the period 1979-80 to 1980-81 when the financial responsibilities were shared by the State Government on 50:50 basis.

THE EDUCATIONAL COMPONENT

Leprosy being a social problem, education plays a paramount role in removing the misconceptions of the people about the disease, the patients and its curability and prevention. Not only the leprosy patients are considered untouchable and looked down upon, they are kept in a separate place and carry social stigma. The educational component of the programme includes creating awareness among the people that leprosy is a curable disease. It can be controlled by taking treatment for a short period but for a complete cure long-term treatment is required. Once a patient is fully cured, he has to undertake such activities which may not affect his health and he can be rehabilitated. The leprosy patient should not be treated as a person who should be shunned from. What he needs is the proper care of the family and family need to take proper preventive measures so that the disease is not passed on to healthy persons.

THE NON-FORMAL EDUCATION COMPONENT

The Non-formal education component includes creating awareness among the people that leprosy is curable; imparting knowledge about the signs and symptoms, and the causes as well as its treatment; stressing the necessity of having complete treatment for a period of time; recommending preventive measures to the family members; giving information about the services available for treatment and detection of leprosy, since early diagnosis of disease means early cure. The literature on leprosy can be had from the respective departments of the health in the States and Central Health Education Bureau and the State Health Bureaux. The instructor at the adult education centre can take the help and guidance of medical officer incharge of primary health centre and the leprosy workers for giving adequate information about the causes, signs and symptoms, early diagnosis, treatment and rehabilitation of the leprosy patients, motivating them for taking a full treatment and helping them in rehabilitation.

NATIONAL TUBERCULOSIS PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

Tuberculosis is a major public health problem in the country with high morbidity and mortality rates. It is estimated that nearly 1.5% of the population is suffering from radiological active tuberculosis disease of the lungs of which nearly one-fourth are sputum positive or infectious. The prevalence of the TB disease is almost the same in urban and rural areas.

(b) BENEFICIARIES

Persons in the age-group of 0-20 years; T.B. patients and their family members; Suspected T.B. patients.

(c) OBJECTIVES

To control Tuberculosis.

(d) ORGANISATIONAL SET-UP

Under the National Tuberculosis programme, priority has been given to the establishment of fully equipped and staffed District TB Centres in all the districts of the country for undertaking TB case-finding and treatment activities in collaboration with the medical and health institutions located in the districts. So far a total of 355 such district TB Centres have been established. In addition, there are about 300 TB clinics functioning in the country which are participating in the case finding and domiciliary treatment programme for the TB patients.

(e) COVERAGE, PHASING AND FINANCE

Under Centrally Sponsored Sector, material/equipments/anti-Tuberculosis drugs are being supplied on 50:50 basis to the states and on 100% basis to the Tuberculosis clinics in the Union Territories and to Tuberculosis clinics run by the voluntary bodies. For the 6th Plan period, an outlay of 700 lakhs had been earmarked for this scheme and during 1983-84 the provision is Rs. 200 lakhs.

THE EDUCATIONAL COMPONENT

Tuberculosis is the major killing disease in our country. It has also social stigma attached to it. If a person is suffering from TB, people

intentionally or unintentionally boycott him socially. A patient in his ignorance tries to conceal the disease because of the fear of social reaction which may affect his and his family. So there is a great need of making people aware that Tuberculosis is curable; all the patients are not infectious; even the infectious person can be made non-infectious by giving medicine for short duration. Precautions are to be taken by the members of the family so that the patient is fully recovered and takes preventive measures. The information about the treatment centres and various treatment facilities available in the area and how these facilities can be utilized, forms a part of the educational component.

THE NON-FORMAL EDUCATION COMPONENT

The non-formal education component includes: (i) Making the people aware of signs and symptoms of the disease so that they can help themselves and their family members to get the disease diagnosed as early as possible. (ii) Impress on them that early detection helps in early cure of patients. (iii) The disease is fully curable and a cured person can assume his normal activities. (iv) The precautions to be taken by the patients so that the disease is not spread to their family members and other people. (v) Precautions to be taken by the family members of the patients. (vi) Information about the facilities available for detection and treatment of the TB in the area. The literature on Tuberculosis can be had from Central Health Education Bureau, State Health Education Bureaux, District TB Centres and Primary Health Centres. The instructor of the adult education centre can take the help of the local TB worker for giving the above mentioned information and also in arranging the services for the needy people.

SEXUALLY TRANSMITTED DISEASE CONTROL PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

The Sexually Transmitted Disease (STD) control programme has been inducted as a Central Sector Scheme during the Sixth Five Year Plan period. It is purely a central scheme with 100% Central Assistance with an approved outlay of Rs. 90 lakhs during the 6th Five Year Plan, of which UNICEF assistance is Rs. 45 lakhs. The scheme envisages teaching, training and research in the field of STD.

(b) BENEFICIARIES

All the persons suffering from STD.

(c) OBJECTIVES

The objective is to control the spread of STD.

(d) ORGANISATIONAL SET-UP

For this purpose, the Govt. of India has decided to establish regional teaching-cum-training centres, regional STD reference laboratories and regional survey-cum-mobile STD units at Bombay, Calcutta, Delhi, Hyderabad and Madras. During the Sixth Plan period, it has been decided to provide facilities for VDRL test at all the Distt. head quarter hospitals and primary health centres. The Government has also decided to supply health educational material on STD like posters, charts, pamphlets, slides, etc. to the State for distribution with a view to bring about a general awareness amongst the people about the malady.

(e) COVERAGE, PHASING AND FINANCE

All the cases with the Symptom of STD disease, the programme has been inducted as Central Sector Scheme during the Sixth Five Year Plan period with an approved outlay of Rs. 90 lakhs of which UNICEF Assistance is 45 lakhs. The scheme during the Sixth Five Year Plan period envisages teaching, training, research in the field of Venereology.

THE EDUCATIONAL COMPONENTS

The educational components of the programme include creating

awareness among the public about the STD, the cause, sign and symptoms, mode of spread, effects of the disease, treatment and prevention. As already mentioned, the Government is supplying educational aids for creating awareness about the disease in the public.

Sexually transmitted disease are a social problem. Being incidious in nature generally a patient remains unaware of the existence of the disease. He comes to know of it only when specific manifestations are seen and the manifestation appears only after a person has been affected by the disease. Secondly, the disease spreads by intimate contact between two individuals and none of them is aware of the fact that disease exists in the other partner. Thus the disease goes on multiplying among the population without being felt by the public. Thirdly, these diseases are of such a nature that nobody wants to tell it to another person. He/she is also shy in consulting a doctor and therefore, is deprived of proper treatment.

THE NON-FORMAL EDUCATION COMPONENT

The non-formal education component includes creating awareness among the public about the STD, giving them adequate information about the signs and symptoms of each of the STD so that a person having such symptoms can consult a doctor immediately. Early detection of the disease means early treatment and interruption of the spread of the disease. The people should have knowledge about the mode of spread, treatment and preventive measures taken by the individual, so that:

- a) the disease is not passed on to other persons.
- b) a healthy man can contact the disease from a person suffering from it.
- c) they must have full information about the various facilities available for diagnosis and treatment of the disease in their area.

The Instructor of an Adult Education Centre can take help from the health supervisor and workers for giving proper information to the students and also they can have educational aids and literature from these workers. The literature and educational aids can also be had from Central Education Bureau, State Health Education Bureaux and Primary Health Centre.

DIARRHOEAL DISEASE CONTROL PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

Diarrhoeal Diseases among the children are widely prevalent in our country. These are the important causes of morbidity and mortality among the children below 5 years of age. It is estimated that about 1.5 million children below 5 years die every year due to Diarrhoeal disease.

(b) BENEFICIARIES

Children below five years of age.

(c) OBJECTIVES

To control the diarrhoeal diseases among the children below 5 years of age.

(d) ORGANISATIONAL SET-UP

Recent studies have shown that Oral Rehydration is quite effective in treating Diarrhoeal disease and preventing deaths. Government of India is thus laying more emphasis on oral rehydration. It has formulated a National Plan of Action to control diarrhoeal diseases as an integral part of primary health centre. Under the national plan of action, following activities are being undertaken:

- (1) Distribution of Oral Rehydration Salts (ORS) – The ORS packets have been given to primary health centre staff and village health guides so that immediate action is taken in case of dehydration of patients.
- (2) Training Programme – An intensive programme of motivation, training and orientation in the use and effectiveness of oral rehydration therapy is being carried out. Besides the use of ORS packets, emphasis is also being laid on health promotional activities like breast feeding, weaning practices and proper nutritious food which have direct bearing on prevention of Diarrhoeal episodes.
- (3) Surveillance – Sentinal areas (at primary health centre in a district) have been identified for reporting on morbidity and mortality surveys on a representative basis in different areas of the country to assess the magnitude of the problem of diarrhoeal diseases in children.

- (4) Health Education – A booklet on a home treatment of diarrhoea has been printed on various languages and distributed in various States and Union Territories for educating the mothers in the use of ORS.
- (5) Task force – The Ministry has constituted a task force on Diarrhoeal Diseases consisting of experts in the field to overview the implementation of the diarrhoeal disease control programme and to workout detailed plan of action.

(e) COVERAGE, PHASING AND FINANCE

The programme covers all children under five years of age. During 1983-84, an amount of Rs. 3 lakhs has been provided for supply of health education materials.

THE EDUCATIONAL COMPONENT

Mothers are to be made aware of the causes of diarrhoea among the children, especially the role played by the infected milk, food and water, and also about the symptoms of diarrhoea and dehydration, procedure and knowledge of rehydration, and treatment facilities available in the area. They should also know the role of health worker in the prevention and treatment of diarrhoeal disease.

THE NON-FORMAL EDUCATION COMPONENT

Diarrhoeal disease is perhaps a major single cause for deaths in children upto 5 years of age. The learners in the centres can be told that infectious food, water and milk play a major role in spread of the disease. The environmental sanitation – provision of safe water, safe disposal of human excreta and animal dung, garbage and refuse; proper disposal of liquid waste and nutritious food given to children are the main components of the education. The parents, especially mothers, should be educated about the cause, signs and symptoms, mode of spread, prevention and treatment of diarrhoeal diseases, especially diarrhoea, gastro-enteritis, typhoid, cholera and jaundice in which preventive measures are very essential. Especially the role of safe water, proper handling of the food of children, personal hygiene of the mothers and Oral Rehydration are very important.

NATIONAL GOITRE CONTROL PROGRAMME

GENERAL INFORMATION

(a) BACKGROUND

Enlargement of thyroid gland is known as Goitre. Goitre is said to be endemic when this condition affects a significant number of people living in any circumscribed area. From the public health point of view it has been supported that endemic goitre can be defined as a prevalence of 10% or more among the population. The most serious health consequences of endemic goitre are the high incidence of endemic cretinism, deaf-mutism and mental retardation. In order to control the problem of goitre in the country, the National Goitre Control Programme was launched by the Govt. of India towards the end of Second Five Year Plan.

(b) BENEFICIARIES

The National Goitre Programme is being implemented in the areas of those States and UTs which are declared Goitre belts.

(c) OBJECTIVES

The national programme has three main components:—

- To identify goitre endemic regions of the country by conducting survey and resurvey;
- production and supply of iodised salt to the endemic regions;
- to assess the impact of the programme by surveys at an interval of 5 years where continuous supply of iodised salt has been made.

(d) ORGANISATIONAL SET-UP

Survey teams identify the goitre regions. Iodised salt is being supplied in these regions to the extent possible. Survey teams are under the Goitre Control programme at the centre.

(e) COVERAGE, PHASING AND FINANCE

The goitre regions — the Himalayan region of the entire States of Jammu and Kashmir, Himachal Pradesh, Arunachal Pradesh, Assam, Manipur, Nagaland, Meghalaya, Sikkim, Tripura, Union Territories of Chandigarh, Delhi and Mizoram, twenty districts of Uttar Pradesh, ten

districts of Bihar, five districts of West Bengal, two districts of Punjab, one district of Haryana, two districts of Gujarat, four districts of Madhya Pradesh, covering an estimated population of 140 millions. So far only 30% of the people living in the known goitre endemic regions have been covered under the N.G.C. Programme. The remaining endemic areas could not be covered under the programme due to inadequate production of iodised salt.

In the Sixth Five Year Plan (1980-85), a budget provision of Rs. 80 lakhs has been made.

THE EDUCATIONAL COMPONENT

The educational component of programme includes the cause of goitre, sign and symptoms, mode of spread, treatment and prevention of goitre; the role which iodised salt plays in controlling the goitre in the goitre prone areas; the health facilities available for diagnosing and treatment of goitre in the area.

THE NON-FORMAL EDUCATION COMPONENT

The nature of the goitre, its cause, signs and symptoms, mode of spread, treatment and prevention, the services available for the diagnosis and treatment of goitre and the role of iodised salts in controlling and treating the goitre.

NATIONAL PROGRAMME FOR CONTROL OF BLINDNESS

GENERAL INFORMATION

(a) BACKGROUND

Having been convinced of the need for initiating measures for control of blindness and appreciating that trachoma infection was the most common blinding factor, the Government of India launched trachoma control operations in 1956. This was the cause-oriented approach and continued till 1976, when the Government decided to switch over and adopt a problem-oriented strategy encompassing various other blinding factors including trachoma. This led to launching of the National Programme for Control of Blindness which is broad based and aimed to provide comprehensive eye-health care.

In India, about 9 million are estimated to be blind, and another 45 million visually handicapped short of blindness. Of the 9 million, 5 million are afflicted with curable blindness like that due to trachoma, and of the remaining about 80 per cent suffer due to various preventable factors like trachoma, malnutrition, small pox and injuries etc. This catastrophe could have been avoided if the masses were aware of the problem and facilities available to them to see curative, preventive and promotive to them to see curative, preventive and promotive services. Fortunately small pox has since been eradicated and the emphasis is now on other curative and preventable blinding factors.

It is proposed to bring down the prevalence of blindness from the present 1.4 per cent to about 0.5 per cent by the turn of the present century.

(b) BENEFICIARIES

Since the strategy adopted under the Control Programme aims at curative and preventive measures, the community as a whole is beneficiary. The strategy takes care of:

- Visually handicapped persons due to curable factors like cataract where the sight can be restored by simple operation.
- Pregnant and lactating mothers and the babies to prevent malnutrition blindness.
- Attention to all age-groups, especially children who are most vulnerable, suffering with trachoma and associated infections.

— Industrial and agricultural workers exposed to occupational hazards to their eyes; and pre-school and school going age children exposed to eye injuries due to various causes.

(c) OBJECTIVES

To prevent visual impairment and control of blindness in the community.

(d) ORGANISATIONAL SET-UP

At the central level there is an ophthalmic section to monitor the implementation of the programme and advise the State Governments. An Adviser in Ophthalmology is also attached at the Central level. Similar organisational set-up is also stipulated at the various state government levels since the administration is entrusted to them, as health is a State subject. The scheme is centrally sponsored and the centre assists in establishment of various components of the control strategy:

80 Mobile eye units are being developed to provide comprehensive eye-health care to the people in remote rural areas, including eye surgery, vision testing, treatment of common eye diseases and education on prevention and rehabilitation.

Development of services of peripheral level: Strengthening of primary health centres and sub-centres with necessary equipment, manpower and training to render primary eye-health care at that level, including eye-care education to the community.

Development at intermediate level: Strengthening the various district and sub-divisional hospitals with necessary equipment, manpower and training, and eye-beds to provide hospital-oriented treatment including surgery to patients attending. Also function as training centres in eye-health care preventive and promotive approach to various category of grass-root level workers.

Development of services at tertiary level: Strengthening of various medical colleges, State Eye Hospitals, Regional and State Eye Institutes, and the National Eye Centre. At this level, services of high degree of efficiency in various sub-specialities are being developed. They are also being equipped to provide training to specialists and middle-level workers.

(e) COVERAGE, PHASING AND FINANCE

Since the implementation of the programme is being taken up in phases during the different plan periods since 1976, the targets are laid in accordance with the availability of finances and the required manpower. Establishment of mobile units is almost complete, and the development of services at the various levels has been achieved in most of the areas. It is projected to bring down the blindness rate from 1.4 per cent as at present to 0.5 per cent by the end of this century.

The total 6th Plan outlay upto 1984-85 was envisaged as Rs. 1800 lakhs for which external assistance was secured from DANIDA of Rs. 850 lakhs. Rs. 530 lakhs were spent for implementation of the programme during the 5th Plan. This included internal inputs of Rs. 350 lakhs and external assistance of Rs. 180 lakhs.

THE EDUCATIONAL COMPONENT

The whole preventive strategy calls for educational approach. While formulating the control programme, health education on preventive and promotive eye care became the in-built component of the strategy. It provides for training of each para-medical worker and for teachers in education departments. The provision has also been made at appropriate levels in the textbooks of school going children to educate them on eye care.

The Central Health Education Bureau has brought out various folders, posters, metallic tablets, hand bills and film strips etc. on the educational aspects. The Films Division of Government of India has brought out films on the subject.

Various social and voluntary agencies — national, regional or local ones, are also bringing out useful educational material.

THE NON-FORMAL EDUCATION COMPONENT

Problem of visual impairment and blindness is not a medical problem alone. It burrows deep into the socio-economic and cultural matrix of the society. Therefore, the approach to the control strategy has to be multi-disciplinary and multi-departmental. It is, therefore, necessary to develop and evolve a common programme of non-formal education for the community. The educational levels in our country as they are and about 80 per cent population living in rural areas, non-formal educational approach is the most effective means. Through this, the community is to be made aware of the magnitude of the problem, and motivated to adopt scientific approach to diseases against the existing concepts believing in superstitions and taboos, considering diseases as a divine curse, worshipping *fakirs* and *ojhas* for their cure, or having faith in witch-craft. The community has to be gradually weaned away from such unscientific concepts, and educated to adopt scientific approach to life. Various social and voluntary organisations can make effective contribution towards the achievements of the goal.

EXPANDED PROGRAMME ON IMMUNIZATION

GENERAL INFORMATION

(a) BACKGROUND

The major causes of sickness and death of children in India are infectious diseases, many of which are preventable by immunization. The expanded programme of immunization was started in 1978. It includes immunization against small-pox, tuberculosis, diphtheria, whooping cough, tetanus, polio, typhoid, measles and cholera.

(b) BENEFICIARIES

Children and Mothers.

(c) OBJECTIVES

To reduce the morbidity and mortality due to diphtheria, whooping cough, tetanus, poliomyelitis, tuberculosis and typhoid fever by making vaccination services available to all eligible children and pregnant women by 1990. In addition to vaccinating children and pregnant women to achieve the target, training programmes on Planning and Management of the Expanded Programme on Immunization (EPI) for district officers, survey to estimate the incidence of neo-natal tetanus and poliomyelitis, to collect baseline data and programme for improvement in the cold chain continued during the current year.

(d) ORGANISATIONAL SET-UP

Vaccination services are provided through fixed immunization on centres at hospitals, dispensaries, NCH clinics and the PHCs as well as by outreach operation and campaigns.

(e) COVERAGE, PHASING AND FINANCE

During 1983-84 it is proposed to cover DPT 145 lakhs, Polio 75 lakhs, BCG 150 lakhs, DT 130 lakhs, Typhoid 100 lakhs, T.T. (School Children) 65 lakhs and T.T. (pregnant women) 115 lakhs. The surveillance, cold chain, supply of vaccines, training courses on the planning and management of EPI and operational research form important parts of the programme.

THE EDUCATIONAL COMPONENT

The educational component of the programme is information

regarding the immunizations that are available, diseases which they prevent and places where the services are available. Signs and symptoms, mode of spread of Tuberculosis, Diphtheria, Whooping cough, Tetanus, Polio, Cholera, Typhoid and Jaundice.

THE NON-FORMAL EDUCATION COMPONENT

Making the parents aware of the diseases like Small-pox, Tuberculosis, Diphtheria, Whooping cough, Tetanus, Polio, Cholera, Typhoid and Jaundice, and that they are preventable. The immunization services for Small-pox, Tuberculosis, Diphtheria, Whooping cough, Tetanus, Polio, Cholera and Typhoid are available.

The immunization for measles is available only in selected experimental centres. The precautions to be taken by the parents in case of their children contacting the above mentioned diseases.

DEPARTMENT OF FAMILY WELFARE

1. **Central Aid for Health and Family Welfare to Voluntary Organisations.**
2. **Family Welfare Programme in the Organised Sector**
3. **Mass Education and Motivation**

CENTRAL AID FOR HEALTH & FAMILY WELFARE TO VOLUNTARY ORGANISATIONS

GENERAL INFORMATION

(a) BACKGROUND

A number of schemes have been introduced by the Ministry of Health & Family Welfare for Family Welfare programme. Financial Assistance is given for

- i) Urban Family Welfare Centres;
- ii) Maintenance of sterilization beds in Hospitals;
- iii) Post-Partum Centres;
- iv) Health & Family Welfare Training Centre
(at Gandhigram, Madurai);
- v) Auxiliary Nurse/Midwife Training Schools;
- vi) Population Research Centre;
- vii) Family Welfare Leaders' Camps;
- viii) Experimental and Innovative Projects.

(b) BENEFICIARIES

People of urban areas, especially slums; rural areas and weaker sections.

(c) OBJECTIVES

To supplement governmental efforts in various ways in achieving the objectives of the family welfare programme in the urban and rural areas, especially where the availability of medical services is inadequate.

(d) ORGANISATIONAL SET-UP

The staff provided for, include Medical Officers, Lady Health

visitors, Auxiliary Nurse Midwife, Family Welfare Field-worker, Extension Educator and Store-keeper-cum-clerk.

(e) FINANCE

Grants on approved schemes are released by the State Governments on the recommendations of the State Grants Committees for items (i) to (v) at (a) above, while those for items (vi) to (viii) are released by the Ministry of Health & Family Welfare, Government of India.

THE EDUCATIONAL COMPONENT

(a) EDUCATIONAL ACTIVITIES:

The emphasis is on community education and motivation through extension of health and family welfare services and family welfare leaders' camps.

(b) TRAINING:

Educational components are well integrated in the training courses for ANM, and in the courses conducted by Health and Family Welfare Training Centres.

THE NON-FORMAL EDUCATION COMPONENT

The non-formal educational aspects are emphasised in the schemes of Family Welfare Leaders' Camps and the experimental innovative projects by involving opinion leaders and specific communities.

FAMILY WELFARE PROGRAMME IN THE ORGANISED SECTOR

GENERAL INFORMATION

(a) BACKGROUND

The Organised Sector involving more than 22 million employees and the employers is being involved in the Family Welfare Planning.

(b) BENEFICIARIES

The employees under Government Railway, Defence, Public Sector Undertakings, etc.

(c) OBJECTIVES

To integrate Family Welfare Programme as an integral part of the Health Care Delivery System, Maternal and Child Care and Socio-economic development of the people by involving the organised sector through Government and non-governmental institutions.

(d) COVERAGE, PHASING AND FINANCE

The programme is implemented with the help of the following Sectors:

a) Government Sector:

It consists of the employees of the Government of India in the Ministries of Railways, Defence, Post & Telegraph Department etc.

- i) Railways:- Railways form the largest organised sector unit in the country and provide family welfare services through their net work of 102 hospitals, 562 health units, 62 Family Welfare Centres and 38 sub-centres.
- ii) Defence:- Family Welfare Services and MCH to the Jawans and their families are provided through 137 family welfare centres established in Armed Forces hospitals.
- iii) Post & Telegraph Department:- The Family Welfare Programme is implemented through the 50 P & T dispensaries for their employees and families.

The staff provided include Medical Officer, Family Welfare Extension Educator, Public Health Nurse, Lady Health Visitor, Family Welfare Field Workers etc.

- b) **Non-Government Sector:**
- i) **Public Sector Undertakings:-** The Public Sector Undertakings provide family welfare services to their employees and assistance is also being given by the Government to a few of them.
 - ii) **Co-operative Sector:-** Proposals are under consideration for the involvement of National Co-operative Union of India in Family Welfare Programme for providing Population Education to its staff and Family Welfare services under co-operative sugar factories.
 - iii) **Private Sector:-** Specific projects are being taken up in specified areas of labour concentration like Textile Industry, Tea Plantations, Mining areas etc., by involving Trade Unions and Employers' Organisations in the Family Welfare Programmes. These include Textile Labour Association, Indian Tea Association, Employers' Federation of India and All India Organisation of Employers. Leading industrial houses have independent family welfare programmes.

(e) ORGANISATIONAL SET-UP

A working Group has been set up by Population Advisory Council constituted by the Government for considering the question of Community Participation, including the organised sector in the Family Welfare Programme. This report is awaited.

THE EDUCATIONAL COMPONENT

Motivation, education and promotion of the Family Welfare Programme is an integral part of the staff activities.

In-service Training is provided by various training Institutions at the Centre and State levels to prepare workers for community work.

THE NON-FORMAL EDUCATION COMPONENT

The implementation of specific population education projects by the Trade Unions and employers' organisations have helped to take the Family Welfare Programme to the different labour groups.

MASS EDUCATION AND MOTIVATION

GENERAL INFORMATION

(a) BACKGROUND

The success of India's Family Welfare Programme depends upon its voluntary acceptance by the people, especially in the rural areas. Mass education and motivation of millions of people to recognize the fact that the programme is designed to promote the health and happiness of every family is a gigantic task in this country of sub-continental dimensions. Low literacy, poverty, diversity of languages and social practices, resistance to change including the adoption of small family norm and above all, the limited reach of mass media are big hurdles to be jumped over. This task is being handled by the media and extension organisation in the Department of Family Welfare at the Centre and its counterparts in the states with active involvement of the media units of the Central Ministry of Information and Broadcasting and the support of many other official and non-official agencies.

There is Mass Education and Media Division in the Ministry of Health and Family Welfare having the following function:-

- (a) designing of basic policies and strategies;
- (b) guiding the States in promoting the programme;
- (c) helping the States in increasing the level of awareness;
- (d) developing favourable attitudes among top opinion leaders;
- (e) organising national level motivational conferences;
- (f) developing media and extension education prototype;
- (g) achieving collaboration with media set-ups in other Ministries, particularly in the Ministry of Information & Broadcasting; and
- (h) achieving collaboration with international organisation in the area of Family Welfare Communication and Education.

At the State and district levels, the mass education and media set-ups are expected to perform almost parallel functions. Guidance is given to them from the Centre in relation to policy and implementation strategies. Off and on prototypes are also provided. Media personnel on the spot are encouraged to develop media-mix in tune with local needs. At the block level, the extension educator tries to make use of the individual and group approaches in order to have more intimate communication with the people.

Population communication is no longer the exclusive responsibility of the Ministry of Health and Family Welfare at the Centre and

their counterparts in the States. Apart from the Media Units of the Ministry of Information and Broadcasting, publicity outfits functioning under such departments as Railways, Communications, Education, Social Welfare and Labour are involved in it. These departments design their population communication programmes in consultation with the Mass Education & Media Division of the Ministry of Health & Family Welfare. Some have been able to integrate them, to some extent, at least with communication strategies designed to promote their own specific needs; others are being induced to do so. There is a Special Scheme of integrating Population Education in the functions of Nehru Yuvak Kendras in the States of Madhya Pradesh and Uttar Pradesh to start with.

India is fortunate in having a fairly large extension education machinery down to the village level. New Educational aids are provided to the extension educators. They are organising orientation camps of opinion leaders in development blocks. Every such camp is attended by 40 prominent persons from the areas around. Through these camps extension educators, aided by media, medical and para-medical personnel, try to achieve greater participation of the people in the family welfare programme.

(b) BENEFICIARIES

119 million eligible couples in the reproductive age-group have to be protected. About 30 millions, representing 23.6 per cent, are using one or the other method of contraceptive.

Besides students in schools and colleges, 'Parents of Tomorrow' are going to be benefitted by the National Population Education Project designed to integrate Population Education in schools and colleges.

(c) OBJECTIVES

In the Sixth Five Year Plan (1980-85) of the Ministry of Health & Family Welfare, the communication objectives for the next five years in relation to the family welfare programme have been spelt out as follows:-

- to strengthen credibility of the programme;
- to increase the acceptance of the small family norm in order to achieve the demographic goals through adoption of various methods;
- to promote positive factors, other than contraception which influence fertility;
- to increase utilisation of facilities available under the expanded maternal and child health care programme;
- to increase people's perception of the programme as a vital measure designed to improve the quality of life, and to

- promote the welfare of the family;
- increase community participation in the rural health schemes; and
- (vii) to promote population education through formal and non-formal channels.

(d) ORGANISATIONAL SET-UP

CENTRAL LEVEL:

The Ministry has Mass Education and Media Division headed by Chief Media for Monitoring and Guidance of Child Health in States and Union Territories. The Chief Media is assisted by Chief Editor and Programme Officer.

The Programme Officer is assisted by Audio visual Media Officer, Campaign Officer, Photo Officer, Deputy Assistant Commissioner-Population Education, to Monitor and issue guidelines for publicity work, campaigns, camps, Extension Education and Population Education to the States, Union Territories; integration of Population Education with other Government, non-Government Departments and Voluntary agencies.

The Chief Editor heads the Mass Mailing Unit and is assisted by Editors in English and Hindi, Publication Officer, Production Manager, Distribution Officer, Visualiser and Sr. Artists. This Unit, besides bringing out two regular journals 'Centre Calling' in English and 'Hamara Ghar' in Hindi, also brings out quarterly journal on 'Expanded Programme of Immunisation (EPI Bulletin) in English and 'Jan Swasthya Rakshak' in Hindi with a view to strengthening the outdoor publicity. During the National Family Welfare Fortnights, unit prepares special designs for posters and stickers. Folders and Pamphlets are also brought out in large number and distributed.

The unit has special mailing and distribution system and issues a number of mailers, publicity and instructional materials to addresses numbering 12 lakhs.

STATE LEVEL:

MEM wing at State level is headed by Mass Education and Media Officer assisted by Editor and Publicity Officers to perform the media and publicity work at the state level.

DISTRICT LEVEL:

The media cell in each of the districts is headed by Mass Education and Information Officer assisted by two deputies to look after the media work relating to the District.

At the Block level, Block Extension Educator looks after motiva-

tion, extension education and publicity planning for functionaries in the field.

At the Sub-Centres level, Auxiliary Nurse Midwife (ANM) is entrusted to look after Extension Education in Family Planning and MCH programme, in a population of 5000. She is assisted by two voluntary workers in a population of 1000. The two voluntary workers known as Community Health and Traditional Birth Attendants (Dais) are selected from and by the community and thorough training of 3 months is given in community Health, Extension Education and MCH work. These workers serve to strengthen the link between community and government functionaries.

(e) FINANCE

An outlay of Rs. 32 crores has been provided for Mass Education & Media in the Sixth Plan.

VII
MINISTRY OF HOME AFFAIRS

1. Aid to Voluntary Organisations
2. Grih Kalyan Kendras
3. Integrated Tribal Development Projects

AID TO VOLUNTARY ORGANISATIONS

GENERAL INFORMATION

(a) BACKGROUND

The Government of India gives grants-in-aid to recognised voluntary organisations of long-standing repute for promoting the task of the welfare of backward classes. The scheme of giving grants-in-aid to voluntary organisations working for the welfare of Scheduled Castes, Scheduled Tribes and other backward classes was started in the year 1953-54.

(b) BENEFICIARIES

The benefit of the scheme goes to people belonging to Scheduled Castes, Scheduled Tribes and other backward classes viz, Denotified Tribes, Nomadic Tribes and Semi-Nomadic Tribes. They could be illiterate, semi-literate or literate, belonging to different age-groups and of either sex.

(c) OBJECTIVES

To give aid to the voluntary organisations for doing welfare work among Scheduled Castes, Scheduled Tribes and other backward classes to improve the educational and socio-economic conditions of these communities through voluntary efforts.

(d) ORGANISATIONAL SET-UP

Four broad principles have been laid down by the Government of India for sanctioning grants-in-aid to these voluntary organisations. These are (i) the organisation should be of an all India character; (ii) it should be able to contribute 10% to 20% of the total cost of the scheme as its share; (iii) it should not accept assistance for the same scheme from more than one source, and (iv) the facilities provided by the institutions financed by grants from the Government of India should be free i.e. no contribution or fees should be levied on the beneficiaries.

Most of the voluntary organisations which receive substantial amount of grants-in-aid from the Government of India for the welfare of the Scheduled Castes, Scheduled Tribes and other backward classes are mainly engaged in the work of publicity and propaganda for the removal of the practice of untouchability.

Applications for grants are submitted to the Ministry of Home Affairs, New Delhi direct.

The Ministry of Home Affairs formulates the policy. The work is looked after by Scheduled Castes and Backward Classes Division, Tribal Development Division, Backward Cell of the Ministry. To ensure that the voluntary organisations comply with the terms and conditions of the grants and that the Schemes are run on proper lines, the officers of the Ministry, Field Directors and Dy. Directors of the commission for Scheduled Caste and Scheduled Tribes, and Commissioner for Scheduled Caste and Scheduled Tribes inspect the aided Schemes, give their suggestions and send their inspection reports to the Ministry.

(e) COVERAGE, PHASING AND FINANCE

The voluntary organisations, working in more than one state on an all India basis are covered under the scheme and are entitled to receive grants direct from the Government of India.

The budget provision under this scheme 'Aid to the Voluntary Organisations' for the current financial year i.e. 1983-84 is Rs. 1.50 crores (90 Lakhs for S.C and 60 Lakhs for S.T.). 100% grant is given by the Central Government.

THE EDUCATIONAL COMPONENT

Grants to voluntary organisations are given mainly for the following purpose:

- a) In respect of Scheduled Castes, for propaganda and publicity for the removal of untouchability, opening of schools, hostels, Ashram Schools, Training in arts and crafts, improvement in the living and working conditions of scavengers and sweepers, etc.
- b) In respect of Scheduled Tribes, for the running of Ashram schools, hostels, training of workers, running of schools, organisation of Balwadis and Balkendras, training in crafts, research work etc.
- c) In respect of Nomadic Tribes, Semi-Nomadic Tribes and Others, for running of hostels, workshops, hospitals, maternity and child welfare centres, training in crafts etc.

THE NON-FORMAL EDUCATION COMPONENT

Most of these activities could be regarded as non-formal education activities. However, there seems still much scope to strengthen the non-formal education component. Imparting literacy skills and providing citizenship, and health and family life education could be added as an essential component in the schemes run by voluntary organisations.

GRIH KALYAN KENDRAS

GENERAL INFORMATION

(a) BACKGROUND

Grih Kalyan Kendra is a wing of the Staff Welfare Organisation which was set up by the Government of India (Ministry of Home Affairs) in 1975 to promote the welfare of the Central Government employees. It was felt that the welfare schemes should have a pronounced socio-economic bias covering the families of the employees in their residential colonies, particularly, the families of Class III and Class IV staff. Later on, these facilities were also extended to the servants of Public Undertakings and Public Bodies. This wing was registered as a society in May 1965 under the Registration of Societies Act.

(b) BENEFICIARIES

The scheme aims at the general welfare of Government servants, servants of Public Undertakings and Public Bodies, which include children, youth and adults of both the sexes.

(c) OBJECTIVES

- To promote social, economic, cultural and educational activities for the betterment of the Central government employees and their families;
- to impart technical and vocational training in home crafts and other household arts for useful utilisation of leisure time; and
- to organise and promote economic activities that may provide opportunities for gainful employment to families of Central Government employees for supplementing family income.

(d) ORGANISATIONAL SET-UP

The Grih Kalyan Kendra is controlled by a Board of eight senior Government Officials with the Secretary, Department of Personnel & Administrative Reforms as the President; four members of the rank of Additional Secretary/Joint Secretary nominated by Government; Financial Adviser, Department of Personnel & Administrative Reforms and Chief Welfare Officer as the members; and Deputy Secretary (Welfare), Department of Personnel and Administrative Reforms as the Secretary. The Deputy Secretary (Welfare) is also the organiser of the Grih Kalyan Kendra in which capacity he is the Chief

Executive Officer of the Kendra. The Board is the Supreme Body and has the authority to appoint sub-committees and to delegate its powers to the sub-committees and to the organiser or other functionaries.

(e) COVERAGE, PHASING AND FINANCE

There are 23 Samaj Sadan or Community Halls in Delhi/New Delhi and 5 at out-stations. The place where there are no Samaj Sadan the activities of Grih Kalyan Kendra are conducted in government quarters. At present 31 government quarters and 12 other private premises are being utilised for this purpose. Grih Kalyan Kendra activities are as follows:-

1. Nursery Classes:- There are 30 Nursery Classes for pre-school children.
2. Creches:- There are 20 day-care centres (17 in Delhi/New Delhi and 3 at out-station) for the children of working mothers between the age of 3 months to 7 years. Grih Kalyan Kendra is going to extend this activity for other government servants also.
3. Craft Classes:- There are 43 Craft Centres (26 at Delhi/New Delhi and 17 at out-station) imparting training in cutting, tailoring, embroidery and other allied crafts. The daughters and wives of government servants learn these crafts at the time convenient to them i.e. from 12.30 P.M. to 4.30 P.M. The duration of cutting & tailoring training is one year.

A student can take admission at any time during the Course but it is compulsory for the student to complete one year training for getting the diploma. No qualifications are prescribed for tailoring classes, but the trainee has to be a matriculate for undertaking the diploma course. These craft courses are open to the daughters and wives of the government employees as well as non-government persons. The fee is charged according to the income and the criteria fixed by the organisation.

Besides the activities of Grih Kalyan Kendra Watch and Ward Establishment activities cover sports, television shows and gymnasia.

Delhi administration is running libraries in most of the Community Halls. Welfare associations also organise cultural activities.

For the activities of Grih Kalyan Kendras and Watch and Ward Establishment grant-in-aid is received from the government of India and other institutions and organisations. Grih Kalyan Kendra has an income from fees and sale of goods. The total budget of Grih Kalyan Kendras and Watch and Ward Establishment is Rs. 23.50 lakhs, in which Rs. 12.50 lakhs are received from Government of India and Rs. 11 lakhs from the fees and sale of goods.

THE EDUCATIONAL COMPONENT

The scheme of Grih Kalyan Kendras is an educational endeavour apart from the services they offer to the working people. Grih Kalyan Kendras have followed up craft training programme with the logical step of giving remunerative employment to the wives and daughters of the class III and class IV employees. If this is linked up with the imparting of literacy skills, health and family life education, and citizenship education, it could assume a concrete shape of non-formal education programme for illiterates. There is provision for a library, managed by Delhi Administration. It provides reading material for the literates and assists them to retain literacy as well as become self-reliant through non-formal means.

THE NON-FORMAL EDUCATION COMPONENT

There seems to be much scope for strengthening the non-formal education component and linking it with various activities organised by the Grih Kalyan Kendra, and Watch and Ward Establishment. There is also a possibility of introducing new continuing education courses, hobby courses etc., for the benefit of wives and daughters of government employees. For the male adults, there can be extension lectures, series of courses in book selection and book appreciation, courses in dramatics and appreciation of films and T.V. programmes, hobby courses, continuing education courses etc.

INTEGRATED TRIBAL DEVELOPMENT PROJECTS

GENERAL INFORMATION

(a) BACKGROUND

According to the 1981 Census, the population of scheduled tribes excluding Assam was 5.16 crores constituting about 7.76 per cent of the total population of the country. It is significant that while at the national level they constitute only 7.76 per cent of the population, at the specific local level, about two-thirds of them live in areas where they are in majority. It was in this context that the tribal sub-plan approach for delineating areas of tribal concentration generally at block/tehsil level for accelerating development was launched during the Fifth Plan period (1974-79)

The concern of the authorities for the scheduled tribes population is amply illustrated by the provisions in the Constitution (e.g. Articles 46, 275, 338, 339). Tribal development is primarily based on the twin approach, namely protection of their interests through legal and administrative support and promotion of developmental efforts to raise their level of living. The new 20-point Programme announced by the Prime Minister in January, 1982 reiterates the Government's concern for tribal development by including as the seventh item "Acceleration of development of Scheduled Tribes and Scheduled Castes."

TRIBAL SUB-PLAN

The Tribal Sub-Plan concept adopted during the Fifth Plan (1974-79) is now in the ninth year of operation and continues to be the main instrument for tribal development. The Tribal Sub-Plan is essentially an area development tribal population. The Sub-Plan represents the total developmental efforts for the region by the central ministries, state governments and other institutions including financial bodies. The Tribal Sub-Plan is being implemented in 17 States and 2 Union Territories. The total number of Integrated Tribal Development Projects is 181. It does not cover the six States and Union Territories of Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Lakshadweep and Dadra and Nagar Haveli, as the population of these States and Union Territories is largely tribal and therefore, the State Plan itself takes care of the needs of the tribal population.

(b) BENEFICIARIES

Since the Integrated Tribal Development projects envisaged the

total development of the area, its benefits reach not only to the tribal population but also to the Non-tribal living in the Integrated Tribal Development areas.

(c) OBJECTIVES

- Raising productivity levels in the fields of agriculture, horticulture, animal husbandry, forestry, cottage, village and small industry, etc. so as to create economic impact of an order which would enable a targeted number of families (say 50%) in the Tribal Sub-Plan area to cross the poverty-line. With the household as the basic unit of planning, the poorest and then the poor should be taken up on a progressive scale in poverty reduction.
- Apart from the effort in the core economic factors indicated in (a) above, education should become the key factor in the Sixth Plan period.
- The attainment of the objectives in (a) and (b) above would vitally depend on an adequate infrastructure for the creation of which there should be commensurate financial and physical effort.
- Concomitant with the aforesaid threefold aims and, perhaps, the most important, assiduous exertions are necessary to eliminate exploitation of tribals in the fields of alienation of land, money-lending, debt-bondage, trade, excise, forest, etc.

(d) ORGANISATIONAL SET-UP

All the States have appointed Cabinet sub-committees for guiding the implementation of tribal sub-plan programmes. The tribal Welfare Departments in various states are strong nodal points at the official level for effective coordination of the entire development efforts in the tribal areas.

In most of the states, tribal development is now under the charge of a senior officer. Similar efforts are also being made to strengthen the administrative arrangement at the Project level.

(e) COVERAGE, PHASING AND FINANCE

The Tribal Sub-Plan approach has three main components, namely, (a) Tribal Sub-Plan areas as originally delineated during the Fifth Plan comprising mainly tehsil/block, each with 50% or more scheduled tribe population, including scheduled areas and erstwhile tribal development blocks, (b) Pockets of tribal concentration, carved out during the Sixth Plan with a total minimum population of 10,000 and a scheduled tribe population of 50% or more, and (c) Primitive tribal groups. Coverage of the Tribal Sub-Plan extends to about 5.10 lakh sq. kms. constituting 18 per cent of total geographical area of the 19 Sub-Plan States and Union Territories and cater to the developmental needs of a scheduled tribe population of about 282 lakhs constituting about 75

per cent of the total scheduled tribes population. The Tribal Sub-Plan area is divided into 181 operational units called Integrated Tribal Development.

While the earlier objective of strengthening infrastructure in tribal areas remains valid, the thrust now is more towards programmes and schemes which aim at effecting socio-economic improvement of the individual, tribal family. It is envisaged that 50 per cent of scheduled tribe family below the poverty-line be raised above that line during the Sixth Plan period.

POCKETS OF TRIBAL CONCENTRATION

Under a modified area development approach to Tribal Sub-Plan introduced during the Sixth Plan period, 236 pockets of tribal concentration with scheduled tribe population of 32.54 lakhs were added during the first four years of the current plan. These pockets are carved out according to a norm of 10,000 population with 50 per cent of more scheduled tribes under special central assistance for these pockets. The States prepare project reports for these pockets to implement well-conceived integrated tribal development programmes.

PRIMITIVE TRIBAL GROUPS

Special emphasis has been laid on improving the lot of extremely backward tribal groups. On the basis of the norms of (a) pre-agricultural level technology, (b) low level of literacy and (c) stagnant or diminishing population, 52 tribal communities were identified till the end of 1981-82, and during 1983, 19 more such groups were identified.

Detailed guidelines have been issued to the States in regard to the preparation of programmes for the identified primitive tribal groups, having specific life style needs.

According to the estimate the over all size of investment in the tribal areas, in the Sixth Five-Year Plan is likely to be of Rs. 3495.24 crore from the State plan and Rs. 470 crore as Special Central Assistance. If we add to these figures the contributions received from the funds of central ministries and institute and finance, the total investment may well might touch Rs. 5000 crores. This would even exceed 5% of the total outlay for the Sixth Plan.

THE EDUCATIONAL COMPONENT

The programmes within each of the Integrated Tribal Development projects aim at providing solutions to the central problems of the region and the core sector of development, which include:

credit, marketing and money lending;

preparation of land records including restoration of land alienated;

crop husbandry, agricultural extension, training of farmers and horticulture;

minor and medium irrigation programmes, problems of forest labourers;

problems of special groups, including those practising shifting cultivation, extremely backward communities, and those affected by major industrial projects;

problems of tribal artisans facing competition from organised sector;

problems of communication, and linking important markets and growth centres;

elementary education including citizen education;

rationalisation of administrative structure, personnel policies and organisations;

techno-economic survey and evaluation studies; and

strengthening of traditional Panchayats and voluntary organisations.

The project, in fact, is flexible in nature to enable changes in the programmes.

THE NON-FORMAL EDUCATION COMPONENT

The non-formal education component as envisaged in the Integrated Tribal Developmental Projects (ITDP) realises the importance of literacy and citizen education.

For effective implementation of development programmes as envisaged under the Integrated Tribal Development Projects it is desirable to maximise people's participation. Measures envisaged in the ITDP for effective socio-economic changes need educational support if changes are to be effected. The development administration would also have to be made fully conscious of the pattern of leadership and decision making among different types of tribal communities for drawing them fully into developmental activities. A two-way communication has, therefore, to be established, maintained and enriched on vital issues.

Though there is a provision in these projects for literacy and citizen education, what is actually required along with this aspect of education is actual functional education, totally linked with the developmental activities, to support the projects themselves and to make them acceptable to the beneficiaries. Such a non-formal education programme should have the major objectives of supporting the developmental programme of different developmental activities that are necessary to prepare the beneficiaries for effective participation and for getting the proper benefits out of them.

Coordination with directorate in developing the necessary curricula for the programmes, in preparing the instructional materials and the other teaching aids, in training the personnel to be engaged in these programmes and also in orienting the officers incharge of the Integrated Tribal Development Projects on the necessity of such non-formal education programmes as an integral part of their projects would help strengthening the non-formal education component.

VIII
MINISTRY OF INFORMATION AND
BROADCASTING

- (a) All India Radio
 - 1. Programmes of Farm and Home Units
 - 2. Farm School On-the-Air
 - 3. Programmes for Industrial Workers
 - 4. University on-the-Air
 - 5. Programmes for Women
 - 6. Non-formal Education for Youth
 - 7. Yuva Vani (Voice of Youth)
- (b) Doordarshan
 - 1. Programmes on Agriculture for Rural Audience and Farmers.
 - 2. Programmes on Civic Education
 - 3. Programmes on Science and Scientific attitudes
 - 4. Programmes on Art and Artistic Appreciations
 - 5. Programmes on Health Education
 - 6. Programmes for Women
- (c) Directorate of Advertising and Visual Publicity
- (d) Schemes of the Publications Division
- (e) Schemes of Song and Drama Division
- (f) Directorate of Field Publicity
- (g) Films Division

PROGRAMMES OF FARM AND HOME UNITS

GENERAL INFORMATION

(a) BACKGROUND

Since the inception of All India Radio, special efforts are being made to provide to the rural population necessary educational and informational support which will help in increased agricultural production. In order to provide this support, the AIR, in consultation with the Ministry of Agriculture, established in 1966 special Farm and Home units at selected stations. These units were to provide hard core agricultural information to the farming community and educate them by formulating and designing special programmes for listeners in rural areas.

(b) BENEFICIARIES

The entire farming community — men, women and children engaged in agriculture get messages and information suited to local needs in agriculture and allied fields.

(c) OBJECTIVES

- To provide information of practical use to villagers on various aspects of rural life and work;
- to widen the villagers' knowledge about modern agricultural practices;
- to educate them about current and international events for promotion of rural development;
- to provide them with wholesome entertainment;
- to excite and satisfy curiosity of rural listeners;
- to stimulate new thinking for all round progress.

(d) ORGANISATIONAL SET-UP

The Farm and Home units attached to 64 stations function under the overall policy directions of the Directorate General AIR. However, each station has autonomy in planning and programming. Each Farm and Home Unit has a sanctioned strength of a Farm Radio Officer, one Farm Radio Reporter, one clerk-cum-typist and one script writer. At those units where the programme originates and is on the air for more

than 22 hours per month, an additional post of Farm Radio Reporter exists. Rural Programme Advisory Committees advise the stations on the general principles in planning and presenting the rural broadcasts. State Government representatives like Directors of Agriculture, Public Health, Animal Husbandry, Information and Public Relations Departments, Registrar of Cooperative Societies, Development Commissioners and the Project Officers are also invited to quarterly meetings of the Programme Advisory Committee meetings for rural programmes. In addition, representatives of Social Welfare Department, Women Welfare Organisation, Agricultural Universities, Home Science Colleges, a few non-official members and practicing farmers, including lady members, are invited to such meetings.

(e) COVERAGE, PHASING AND FINANCE

From ten centres in 1966, the Farm and Home units now exist at 64 stations. There is a plan to cover all the Radio Stations through this service in the Seventh Five year plan.

Special programmes directed to rural audiences are broadcast from all the 64 units located in or around the areas of intensive farm out-put, in all the major languages. It is a daily service, the duration varying from 1 to 2 hours per unit with weekly programmes for women and children. Twice a week, these broadcasts include a half-hour Radio Rural Forum Programme at some stations. Most stations put out the programmes in three different transmissions — morning, mid-day and evening. The morning and mid-day broadcasts are of 10 to 15 minutes duration.

THE EDUCATIONAL COMPONENT

The programmes for rural areas have always been a part of the broadcasting schedule of AIR stations. The Farm and Home broadcasts fit into the general pattern of All India Radio's effort to promote public understanding of planning in India. This service is responsible for disseminating information about new agricultural technology to the farming community. In addition to hard core agricultural education, information on cooperation, animal husbandry, poultry, fisheries, cottage industries, banking facilities, nutrition, health, etc., is also appropriately included in the broadcasts keeping in view the pattern of development. Advice to farmers on their day-to-day farm operations, market rates and weather conditions is broadcast daily to keep them informed, up-to-date and alert. Folk songs and other items of entertainment are included to make the programmes interesting. The content of the programme is planned in such a way that it provides not only information but also educates rural people about various aspects connected with rural development.

The units provide intensive communication support to the various development projects undertaken by the Central and State Govern-

ment and other agencies like Small Farmers Development Agency (SFDA), Drought Prone Area Project (DPAP), Training of Rural Youth and Self Employment (TRYSEM), Integrated Child Development Services (ICDS), Integrated Rural Development Programme (IRDP), National Rural Employment Programme (NREP), Applied Nutrition Programme (ANP) and Marginal Farmers and Agricultural Labourers (MFAL) and all the Rural Development Programmes.

THE NON-FORMAL EDUCATION COMPONENT

The service provides education, information and communication support through planned bi-weekly broadcasts. Conceptually, close and intimate relationship exists between the Farm Radio Officers of the All India Radio and the Radio Contact Officers of the Farmers Training Centres to ensure regular and timely flow of information. The *Charcha Mandals* (Discussion Groups) are required to meet to listen to the farm broadcasts, discuss them and send their queries to the Radio Contact Officers. He then has to arrange with the Farm and Home unit to broadcast answers in the subsequent programme and also send individual replies as the case may be. Ideally speaking, the illiterate members of *Charcha Mandals* should be members of the Functional Literacy Groups and the programme should be designed, operated and followed up by the staff members of both the Farmers Training Centres and Adult Education Programme in the district. There is, however, a big gap which needs to be examined and corrected. The linkages need to be reinforced.

The non-formal education component in the existing broadcasts for rural listeners could be strengthened further by achieving closer coordination at the receiving end where limited support to schemes like Rural Functional Literacy is available. The members of *Charcha Mandals* and the participants of the Rural Functional Literacy Centre ought to be common to have deeper impact of information and educational elements. At present each has a different clientele. One is exposed only to information and the other to literacy. It should be one of the pre-requisites to locate the Adult Education Centres where *Charcha Mandals* are operative and to register the illiterate members of *Charcha Mandals* in AECs and arrange training/demonstration facilities for this group as well. This is unfortunately a weak link and steps to plug this should be taken by representatives of Education, Information and Broadcasting, and Agriculture Ministries at all levels.

Farm radio broadcasts are designed to disseminate technical information on a continuing basis in conformity with the package of improved practices in respect of important crops grown in the area they serve. These programmes are presented in a variety of ways like talks, interviews, discussions, dramas, weather reports and market review which are broadcast regularly. The programmes also include 'home' components designed to assist farm women in improving living

standards. The content tries to give information of day-to-day use to farmers and educate them through non-formal methods about matters of concern to them. Homogeneous farm areas are fed with possible solutions to their unique problems. Other aspects of village life like problems of health, prevention of diseases, sanitation, child care, etc. are also covered. Through the programmes of Farm and Home units information about latest scientific technology for increasing crop production and rural development activities is communicated. These Units also provide information about subsidiary and agro-based enterprises for improving the earnings of farmers and about social programmes. During 1982-83, 6.3 per cent of the broadcast time was devoted to programmes for farmers and rural audience. A few years back a study team came to the conclusion that wherever the radio had reached, its impact was direct and decisive; and it had been a powerful factor in changing the outlook, attitudes and efficiency of the farmers, in particular, and the rural population in general.

It is in the interest of rural development and promotion of adult education that linkages with Farm and Home units are made more firm and this will bring to the rural masses the necessary awareness that is so important for the rural folk.

FARM SCHOOL ON-THE-AIR

GENERAL INFORMATION

(a) BACKGROUND

Farm School on-the-Air programme is a systematic method of providing relevant and useful information to the listeners on selected subject over a period of time in an interesting manner. The selection of the subject is made by a specially constituted committee consisting of agricultural experts, agricultural development officials, extension workers and the farm broadcasters. The committee decides the number of lessons to be broadcast on a particular topic and also the subject matter specialist to be involved in the broadcast. The Committee with the help of other specialists designs syllabus for the Farm School on-the-Air. The main purpose of these programmes is to educate the farmers intensively on the selected theme in agriculture and allied subjects. In the field of farm broadcasting in India, this is a novel experiment.

(b) BENEFICIARIES

In order to ensure regular listening, the farmers are motivated to register with the Station to participate in a particular Farm School on-the-Air programme. The registration is done with the help of State Department of Agriculture, Animal Husbandry and other rural development agencies. The registered listeners are given a registration number which is used for further correspondence. The beneficiaries of this programme are the farmers and other people in rural areas. The broadcasts benefit the entire family of the farmers because almost all of them are involved in one way or the other in farm operation. Apart from agricultural information, the content now covers health, nutrition, animal husbandry etc.

(c) OBJECTIVES

- to disseminate knowledge about agricultural innovations and allied subjects;
- to educate them on various aspects of a particular idea or concept related to one central subject so that the inhibitions and prejudices are removed;
- to bring about changes in their behaviour so that by accepting new ideas, techniques and methods the yields in the field increase and their level of living improves.

(d) ORGANISATIONAL SET-UP

These broadcasts at present emanate from the Farm and Home Units at 30 stations. Leaving aside the mode of presentation and the content of the broadcasts, which are decided by a different committee, the other details are worked out by the Farm and Home Units staff. The sources of information for farm broadcasting are the Department of Agriculture, Animal Husbandry, Fisheries, Rural Development, Women Welfare, Health and Family Welfare, Agriculture Universities, Research Stations, Home Science Colleges, Farm Magazines published by the centre and state departments. In addition to this, Rural Programme Advisory Committee is set up in all AIR Stations where Farm and Home Units are located to advise on programme planning and presentation. The Committee consists of 4 to 5 non-official members and heads of different departments mentioned above or their representatives and meets once in three months.

(e) COVERAGE, PHASING AND FINANCE

The Farm School on-the-Air programme was introduced a decade back at two stations. The results of these early experiments were found very encouraging and at present, the series is broadcast from 3 stations. Further expansion of the programmes during the coming years is envisaged in view of its popularity among the farmers. The Farm and Home Units meet the expenses of those broadcasts out of their own funds. The major items of expenditure include remuneration to artists and specialists who come for interviews, talks and discussions and for preparing scripts for the lessons. Expenditure on Awards, Certificate, etc. is borne by the Banks, Universities, etc.

The programme is presented in the lecture-cum-discussion format in which specialists, extension workers and a farmer or a housewife take part. Generally the programme is broadcast twice a week, keeping in view the calendar of agricultural operations of the selected crop. The Programme starts with a brief summary of previous broadcast followed by a detailed discussion on day's lesson followed by Answers to the Questions of the Listeners, and at the end, the specialists make a few questions based on the information presented in that day's lesson. The listeners are expected to send their answers to the Radio Station for evaluation. All such answers received from the listeners are sent to the concerned specialists for evaluation and giving scores. These scores are entered against the registration number of each farmer.

To supplement the broadcasts, the lessons are published in a booklet form and are distributed to each registered listener at the end of the course. Based on the cumulative scores obtained by the listeners, certain prizes are also awarded. The listeners who respond regularly are given a certificate for participating in the programme.

THE EDUCATIONAL COMPONENT

This is an innovative and a comprehensive educational course on

selected topics in agriculture which form a series of lessons based on the local needs. The lessons are prepared after a syllabus is designed carefully by experts in the field and by farm radio personnel. The entire duration of one course may be spread over several weeks and divided into 10-12 broadcasts. The period and frequency varies from course to course.

So far more than 250 courses have been conducted on different subjects. Regular evaluation is conducted either through written examination or oral question and answers, to know how far the listeners have grasped the subject and benefitted from these broadcasts. In the end, the successful listeners are awarded certificates, prize and a booklet (written text of the script) as an incentive. During the year 1983, AIR, Bangalore conducted one course on 'Biogas' under the series. Thirty farmer listeners of this course have been awarded Rs. 3,000 each for construction of 'Biogas' plant in their backyard for use. An amount of Rs. 90,000 was mobilised from various agencies like the State Department of Agriculture, Nationalised Banks, Cooperatives and voluntary agencies for this purpose. Trichur Station conducted one similar course on 'Crop Protection' and it has proposed to arrange an educational tour to different Agricultural Universities and Research Centres in the country for the successful listeners of this course.

A series on Nutrition Education has also been quite popular. This is a series of lessons on 'How to improve our diet'. The listeners are enrolled for this programme for assured listening. Nutrition education is one of the important components of the Applied Nutrition Programme which is in operation, country-wide. Realising the importance of reaching the nutrition information to rural audience, especially to women, AIR has evinced keen interest in giving radio support to the programme. To start with, six AIR stations — Bangalore, Bhopal, Cuttack, Hyderabad, Jullundur and Poona were selected for intensive broadcast on nutrition in support of the Applied Nutrition Programme in the field. A short duration training course was organised for the concerned officials of AIR. These six AIR stations and the key personnel of the Applied Nutrition Programme in these states combined efforts in order to plan and broadcast more effective programmes for rural women. Transistorised Radio sets have been supplied by UNICEF to the Mahila Mandals in rural areas for listening to nutrition broadcasts. Rural Programme Advisory Committee is formed in AIR stations comprising experts on nutrition, officer in-charge of Applied Nutrition Programme in the state, and the Regional Home Economist of the region, to suggest topics on nutrition and arrange for listening in rural areas. There is regular feedback from the listening clubs. A special Radio series to educate mothers, in the area of maternal and child care has recently been started.

THE NON-FORMAL EDUCATION COMPONENT

The approach of the Farm School on-the-Air programme has been a

problem-oriented one. After a careful study of the topography, soil condition, climate, cropping pattern, etc. a topic is selected, keeping in view the needs felt in the area. Selection of the topic is done by a committee consisting of local agricultural scientists/officials of the Department of Agriculture, extension officers and the Farm Radio Staff, thus providing an inter-disciplinary approach to the education of farmers. The syllabus for the course is designed carefully by the same committee which selects the topics. All the aspects related to the topic selected for the course are discussed thoroughly and a series of lessons are developed. The committee also suggests an appropriate expert for each lesson who prepares the necessary material. For example, a course on paddy cultivation, broadcast from Trichur Station was divided into 35 lessons, covering every aspect of paddy cultivation. After the material for the lessons has been prepared by the concerned experts, the committee meets again to finalise the syllabus.

In order to generate interest amongst the rural listeners, suitable publicity is given through radio announcements, pamphlets, circular letters, local newspapers, extension workers, field publicity units and field workers of all the departments concerned with rural development programmes. For instance, before starting this programme from Bangalore, the Radio Station, with the help of Canara Bank, produced 20,000 leaflets which were distributed in the rural areas informing the farmers about the Farm School on-the-Air programme. The Department of Agriculture issued a circular to all the officials and field workers to organise listening clubs. Similarly, the Development Department, Farmers Forums and Young Farmers Association arrange for publicity through their members. Frequent announcements were made on the radio and the local newspapers carried items on this new programme.

No special method of delivering the message can be singled out for a particular programme, but experience has shown that the lecture-cum-discussion method followed by question-answers is favoured. Each lesson is conducted by an expert who is assisted by extension guides and farm radio staff who act as students and ask questions. At the end of each lesson, the expert asks certain questions, which the listeners are supposed to answer. These answers are sent to the Radio Station for evaluation. The listeners are also encouraged to send their own questions, the answers to which are broadcast in the programme. Thus, this programme has a built-in feedback component.

To generate enthusiasm and interest among the listeners the stations provide some incentives for regular listeners. The State Governments and public sector undertakings have constituted certain prize for successful listeners. For example, in Karnataka, the Canara Bank, Karnataka State Cooperative Land Development Bank, Karnataka Agro-Industries Corporation, Agro-Seeds Corporation, Dairy-men Society's Cooperative Union and Poultry Farmers Association, have

agreed to donate prizes such as a pair of bullocks and a cart, electric irrigation pump-set etc. These incentives go a long way in building larger audiences for such programmes. Though the experiment has been, to some extent, drawn from the experiences of other developing countries like Phillipines, its success under Indian conditions cannot be taken for granted, mainly because of high illiteracy among the Indian farmers and lack of adequate feedback of investigations on the impact of the programme on the listening farming community. Audience Research Units, have however, shown a good response of the farmers and their interest in the broadcasts.

It will be seen that the programme content and the method of delivery of the messages are directed to a specific audience for developing suitable attitudes in them for attaining a particular goal in view. The content reflects the needs of the persons for whom the broadcast is meant; the methods are chosen so that the impact of the programme is maximum and the timing and duration is arranged in such a manner that the farmers can come together and discuss the issues for having suitable decisions which may be accepted by them. There is sufficient scope for using this broadcast material in our non-formal education programme as a supplementary reading material, particularly in the Rural Functional Literacy Programme. These materials can also be used while preparing the reading/teaching materials for use in the non-formal education/adult education centres. Mysore State Adult Education Council and AIR, Bangalore took up, as a part of this scheme, the provision of support to Adult Education by organising lessons at 300 centres. Where materials of MSAEC are used, similar linkages at other stations may be tried.

PROGRAMMES FOR INDUSTRIAL WORKERS

GENERAL INFORMATION

(a) BACKGROUND

AIR has been broadcasting special programmes for the benefit of industrial workers since its early days. The programmes originate mainly from stations having concentration of industrial labour.

(b) BENEFICIARIES

The broadcasts are directed to listeners in urban areas serving in industries/factories/workshops. Illiterate and educated men and women engaged in industrial establishments are the main target audience.

(c) OBJECTIVES

The principal aim of the programme is to create among the industrial labour an awareness of the need for increasing productivity, inform and educate them about various social and labour legislations and welfare schemes and improve their living and working conditions.

(d) ORGANISATIONAL SET-UP

At each of the 27 stations from where the industrial broadcasts originate, consultative panels advise the stations regarding content and mode of presentation of the programmes. On the programme side, All India Radio is responsible for the scheme and for producing the programme. The main topics for the programmes are, however, drawn up on the advice of the Industrial Programme Advisory Committee. The questions received from the forum are referred by AIR to the state department. The State Labour Welfare Organiser who acts as the chief organiser, helps in getting the replies. All matters regarding AIR's programmes are referred to the Heads of the Radio Station concerned.

On the receiving end, Industrial Listeners' Forums (ILF) serve as discussion-cum-action group of listeners, on the pattern of Radio Rural Forums and *Charcha-Mandals*. Special efforts are made to coordinate the activities of the workers' education scheme with those of the Industrial Listeners' Forums as the objective of both the schemes are identical to inform and to educate. The Unit level classes are fertile ground for the formation of forums and the worker teachers serve as conveners. The teacher administrators assist not only in the formation of forums but also in the actual running of forums.

(e) COVERAGE, PHASING AND FINANCE

Twenty seven stations broadcast these programmes for industrial workers in regional languages for two to four days a week, each programme lasting between 20 to 30 minutes. Exclusive programmes for tea plantation workers are put out by Gauhati, Dibrugarh, Silcher and Kurseong stations. The budgetary provisions are met out of annual grants for the stations. The Station Directors allocate the funds depending on the programmes broadcast time schedule, frequency, etc. Special emphasis is laid on the programmes on increased production, safety, etc.

THE EDUCATIONAL COMPONENT

The broadcasts are planned in such a way that the varied interests of the worker concerning his vocation, welfare, personal life, family and status in the union are covered. As in almost all programmes, listeners' entertainment and their education is given full consideration in these broadcasts also. Broadcasts on topics connected with health and hygiene, first aid, are also included to educate the workers and warn them against health hazards. In drawing up the programme schedule and content, specialist guidance is obtained by AIR from trade unions, employers' organisations, Central Board for Workers' Education, labour institutes etc.

To make the impact of broadcasts effective, listeners' forums have been constituted in workers' colonies, factories, etc. About 600 such forums provide a two-way communication channel between the broadcasters and listeners and permit exchange of views in question-answer form or through correspondence.

THE NON-FORMAL EDUCATION COMPONENT

It may be seen that this is essentially an effort to educate the workers in various labour laws and welfare schemes and on the use of non-formal methods like discussions, talks, interviews, etc. The programmes are planned taking the workers' immediate problems into consideration and educating them on aspects where their involvement in a desired manner is going to help both, the country and the worker. Stress is laid on increased productivity as the goal for every worker as this alone helps individuals and the nation. The workers and the management are made aware of their responsibilities. The importance of workers' participation in management and in the implementation of welfare schemes which can increase productivity is also high-lighted. The messages are carried in formats combining education, information and entertainment.

While the programmes per se appear to be very useful from the broadcasters' and workers' point of view, there is little evidence to show the effectiveness of these broadcasts on the workers. If the

experience of Radio Rural Forums and *Charcha Mandals* is any indication for strengthening the receiving end, it would not be out of place to suggest that similar efforts are needed here also to make the ILF a real education forum. The lunch break in factories with which synchronisation with industrial broadcasts timing is attempted is perhaps not the best arrangement. Expecting a worker to listen to these broadcasts in the ILF and not moving in the company of friends and going to the canteen is something not conducive to the psychology of industry. Locating the ILF in workers' colonies where the entire family of the worker can derive benefit may be a better strategy.

UNIVERSITY ON THE AIR

GENERAL INFORMATION

(a) BACKGROUND

With the evolution of correspondence education programmes in Indian universities, the need for obtaining the support of radio for supplementing this programme was considered necessary. Having this aim in view, some of the universities offering correspondence education facilities are now having special programmes for students through radio.

(b) BENEFICIARIES

Students enrolled for B.A., B.Com. and correspondence courses, offered by universities, are the primary audience. However, regular students studying in colleges, universities also benefit from these broadcasts.

(c) OBJECTIVES

The broad objective is to supplement the correspondence education programmes of the universities by serving the needs of the student community in areas where correspondence instructions are not adequate by themselves.

(d) ORGANISATIONAL SET-UP

The universities offering correspondence courses contact the radio authorities for working out technical and logistic details regarding the use of radio for a particular course offered by them. Advisory Committees consisting of the Station Director, Producer, subject matter specialists in the universities, other educationists, representatives of UGC etc., plan the broadcast schedules and work out arrangements necessary for the purpose. In the radio stations, a Producer, one Production Assistant and the office staff provided by universities assist in executing the decisions.

(e) COVERAGE, PHASING AND FINANCE

Initially, the Delhi Station of AIR started this programme in 1966 for students of B.A. Pass Course (Correspondence) of Delhi University and now the station broadcasts 300 programmes per year in English and Hindi medium for B.A. and B.Com. Students (Correspondence). The broadcasts of 20 minutes duration are five days a week. From the year 1969, Jullundur Station introduced this service for students offer-

ing correspondence courses in Punjabi and Punjab Universities. These broadcasts are four days a week for 15 minutes. Since 1976 (August/September), Madras and Trichi Stations have been providing radio support to correspondence education programmes of Madurai University.

In all, about 20,000 students either enrolled for correspondence education or studying as day scholars are estimated to be benefiting from the 'University on the Air'.

It is estimated that, on an average, one broadcast costs about Rs. 75 to meet the expenditure for guest speakers, script writers etc. which is borne by this Programme Expenditure Head of the respective stations. Madurai University, however, gives financial and staff assistance to AIR by making available to it about Rs. 60,000 annually.

Proposals are under consideration to extend this facility to universities of Tirupati, Mysore, etc. but it is the policy of AIR that all universities in a state having correspondence education programmes should have some common educational broadcasts so that duplication is avoided and AIR's limited resources of time and money are utilised to the maximum.

THE EDUCATIONAL COMPONENT

The programme is basically educational. The education programmes offered by the universities for working youth and the formulation of software aspects is more in the hands of universities than AIR. Nevertheless, the fact cannot be denied that radio is serving as an important aid to the correspondence education programme by being a medium of contact between students and experts on selected subjects/disciplines.

Besides radio support to the correspondence courses, there are also Programmes for Tertiary Level Students broadcast from 24 AIR stations, the duration varying from 15-30 minutes per week. These are not syllabus-oriented as in the case of the correspondence course. They are mainly enrichment programmes on different subjects. Programmes on life and well being of students are also being broadcast. In most cases they are done as part of youth programmes.

Broadcasts for teachers upto secondary level are relayed from 20 stations. They deal with pedagogical problems, experimentation and methodology. The new changes in the school structure and curricula are also discussed in these broadcasts.

All educational broadcasts are planned in consultation with education experts of the respective areas. Consultation panels for university-cum-science and technological broadcasts have been formed wherever such broadcasts are relayed. The non-formal education broadcasts are planned in consultation with the experts in adult and non-formal education authorities, in the respective states.

THE NON-FORMAL EDUCATION COMPONENT

The radio is thus catering to the educational needs of the student community. The broadcasts are timed so that students are likely to be free from their work responsibilities (The broadcasts are either early in the morning or late in the night). Those areas where correspondence instruction is found inadequate and insufficient and the students are in need of additional help, are covered by the broadcasts. However, the medium cannot become the substitute for a teacher, who can conduct spontaneous question-answer sessions. Yet this limitation can be obviated by having more imaginative methods of presentation. The effectiveness of each could be judged by undertaking surveys of students taking advantage of the broadcasts. Further, a mechanism has to be evolved to ensure that students really listen to such programmes. In other words, repetition of course lessons has to be substituted by practical illustrations based on which questions could be set in the examinations. This would add to the utility of broadcasts. Experience of educationists specialising in non-formal methodology may be valuable in this context.

The scheme with suitable modifications and changes, can take the form of an 'open university' and extend the benefits to larger sections of population, not necessarily restricting it to the student community desirous of upgrading their formal educational qualifications.

The experience of authorities of All India Radio is that when everything is decided upon by the Universities, they approach AIR for support, not fully appreciative of the operational constraints of time, and other technical details that are necessary to be known to each from the beginning. Involvement of AIR right from the stage when correspondence courses are conceived will help a long way in solving some of the difficulties which may hamper smooth execution at a later stage. Further, what form and scope such broadcasts may take, to be really effective, is not very clear to some in the universities who consider that a script written for a lecture in a classroom can be equally good on radio.

PROGRAMMES FOR WOMEN

GENERAL INFORMATION

(a) BACKGROUND

Education of women has been one of the oldest programmes of AIR. In recent years, the programme coverage has been extended in terms of duration, frequency, language and content. The mode of presentation has also undergone vast changes.

(b) BENEFICIARIES

The programme is directed to rural and urban women whether illiterate, literate or highly educated, employed or unemployed.

(c) OBJECTIVES

The aim of the programme is to inform, educate and provide healthy entertainment to various sections of women living in urban and rural areas on aspects connected with their role and status in society, methods to improve their living and working environment by overcoming prejudices and accepting new and progressive ideas in the context of changed social order.

(d) ORGANISATIONAL SET-UP

The stations broadcasting women's programmes have special units for urban and rural programmes headed by a producer and supporting production staff. Advisory Committees for programmes provide guidance to stations on the coverage, which is decided in advance for at least one quarter. Besides, the Directorate General of All India Radio issues general policy guidelines to each station which indicate the broader framework for programme production. The Rural Advisory Committee at most of the stations has one or more women members with background or knowledge of rural areas and the Chairman of the State Social Welfare Advisory Board or her nominee also advises on programme planning.

(e) COVERAGE, PHASING AND FINANCE

The programmes are presently being broadcast from 46 stations of All India Radio. All the stations broadcast programmes for women but 39 of them cover the problems of rural women, through special broadcasts for them. These programmes are broadcast in the respective regional languages, besides dialects like Brij Bhasha, Nagamese, Avadhi and Bundelkhandi. A weekly programme in English is broadcast from

Bombay. There are also programmes in Bhutanese, Tibetan, Sikkimese and Nepali languages. All programme-originating centres provided programmes for women once or twice a week for a duration of 20 to 30 minutes and these accounted for 1.58 per cent of the total broadcast time. Separate programmes for working and rural women were provided by several stations. These included programmes of welfare for women and development works under implementation by different central ministries, state departments, voluntary organisations, etc. Organised listening is encouraged through listening clubs in both urban and rural areas.

Each station is allocated funds annually by the Directorate General, All India Radio. The Station Director makes internal allocations to the various programme units.

THE EDUCATIONAL COMPONENT

It will be seen that this is a purely educational programme. Of course, the entertainment and information aspects do form part of the format of presentation to make the educative value more effective. In the rural areas, Women's Listening Clubs have been organised all over India to arouse a sense of active participation among the rural women in programmes of rural development and make them aware of the social evils prevalent in the society which are responsible for their lower status and backwardness. These listening clubs have been treated as an integral part of the activities of the Mahila Mandals. The Mukhya Sevikas and Gram Sevikas are expected to take active interest in the formation of Women's Listening Clubs wherever listening facilities are available. The broadcasts cover aspects and topics which are of immediate relevance and concern to the women and deal with problems such as home management, child care, nutrition, family planning, social evils like prevalence of dowry, untouchability, etc. In fact, the radio programmes try to cover the whole range of women's life and activity like health, sanitation, handicrafts, small industries, cooking, sewing, knitting etc.

THE NON-FORMAL EDUCATION COMPONENT

In drawing up the content of the programme, special care is taken by the Producers to see that the content for the specific audience (in rural or urban areas, for employed and unemployed women, for educated or illiterate) corresponds to their level of comprehension. Necessary adjustments are made, keeping in view their background and status and programmes are diversified to suit their requirements to the extent possible. The content in the programme also takes into account the special need of the hour in the context of the country's developmental strategy for economic and social progress particularly relating to items like abolition of dowry, cleanliness of the surroundings, family planning, eradication of illiteracy, tree plantation and ways and means of

checking price rise (by not resorting to hoarding an excessive storage and avoiding purchase of non-essential items) etc.

Most of these items are also covered in the non-formal education curriculum for women of the Directorate of Adult Education and there is great scope for the authorities in information and education departments to come closer. The objective in both programmes is to raise the social status of women so that their living conditions at home and working environment improve. Possibilities exist of involving the women participating in Women's Listeners Forums in our functional literacy and non-formal education centres and it may be useful to locate the functional literacy and non-formal education centres in places where such women's listening clubs are functioning. This will improve the impact of the AIR programmes for women and alongside also help motivate illiterate women to take advantage of the literacy schemes.

NON-FORMAL EDUCATION FOR YOUTH

GENERAL INFORMATION

(a) BACKGROUND

The idea of having Non-formal Education Programmes on radio was first conceived in 1974 when a meeting of all the producers of educational broadcasts was convened in Madras to discuss the proposals for starting Non-formal Education programmes through the radio.

(b) BENEFICIARIES

For the present, the programmes are designed for the rural youth. However, it is intended to gradually cover urban areas, as well. The benefits are directed to literate as well as illiterate men and women.

(c) OBJECTIVES

The broad objective is to educate the out-of-school youth about issues concerning them, particularly where they need information, skills and attitudinal changes for finding appropriate solutions to the problems.

(d) ORGANISATIONAL SET-UP

The basic policy planning decisions with respect to the educational broadcasts are taken at the level of the Director General, All India Radio, who consults the Chief Producer (Educational Broadcasts) in such matters. These decisions are communicated to the Station Directors of All India Radio and the Producers incharge of Educational Broadcasts for preparing their own programme schedules, etc. on the basis of broad guidelines indicated by the centre.

The Educational Broadcast (E.B.) cells attached to the radio stations have the responsibility of producing and broadcasting Non-formal Education Programmes at select radio stations. There are in all 29 stations of All India Radio where facilities for educational broadcasts exist and four more stations are likely to be covered by these broadcasts in the near future. Out of these, the phasing for covering 20 centres through Non-formal Educational Programmes has already been finalised.

At the state level, the educationists, producers and specialists in subject areas meet and finalise the course of action that is considered by them to be most appropriate for starting the Non-formal Education Programmes. The staff for Educational Broadcast Cells comprise one

Producer, one Production Assistant and a Script Writer. Efforts are made to draw up the programmes in consultation with the agencies responsible for implementing non-formal education schemes, the officers of All India Radio and other concerned departments at the district level.

(e) COVERAGE, PHASING AND FINANCE

The programme has recently been started and has yet to expand and get established.

For providing radio support to the programmes of non-formal education implemented by various state governments for the age group 15-25 the All India Radio has a phased plan.

The regular budget for educational broadcasts also covers the expenditure on non-formal education programmes on the radio. There is no separate provision for non-formal education and it is estimated that about 1/5 of the total budget for educational broadcasts is meant for non-formal education programmes. According to the proposals prepared by All India Radio for the first year frequency of programmes is kept for 39 weeks (5 days per week) and each programme is allocated Rs. 80 for meeting the costs of guest artists, speakers etc. The actual production cost is not included in this amount. Thus, during the first year the cost is estimated at $\text{Rs. } 80 \times 39 \times 5 = \text{Rs. } 15,600$. In the subsequent years, when the programmes get into full swing, the cost pattern has been accordingly increased to cover all the 52 weeks in a year and the annual budget pattern is proportionately raised ($\text{Rs. } 80 \times 5 \times 52 = 20,800$).

THE EDUCATIONAL COMPONENT

For preparing the curriculum and programme schedule, workshops are organised for script writers where the concept of non-formal education, its implications on youth, and the methodology of execution and the programme content, (that has to be need-based and environment-oriented) is discussed and broadly decided upon. The producers of the Educational Broadcasts) are members of the District Level Coordination Committee constituted for implementing Non-formal Education Programmes at the State and district levels. Obviously, the District Level Coordination Committee helps in programme elaboration.

The scheme is essentially educational in nature and the content and its methods of delivery are non-formal. The purpose in these broadcasts is not to repeat the classroom instructional techniques on radio but to make it really non-formal in content, in delivery and in approach.

The training of producers (EB) is arranged at Teacher Training Colleges and also informally through workshops organised for the purpose. Some of the producers are ex-teachers and the new ones are given

order to shake them out of the formal system, whose products all of them are, it is felt that their orientation about non-formal education should be adequate.

While the programmes on non-formal education are now being broadcast over the radio on a small scale, the extent of their utilisation at functional literacy centres, their impact, and a method by which they can be made more effective has to be worked out. Besides, there are a few problems of an organisational nature which also need to be looked into. The tight schedule of radio timings within which the station authorities have to adjust non-formal education broadcasts, does not always meet the requirements of learners or coincide with the timings at which groups meet for participating in learning exercises.

Another difficulty relates to lack of conceptual clarification among the staff working for producing non-formal education programmes.

THE NON-FORMAL EDUCATION COMPONENT

A list of districts covered by the Rural Functional Literacy Programme, I.C.D.S, Functional Literacy for Adult Women, Nehru Yuvak Kendras, reputed voluntary organisations; University Departments of adult/continuing education, and other agencies doing non-formal education work is to be made available so that these agencies/departments in a particular district, may come together and assist the broadcasting staff in designing suitable programmes for the youth in relation to local needs, interests, and problems. This orientation enables them to have better appreciation and the need to link up the environmental factors with the local need of the learner groups covered by such programmes. In this way, the educational element of radio enables the learners to appreciate better and understand fully their own problems and such solutions.

It seems absolutely necessary to keep the Educational Broadcast cells of AIR informed of the progress being made in implementing non-formal education programmes and associate and involve them in different activities like training, curriculum, preparation and development of materials, so that they not only have a conceptual understanding but also an understanding of how the programme should correspond to environmental factors and why diversification is desired, for making it need-based. It is this aspect which is presently not receiving adequate attention with the result that the extent of synchronisation between the curriculum and programme content is seldom satisfactory. It does not mean that radio programme can be solely and exclusively directed to the 100 centres only or 3,000 learners' interests, (because the medium has to look to them as well). It still can draw up the programme content in such a manner so as to do justice to the educational content followed at the non-formal education centre.

YUVA VANI (VOICE OF YOUTH)

GENERAL INFORMATION

(a) BACKGROUND

Yuva Vani provides a forum to student and non-student youth for their self-expression, effects a high degree of involvement and participation by the youth in the programmes, discusses many questions of interest to the community, at large, and youth, in particular.

(b) BENEFICIARIES

The programme is for the youth, by the youth and of the youth. Youth in the age group 15-35 in urban and rural areas, student and non-student, employed and unemployed constitute the target audience.

(c) OBJECTIVES

- to provide scope to the youth for their self-expression;
- to give the youth an opportunity to get involved in the programmes of All India Radio;
- to educate the youth about government plans and programmes and develop among them appropriate values and attitudes for their participation in developmental tasks.

(d) ORGANISATIONAL SET-UP

Informal advisory committees have been set up at many stations which put out youth programmes. Young people, along with academic authorities, student welfare bodies, and parent-teacher associations are represented on these committees. They meet four times a year for selection of topics. The form and content of the programmes is largely drawn up by the youth themselves. Talent is sought for in educational institutions, youth bodies and cultural organisations.

(e) COVERAGE, PHASING AND FINANCE

Yuva Vani, primarily meant for the youth in the age group of 15-30 was introduced at the Delhi Station in July 1969. It was later started at Calcutta, Hyderabad, Jammu & Srinagar. The Patna Station broadcasts Yuva Vani programmes daily for two hours and the Bhagalpur Station broadcasts for half an hour. At present the programme is being broadcast from Delhi, Calcutta, Hyderabad and Srinagar Stations for 5 to 6 hours per day. In addition 50 stations/centres of the All India Radio broadcast programmes of varying durations and frequency in dif-

ferent languages for the youth. Selected programmes from Yuva Vani are re-broadcast by the general radio service in Delhi, Jammu and Calcutta to encourage adults to understand the view-points of the young.

Delhi, Calcutta, Jammu and Hyderabad Stations provided Yuva Vani programmes on separate channels. The other stations originated programmes for youth for a limited duration with a frequency ranging from 3 to 7 per week. One important aspect in this was the freedom permitted to the young people to choose their own subject and produce their own programme.

Opportunities were provided for the participation of the rural youth and stations like Simla, Nagpur, Tiruchi included non-formal education in the Yuva Vani programmes.

THE EDUCATIONAL COMPONENT

In Yuva Vani, the content and format of the programme is very wide and meets the varied interests of the youth. The schedule of programmes is decided in advance by each station and the approval of the Director General, All India Radio, is obtained before it is implemented. The programme includes items such as science, vocational guidance, literacy activities, entertainment and recreation, health and hygiene and educational programmes.

THE NON-FORMAL EDUCATION COMPONENT

The programme is aimed at building among the youth, attitudes and values favourable to promote their participation and contribution to national programmes and policies by understanding fully their roles and responsibilities. The element of education is blended appropriately with healthy entertainment.

The content in the programmes, the methods used and the messages that the programmes carry for the youth, are not through preachings or lectures or talks but subtly introduced to impress the listeners and influence behavioural changes. Apart from this programme, numerous other programmes are designed for youth. It would be worth analysing the salient characteristics of each and working out a plan so that the net result is not a diffused effort but a well-directed and fully integrated approach to education of youth.

There can be an integration of several youth programmes being carried out by different ministries and departments such as programmes of Ministry of Agriculture & Irrigation (Pilot Young Farmers Clubs, Training of Young Farmers at Farmers' Training Centres, Training of Young Farmers through Voluntary Organisations, International Young Farmers' Exchange Programmes with countries other than USA, Exchange of Farmers within the country, Regional Rural Youth Staff

and Leaders' Training Workshops, People's Action for Development, Rural Youth Projects and Studies taken up by Agricultural Universities and ICAR, programmes of Yuvak Mandals organised by the Department of Rural Development, programmes of the Ministry of Education & Social Welfare (Nehru Yuvak Kendras, National Service Scheme and non-formal education for the age group of 15-25, Training of Youth Leaders, assistance to voluntary organisations undertaking Youth Development Programmes, and the Pre-vocational Training Programmes for school drop-outs taken up by the Department of Social Welfare), programmes of the Ministry of Labour, particularly the scheme for providing training in crafts to rural youth in various fields including agro-industries at vocational training centres.

There is a lack of clear cut national policy regarding rural youth development programmes, particularly in relation to the agricultural sector. The programme needs to be coordinated, guided and channelised properly at all levels so that the benefits could percolate to the farm youth. Since these programmes mostly relate to agriculture, the Ministry of Agriculture should take up in a big way farm youth development work in close partnership with other ministries and voluntary organisations like Ministry of Education, Information and Broadcasting and Ministry of Labour, which can render valuable guidance and assistance.

It would, thus, be observed that rural youth, if organised properly and provided adequate training, supervision and incentives, could undertake a number of programmes not only for their individual benefit, but also for the development of the community as a whole. The programme could also help in developing necessary skills and leadership qualities among the rural youth to become progressive farmers and help in agricultural production and rural development programmes.

PROGRAMMES ON AGRICULTURE FOR RURAL AUDIENCE AND FARMERS

GENERAL INFORMATION

(a) BACKGROUND

Television was launched in India with the opening of Doordarshan Kendra, Delhi on 15 September 1959. It was experimental in nature and its scope limited to imparting social education. At present TV service is available to 19.1% of the country's population, spread over 6.7% of its area. What is significant is that practically every capital of State and Union Territory is now covered by Doordarshan's network which also provides service to 53,884 villages in the country. The introduction, in the sixties, of the new package of agricultural practices raised great hopes of increasing production in the fields. The problem, however, was to communicate this information to millions of farmers in the villages. Illiteracy and lack of adequate means of communication facilities compounded this problem. Possibilities of using television for disseminating agricultural information to the rural masses were explored and a programme called 'Krishi Darshan' was started on January 26th, 1967 at Delhi Television Centre (Doordarshan).

(b) BENEFICIARIES

The beneficiaries include large sections of illiterate, semi-literate and literate men and women residing in rural areas. Occupational groups, other than farmers, in rural areas also find the programmes educative since the programme content is sufficiently wide to cater to other interest groups. Some programmes are of interest to urban population as well as the content meets the needs of this group (viz. programmes on kitchen gardening, care of cattle, poultry, etc.)

(c) OBJECTIVES

- To inform and educate the rural population about innovations in agriculture and current affairs and secure their participation in rural development. The accent is, however, on farming techniques of immediate interest and needs of the agriculturists;
- to cater to the varied needs of the individual and the community.

(d) ORGANISATIONAL SET-UP

The Directorate General of Doordarshan and Central Coordination

committee under the chairmanship of Agriculture Secretary at New Delhi determines general policies and plans for communication, education, information, entertainment, etc. Implementation of the various programmes, however, is the responsibility of Doordarshan Kendras (TV Stations). For the State Programme, Programme Advisory Committee in each state guides the Doordarshan Kendras in making the programme locally.

At the TV centre, committee consisting of Producer-incharge of the programme, specialists in agriculture, representatives of universities and research organisation, takes a decision about the content and presentation of the programmes. The services of film units, translators, music units and TV centres are also utilised. The preparation of the script is the function of the selected expert for the chosen topic.

(e) COVERAGE, PHASING AND FINANCE

The programme was initially taken up on an experimental basis in Delhi to test the effectiveness of TV in improving agricultural productivity and to gain insight into the social and organisational problems in using TV for developmental tasks. It is now one of the core programmes at all the existing TV stations in the country. Initially, about 400 viewers at the selected rural teleclubs in Delhi were exposed to the new messages telecast through the programmes. It is estimated that now the number of such beneficiaries may run into millions.

The Programme is telecast four days a week, for half an hour every day. In addition, on every Thursday there is a telecast of 20 minutes duration directed specially to rural women and rural children. This telecast is alternatively for women and children.

Different Doordarshan Kendras have been telecasting programmes on Agriculture, Animal Husbandry, Forestry, Irrigation, Cottage and Small Scale Industries, Health, Hygiene and Sanitation etc. for varying duration. Hard core items pertaining to these aspects are telecasts, supported by suitable visuals and films in order to promote greater agricultural production. Special chunks are assigned to these programmes, taking into account the viewing convenience of the rural audiences. The entertainment aspect is not neglected. Folk songs and folk dances, are included in these programmes to make them more attractive.

Out of the overall annual budget provision of a particular Doordarshan Kendra, which includes salaries of the staff and establishment, the costs on films, studio effects and general production facilities, each programme unit gets a chunk allotted.

THE EDUCATIONAL COMPONENT

The programme is meant for special audience and is directed to rural sections of population. Originally, the programme was directed to farmer groups exclusively with a view to providing them education on

agricultural technology. The programme content is now more diversified and broad-based and caters to the varied needs of other occupational groups as well. It focuses on problems affecting the village as a whole, with accent on technical education of farmers so that farming is modernised in thinking and in practice. The programme thus enriches the total well-being of the individual and the rural community.

The content for the telecast can be analysed into hard core and soft core components. Hard core items consist of information on agricultural technology for improving the professional competence and skills of farmers; and soft core items are of general interest to rural viewers. Problems of country's development such as health, family planning, tree plantation, kitchen gardening, sanitation, are covered which educate them and broaden their outlook. News about current events/festivals, *melas*, weather reports, etc. are also appropriately included in the telecast.

THE NON-FORMAL EDUCATION COMPONENT

Scripts for the telecasts, films, graphic aids, captions, etc. constitute the instructional materials used at the transmission end. While working out the weekly programme schedule, all these factors are taken into consideration by a committee which meets frequently. The committee consisting of the Product-incharge, specialists in agriculture, representatives of universities and research organisations, takes decisions about the programmes to be telecast. The committee identifies the topics and the suitable experts who would give the script and could be the 'Presenters' of the talk. Thereafter, the producer examines it from the technical production view-point i.e. what portion of it will be in the form of an interview, dialogue, talk or discussion, who should interview, who can be on the panel, does the script need any outdoor filming or the stills alone would explain the content and many other related details. Once these details are finalised, the Production Unit invites the expert for rehearsal and filming of the programme. The services of music composers, music unit, translators (for script), film unit, etc. of TV centres are also needed. The preparation of the script is the function of the selected expert for the chosen topic.

It is obvious that the programmes for rural audiences telecast from the Doordarshan Kendras are helping the rural folk in learning innovations in their main vocation, viz., farming, in promoting the acceptance of new ideas and in bringing about speedier change in the environment. The organisers of this programme would do greater good if they could suitably synchronise the on-going non-formal education activities with agricultural programmes by telecasting short motivational and informational features on Rural Functional Literacy Programme, Non-formal Education, Nehru Yuvak Kendras, involvement of National Service Scheme volunteers in the programmes of rural development, adult literacy programme in the country. This can be taken up

particularly in the districts where TV service and these programmes are concurrent.

The educationists, specialists in agriculture extension, nutrition, health and adult education workers, could plan a strategy in consultation with Doordarshan Kendras whereby a bigger support could be given to non-formal education work already being carried on by various agencies, in different States/Uts.

In the Adult Education Programme the stress is laid on building awareness in the rural population, particularly in women and in the members of scheduled castes and scheduled tribes, in the aspects of concern to them. Quite a number of such topics are taken up as themes under the programmes meant for rural viewers of Doordarshan. It would be helpful and will be in the interest of rural development and agricultural transformation that the State Adult Education Directorates and Doordarshan Kendras could plan the programmes jointly to promote rural development and also educate the beneficiaries at adult education centres on such issues.

PROGRAMMES ON CIVIC EDUCATION

GENERAL INFORMATION

(a) BACKGROUND

This programme has been recast and made more broad-based from *Zara Sochiye*. It is aimed at educating people about things which are essential for better living as neighbours, as citizens, as public servants, etc. The programmes are designed to make the people aware of common civic requirements like normal courtesy in dealing with people. It also educates them in understanding their own roles in maintaining sanitation and cleanliness, in observing traffic rules, care for public property and considerations that are necessary for general neighbourliness.

(b) BENEFICIARIES

The programme is directed to educated and illiterate alike, to men, women and children living in rural or urban areas. It does not cover any particular age group.

(c) OBJECTIVES

- To educate the people about their roles and responsibilities as citizens, as members of a family, as neighbours, as citizens, as employees, and in other situations so that they develop better civic sense and human relations.
- to inform the people about facilities available to them.

(d) ORGANISATIONAL SET-UP

Within the overall control of the Director, Doordarshan Kendra, a Producer plans a schedule on selected themes and suggests formats for presentation. A small team helps him on the production side.

(e) COVERAGE, PHASING AND FINANCE

All the existing Doordarshan Kendras in the country telecast such programmes. The Delhi Doordarshan Kendra telecasts this programme under the feature *Nagrik Manch* (Citizens' Forum) twice a month for twenty minutes. The programmes produced at one station are exchanged with other stations depending on language of the area and the cost of production is largely on making the film.

THE EDUCATIONAL COMPONENT

Common situations, occurrences, which we all come across in our

homes, in work places, at the market place, on the road, in using public services like telephones, buses, water supply, in our dealings with neighbours, etc., constitute the backdrop against which desired messages are given. The presentation of these situations is through cartoons, drawings, caricatures, photographs, short skits and films, with very little commentary in the form of questions, self analysis, self-searching, etc. This analysis makes the viewer conscious of his/her own behaviour and brings within him a realisation of the weakness he suffers from when he is placed in a similar situation. Further, the effect produced by such a telecast may help in understanding another person's viewpoint better which is not sometimes appreciated so well, when we are ourselves a party.

The programme content helps in diagnosing the problem, in building proper attitudes and in effecting behavioural changes among the viewers. This is a purely educational programme and the approach is non-traditional and non-formal.

A team of social scientists drawn from disciplines like psychology, sociology, economics, analysis of human behaviour, specialists from traffic departments, local bodies like MCD, NDMC and Health Departments, help in choosing selected themes on which public attitudes need to be changed and reshaped so that there is better appreciation of people's right and duties and they take intelligent part in civic affairs pertaining to individual and community life.

THE NON-FORMAL EDUCATION COMPONENT

While the programme objectives are very laudable, it will be observed that TV network in the country is so limited and this distribution of population owning TV sets, is so restricted, largely to affluent sections that the benefits are directed mostly to the educated and well-to-do class. No doubt, the message by itself does not make any such distinction, yet the implementation of a well-intentioned scheme is limited by the fact that the receiving side needs to be strengthened and a suitable organisation or machinery developed, particularly in rural areas.

Further, the programmes as planned and telecast so far have had urban bias with their utility and advantage mostly confined to the problems of big cities. Obviously, the educated are in an advantageous position and the deprived groups still remain out of reach. TV authorities may have to give greater thought to these aspects and introduce rural bias for striking an even balance. Anti-social activities like gambling, drinking, dowry, prostitution, bribery, tax evasion, untouchability and evils of illiteracy could be highlighted for creating general awakening in the masses about problems with which we are confronted almost every day. It is here that the education of people can bring about a faster social change.

PROGRAMMES ON SCIENCE AND SCIENTIFIC ATTITUDES

GENERAL INFORMATION

(a) BACKGROUND

It is a common experience that even while using articles of daily use, the knowledge about why certain things occur and how they occur is generally very poor. A number of programmes were therefore designed to modernise the outlook of the viewers and to create in them an awareness regarding scientific phenomena and new developments and advances being made in science and technology. These programmes introduced in 1976 covered developments in fields like medicine, engineering, agriculture, industry, etc. and were initially telecast under the series *Kyon Aur Kaise*, *Dainik Jivan Me Vigyan*, *Vigyan Patrika* etc. Recently their format has been changed and are telecast in the series *Vigyan Alok* and 'Quiz'.

(b) BENEFICIARIES

The programme is directed to all sections of people-irrespective of their vocation, profession, sex, age, education and rural and urban differences.

(c) OBJECTIVES

The general objective is to make the people aware of the scientific reasoning behind the most common situations and educate them on why and how a particular phenomenon occurs. The programme also lays emphasis on raising the information level of viewers about events, phenomenon and places.

(d) ORGANISATIONAL SET-UP

The Directorate General's Office in the Doordarshan Directorate, prepares plans and policies and gives overall directions with regard to possible programmes that can go on TV. The implementation of these directives is the domain of each Doordarshan Kendra. Doordarshan Kendra devises its own programme and has its advisory panel which decides on programme schedule, programme content, mode of coverage and presentation and selects the specialists who can communicate the desired information to the viewers. Experts on the subject plan and present these programmes. The National Physical Laboratory helps a great deal in preparing scripts, suggesting ideas and presenting programmes. The TV News and Features (TVNF) also contribute one programme every fortnight.

(e) COVERAGE, PHASING AND FINANCE

Realising the importance of propagating science education among the viewers and promoting their understanding about various developments in the fields of science, medicine, space, etc, the programme format has been designed in such a manner that persons of different levels of understanding can benefit from them. The production of such programmes is done in different languages by different Doordarshan Kendras. "*Vigyan Alok*" is a Programme in Hindi designed by Delhi Doordarshan Kendra and is exchanged among Kendras having Hindi speaking population. It is a 20 to 30 minutes programme on national hook-up once a week. In addition there is a 'Quiz' Programme which is directed to educated community, especially those studying in educational institutions or whose level of understanding is high. The modes of presentation of the 'Quiz' Programme and '*Vigyan Alok*' are different. Whereas in '*Vigyan Alok*', a particular theme is taken up for intensive coverage, in 'Quiz' there are a variety of questions which the audience is suppose to reply. However, both these programmes cover event, occurances, developments taking place in the realm of science within India and outside India.

THE EDUCATIONAL COMPONENT

This is an educational programme in as much as it changes people's outlook and helps them in modifying their behaviour. Common themes which have every day application, or subjects which can interest the viewers and where the knowledge of the people, their attitudes and beliefs are not clear and their behaviour is still not matching the scientific implications behind these situations are included for telecasts.

For example, scientific basis of the working of sewing machines, thermos flasks, fountain pens, watches, pressure stoves, spectacles, etc., are explained. In a series devoted to energy and power-how it is generated and discovered, how useful and how deadly it can be, etc.—were examined and the programmes telecast were on fire wood and charcoal, coal, petroleum and solar energy.

THE NON-FORMAL EDUCATION COMPONENT

This programme meets the educational needs of those who are interested in learning new things and understanding why and how certain phenomenon occurs. It is based on the philosophy that people of any age, engaged in any vocation, can upgrade their level of understanding and acquire an insight into situations and phenomena on which their information is low or is nil. The programme content and methods of presentation take these possibilities into consideration and use of technical terms is avoided to the extent possible. This permits a wider utilisation of these programmes. The effectiveness of these telecasts should be more at places where organised community viewing takes place.

Like in *Krishi Darshan*, *Zara Sochiya* and this programme, where not mere entertainment is the goal, but education for increasing professional components, infusing desirable civic values and promoting scientific outlook is the aim, community viewing should be organised. If the non-formal education centres become community viewing places (where TV network permits this) and the curriculum and materials used in the classes can suitably cover some of the themes included in these telecasts, it will not only help in our work but may allow greater assimilation of the content of the telecasts among the illiterates and semi-literates.

ART AND ARTISTIC APPRECIATION

GENERAL INFORMATION

(a) BACKGROUND

It has been felt for some time that the people of India need to be reminded of the rich cultural heritage of our country and educated about the elements that bind the country together in spite of the diversities. Against this apparent diversity, the underlying facet of India's unity has to be highlighted. In educating the people about our art and artistic creations, they have to be told about the large number of historical monuments, archives, the music, literature, forms of art and other expressions through which our culture has been enriched. It was with this aim in view that a new series of programmes was started by the Doordarshan Directorate from September 1976. The Programme format has undergone a considerable change now. All the programmes pertaining to appreciation of art and pertaining to civic education will be under the series '*Yeh Dilli Hai*'. The following three programmes will broadly pertain to appreciation of art:

Kala Parikrma

Cultural round-up

Nagrik Manch (Programme of civic education)

In addition there will be a separate programme on folk art to popularise the traditional methods of entertainment of education among the people. The series '*Yeh Dilli Hai*' will be telecast every day for 15 minutes, once a week but the programme focus will change.

(b) BENEFICIARIES

Literates as well as the educated, urban as well as rural and men and women alike of all age groups constitute the target audience for viewing these programmes and for benefitting from the telecast.

(c) OBJECTIVES

The aim is to expose the viewers to such programmes which provide them fuller information and educate them about various forms of art, the beauties inherent in India's cultural heritage as well as the beauties of nature in which the country abounds. The other aim of starting this series is to eliminate the regional and parochial differences and have better social integration among the communities by appreciating each other's feelings and view points and objects of artistic creation with full understanding.

(d) ORGANISATIONAL SET-UP

At each centre, the producer-in-charge of the programme is responsible for arranging for a proper on-the spot location shooting, if appropriate film/material is not available and also arranges for a suitable commentary.

(e) COVERAGE, PHASING AND FINANCE

All the Doordarshan Kendras telecast this programme. However, the frequency, duration and programme timings vary from one centre to the other. Delhi Doordarshan Kendra telecasts the programme on the 2nd and 4th Tuesdays of every month. The programme has been introduced in the hope of being expanded further on the basis of experience gained and the impact that it makes on the viewers.

Since much of the material is either borrowed or is suitably adapted, the programme cost is very nominal and is borne out of the funds allocated for the Kendra. Rough estimates, however, indicate that for telecasting one programme of ten minutes duration a sum of Rs. 1,000 may be required for being spent on items such as payment to artist, guest and special invitees.

THE EDUCATIONAL COMPONENT

The television authorities prepare the programmes in a manner so as to suit the needs of different age groups and meet the interests of various sections of population. The programmes shown so far reveal that the content interests urban viewers less than those living in rural areas, whose familiarity with themes selected for the telecasts is better than that of the urban elite.

Short films and still photographs constitute the main materials used for imparting the information and also for educating the viewers about the various elements of our culture. Sometimes interviews with curators, architects, town planners, directors of zoological gardens, men of letters, etc. are held and panel discussions are organised to educate the people about the various aspects, connected with appreciation of art.

No special training is required for those responsible for producing this programme. However, the panel which is responsible for selection of themes, and the mode of presentation, suggests the experts who could be either the presenters of the programmes or constitute the animators for purposes of guest artists.

THE NON-FORMAL EDUCATION COMPONENT

Large scale ignorance about traditional and folk forms of art—music, drama, dance—is sought to be removed through this programme. The idea is also to achieve cultural integration among the people of different regions of the country by bringing them nearer to forms with

which their familiarity may be still poor. For example, *khyal* of Rajasthan, *Tamasha* of Maharashtra, *Nacha* of Madhya Pradesh, *Garba* of Gujarat.

The programme has been started recently and hence an assessment of the problems and its impact on the viewers is yet to be assessed. According to the authorities with whom the discussions were held it is felt that the initial response of the viewers is very encouraging and the letters received in the audience research section reveal that the programme content, by and large, is appreciated. Suggestions received from the viewers with regard to the themes that can be included under this series are always placed before a committee which is responsible for taking decision about inclusion of topics/themes/subjects in the programme.

The programme content and methods of presentation largely come within the purview of non-formal education. The ultimate objective here is to relate the experiences of the people to old forms of education and entertainment, knowledge about which is poor. Without holding any class sessions, the elements of art appreciation are covered for the benefit of the common man.

PROGRAMMES ON HEALTH EDUCATION

GENERAL INFORMATION

(a) BACKGROUND

With the expansion of the programmes of Doordarshan special emphasis has been placed on socially relevant programmes and those involving the interest of the common man, the general viewer. During 1983-84 a new series on health "Jan Hai Jahan Hai" was started which was mainly directed to educate and inform the people about the types of diseases with which human kind suffers and how these diseases can be controlled and prevented. Another programme on health education is planned for 1984-85 and it will be called "Gharelu Nuskhe" (Home Remedies).

(b) BENEFICIARIES

The beneficiaries for "Jan Hai Jahan Hai" are the middle and the lower-middle, urban and semi-urban sections of population, whereas the programme "Gharelu Nuskhe" is specially directed to lower middle and weaker sections of population.

(c) OBJECTIVES

- The main objective of "Jan Hai Jahan Hai" is to educate the people about the common mis-conceptions that they have, about the most prevalent diseases. The common doubts and queries about diseases and health are answered by specialist/ doctors.
- The programme "Gharelu Nuskhe" is basically concerned with educating the viewers about the control and prevention of various minor ailments with which the people in poor socio-economic conditions suffer. The purpose is to familiarise the viewers about the medicinal values of commonly available fruits and flowers which, if used properly, can save expenditure on medicines.

(d) ORGANISATIONAL SET-UP

All the Doordarshan Kendras and relay centres, Post SITE/INSAT Centres etc. make it a point to telecast programmes on health because health is the concern of every individual. In the planning and production of the programmes, the help and guidance of Advisory Committees and consultative panels is obtained by Doordarshan authorities. A system of regular feed-back helps in monitoring the programmes and in improving the quality and content of the telecasts.

(e) COVERAGE, PHASING AND FINANCE

“Jan Hai Jahan Hai” is telecast twice a week for 20 minutes on each day. “Gharelu Nuskhe” is scheduled for 10 minutes, once a week. Since the type of audience which is going to benefit from this programme is not the same, in the methods of presentation also there is a difference. In the former, the experts/doctors, are invited to present the programme and the commonly prevalent notions and doubts with the people are taken up for discussion and advice. The format of the programme “Gharelu Nuskhe” is designed to suit the target audience whose level of understanding and comprehension is not as high as that for “Jan Hai Jahan Hai.” In either case, care is taken to see that the language is such as is acceptable to the target audience and it is considered authentic by the viewers. The programme for “Gharelu Nuskhe” is generally shot in location with which the target audience can identify itself easily. The programme for “Jan Hai Jahan Hai” is usually in the form of discussion in the studio among the doctors. Some filming is done of the patients, the surgery, hospital setting, etc. Since the programme “Gharelu Nuskhe” aims at conveying messages about health problems amenable to home remedies, the stress is on identifying objects with which the people are already familiar, which are available in their homes and whose use can be helpful in controlling diseases and ailments. The intention is not simply to provide information, but to educate people about methods of curing commonly prevalent diseases by using dependable and tested remedies. While suggesting the remedies care is taken to see that the target audience and its socio-economic status is always kept in focus.

THE EDUCATIONAL COMPONENT

As is clear from the description above, the programmes are surely educational in nature. The education and information obtained are going to raise the level of knowledge of the people about health issues and is also expected to mould their attitudes favourably towards better care of members of the family and persons in the neighbourhood.

THE NON-FORMAL EDUCATION COMPONENT

The fact that there is a non structured curriculum for health education of the public, that TV authorities pursue a flexible approach, that the programme character responds to the needs and requirements of the people, the programme provides sufficient evidence that it is not formalised. Without giving to the people/viewers any idea that they are being educated, the viewers get the information to raise their level of understanding and use it for improving their quality of life by checking the preventable diseases and resorting to their treatment. If community viewing facilities are expanded and if the contents of the programme specially “Gharelu Nuskhe” cover the types of problems discussed in adult education centres for the health, the impact of the TV programmes and adult education programmes would be much more.

PROGRAMMES FOR WOMEN

GENERAL INFORMATION

(a) BACKGROUND

Ever since the introduction of television in India 25 years back there has been a steady effort to educate the masses, specially women and farmers and therefore several programmes have been continuing since then. As far as women are concerned the programme format has recently undergone a radical change. The change is mainly with a view to making the programme more relevant to the context in which the women are placed and the types of problems which they face in their daily life. Keeping this in view "Ghar Bahar" Programme is directed for women in urban areas whereas the problems of women in the rural areas are taken up as a part of the rural telecast for farmers.

(b) BENEFICIARIES

The entire women population of the country is the target audience.

(c) OBJECTIVES

To focus the attention of the women on the problems and difficulties faced by them in raising their level of living and in liberating them from the social taboos and customs so that they can intelligently participate in social affairs and do not fall a victim to social evils.

(d) ORGANISATIONAL SET-UP

"Ghar Bahar" Programme is designed and telecast by the Doordarshan Kendra, Delhi but similar programmes in regional languages are produced by other kendras (TV centres) also. In designing the programme care is taken to see that interests of different classes and sections of women are adequately covered. Thus the programmes cover wide interest ranges, particularly of urban women, both employed and housewives. An idea of the range of programmes can be seen from the fact that during the first few months of 1984 the focus had been on problems and issues pertaining to urban women workers involved in construction of buildings, better health care of mother and child, oral dehydration, diarrhoea, anaemia and nutrition. These programmes were specially directed to poorest of the poor among women. There have been other programmes concerning highly educated ladies qualified for professional jobs like Doctors, Engineers, Lawyers and those engaged in Computer and other industries. Such programmes were covered under women entrepreneurship programmes sponsored by

Science and Technology Department, Government of India and similar programme of 'Nari Chetana Kendras' in womens' colleges sponsored by Ministry of Social Welfare. Burning issues of relevance in urban context and other problems relating to dowry and bride burning were also extensively covered to inculcate appropriate attitudes among women and college girls for family welfare.

(e) COVERAGE, PHASING AND FINANCE

All the Doordarshan Kendras in the country design, produce and telecast these programmes to cater to the varied needs and intersets of different sections of women. In Delhi, "Ghar Bahar" Programme is telecast once a week for 20 minutes duration and is considered very popular among women. In producing one programme the technical production cost comes somewhere between Rs. 1000 to Rs. 2000, depending on the format and its presentation. It excludes operational costs involved in filming, lighting, etc.

In addition to this programme there is also a proposal to start a separate programme for rural and urban women, not employed anywhere. The programme will be in the series 'Mahilaon Ke Liye' 'For Women' and will be for housewives primarily. It will be once a week for 20 minutes' duration. The intention is to educate them on issues which they face in the management of the house and family.

THE EDUCATIONAL COMPONENT

The themes selected under this programme are intended to inspire confidence among women on various issues that confront their happy living. Whether these relate to their home and family problems, or the problems of marriage, dowry and atrocities on them, these programmes would surely broaden their outlook and enable them to perform the expected roles in a better informed manner. The programmes also give them guidance in careers which they choose after receiving professional education. The programmes are so designed that the women in urban and rural areas could take advantage in improving their lot.

THE NON-FORMAL EDUCATION COMPONENT

Under the adult education programme priority is given to weaker sections and deprived classes in our society. Women are given a special place in the programme so that their general level of information and literacy standard improves. Several of the programmes telecast in this series are of significance to women in the adult education field also. It will be helpful if suitable linkages are developed, both at the planning side and at the receiving side, so that the efforts of adult education personnel and Doordarshan authorities can jointly result in more enlightened women citizens.

DIRECTORATE OF ADVERTISING AND VISUAL PUBLICITY (DAVP)

GENERAL INFORMATION

(a) BACKGROUND

The Directorate of Advertising and Visual Publicity (DAVP) of the Ministry of Information and Broadcasting disseminates information about the latest programmes and policies of the Government of India and educates the general public about various developmental efforts made in the direction of implementing such programmes by different governmental departments/ministries.

(b) BENEFICIARIES

All the citizens of India—men, women and children; educated and uneducated; employed and unemployed; living in urban, rural, tribal or hilly areas, constitute the target beneficiaries.

(c) OBJECTIVES

- To prepare advertising and visual publicity material for different Ministries for keeping the public informed about the various schemes, their significance for the nation, their administration, progress in implementation;
- to educate them on the role of public in their implementation.

(d) ORGANISATIONAL SET-UP

The DAVP is one of the media units of the Ministry with its Central Office located in New Delhi. This is mainly a servicing department and the material is prepared on request from the different Ministries of Government of India. Apart from the Director, Deputy Directors and other professional staff, the organisation has a number of wings. In the Campaign Wing, a batch of Campaign Officers decide about the kind of material that will be needed for a particular job.

Besides the Campaign Wing, there is a Production Wing which is responsible for preparing write-ups, scripts for the materials (whether to be broadcast on radio or telecast on TV or inserted in newspapers in the form of advertisements or distributed to public in the form of readable material either individually or in the shape of posters). The Production Wing has a number of artists to design the cover layout, the visual aids that are necessary for a particular job and the jobs are finally

printed. The Distribution Branch of DAVP takes charge of the entire material that is brought out by the Production Wing for distribution of the assorted publicity material to various targets.

The DAVP has regional offices in Calcutta, Bombay and Madras where the material pertaining to these zones and languages is produced and distributed.

The DAVP has also an Exhibition Branch which organizes periodic exhibitions for the benefit of the public and educates them about the current events and developments taking place in the country. The Chief Exhibition Officer has a staff of 350 persons to help in preparing exhibition materials. The composite teams of artists, photographers, technicians, carpenters, etc. organise exhibitions in different parts of the country. Graphic depictions supplement the printed word and reinforce the messages given through other channels of communication.

(e) COVERAGE, PHASING AND FINANCE

During the year 1984-85, a sustained multi-media campaign was launched to explain the policies of the Government to farflung audiences, especially on progress in TPP.

Cinema-slides in English and Hindi and organisation of exhibitions were some of the other activities that the DAVP undertook last year for creating a wider awareness of the country's positive achievements, a series of half-page advertisements was released under the title 'Nation on the Move'. Positive publicity for programmes implemented by various ministries and departments of the Government of India was given through printed booklets. Another dimension on which DAVP laid emphasis was national unity and secularism, for the promotion of which sustained campaigns were organised through various exhibitions. The message put across was that progress in any sphere or activity can be lasting if it is a result of common and united effort of a nation as a whole, the individuals working as members of the team.

THE EDUCATIONAL COMPONENT

All the activities of the DAVP have an educational element in them. Through the medium of advertising and visual publicity, using various media of communication—print, audio-visual, radio, television, news papers, posts, etc. The Campaign and Production Wings of the DAVP help plan and execute all such efforts. The Campaign Officer functions as the 'king-pin' in the organisation in informing, educating and motivating the audiences, for proper roles to be accepted by the people through his imaginative presentation. It is he, who is responsible for taking most of the crucial decisions in consultation with his senior colleagues about the strategy to be adopted for the campaign. He examines the job and decides the medium that will be most suitable, looking to the requirements of the target audience and other details necessary for launching the campaign, which is directed to educate 'he

masses on various issues that concern their lives and work situations. The Campaign Officer considers which medium would be most suited for the audience under coverage. He decides whether the message should go on the radio, or television or advertise in the form of news bulletins in newspapers, through hoardings or through other printed material in the form of leaflets, posters, booklets, etc. Once the finance estimates and number of copies to be printed are worked out in consultation with the Distribution Branch (which keeps an address library* of prospective audience), the materials prepared are printed.

THE NON-FORMAL EDUCATION COMPONENT

It will be seen that the activities of DAVP can, by and large, be considered as those promoting non-formal education effort. The entire system tries to relate the method to be adopted with the background of the audience—its structure, socio-economic level, etc.—and content to be given. Thus, depending on the kind of audience for which a particular message is directed, a suitable medium—printed, visual, audio-visual etc. is selected.

Quite a number of publications brought out by DAVP have relevance in developing suitable reading, teaching, follow-up materials for use in non-formal education classes. They can serve as useful reference material in the task of preparing material for consulting data, for their appropriate adaption and adoption.

*The address library of the DAVP's distribution branch runs into 50,000 addresses and covers about 200 categories such as those of railway stations, Panchayats, B.D.Os, business organisations, individuals, institutions, etc.

SCHEMES OF THE PUBLICATIONS DIVISION

GENERAL INFORMATION

(a) BACKGROUND

The Division is one of the premier publishing houses in the country. Its publications produced in English, Hindi and other Indian languages, are designed to broaden understanding of the country—its people, history, geography, social structure and cultural and linguistic patterns, to furnish information on the Five Year Plans and the progress registered in various sectors of national economy; and to stimulate interest in and generate appreciation of and respect for the variegated pattern of life and for democratic values.

Apart from its own publications, the Publications Division also handles the sale of books issued by the All India Handicrafts Board, Archaeological Survey of India, Council of Scientific and Industrial Research, Central Hindi Directorate, Films Division, Indian Council of Agricultural Research, Lalit Kala Akademi, National Book Trust India, National Museum, National Council of Educational Research and Training, Sahitya Akademi and the Union Ministry of Education and the External Affairs Ministry. The Division has a network of sales agencies in India and abroad, besides its own sales offices at New Delhi, Calcutta, Bombay and Madras.

The Publications Division discharges the important function of educating and informing the public through the medium of the printed word. To this end it brings out journals and pamphlets, books and pictorial albums; in English, Hindi and the major regional languages. The country's history and cultural heritage, its plans for economic development and progress in various spheres of national activity are the areas in which the Division disseminates information. Its publications also seek to facilitate national integration by creating an understanding about the different regions, and people of varied life styles and faiths.

(b) BENEFICIARIES

The programmes and activities of the Division are directed mainly to the educated sections of the population.

(c) OBJECTIVES

- To publish books and monographs which impart factual information of a general educative type and on subjects of national interest and relevance;

- to publish literature of national significance and importance, not necessarily of a literary type;
- to publish books and monographs for children on subjects of national interest and relevance;
- to publish collections of national importance such as those of the President, the Vice-President and the Prime Minister;
- to publish commemorative literature and pictorial albums on national leaders and historic events;
- to publish journals for educating and informing the public about the national policies and achievements;
- to publish books and monographs of a miscellaneous nature on suggestions received from various ministries, state governments and institutions.

(d) ORGANISATIONAL SET-UP

The Division forms one of the constituent units of the Information and Broadcasting Ministry and is a centralized publishing house for preparation, production, distribution and sale of non-technical literature—books, illustrated albums and journals. The Division makes use of DAVP and the National Book Trust, the Inter-Culture Associates, the Ministry of Education and the Ministry of External Affairs for their participation.

The Division has three sales emporia at Bombay, New Delhi and Calcutta, a Regional Distribution Office in Madras and a feeder store at Faridabad. Besides, it has a network of sales deposits, sales counters, agencies and distribution offices to make its publications available in different parts of the country and abroad. Plans are to set up emporia at Patna and one in the Southern Region.

Organisations such as the NCERT, National Book Trust, Lalit Kala Akadami, Indian Council of Agricultural Research, Council of Scientific and Industrial Research, Central Hindi Directorate; and Archaeological Survey of India have made their publications available for distribution and sale through the Publications Division organisation.

Apart from about 3,000 book sellers handling the sale of the publications marketed by the Division in India and abroad, the Business Wing of the Division has a little over 22,000 educational institutions and libraries on its mailing list which are regularly informed of its new releases and are directly served. The sales emporia at New Delhi, Calcutta and Bombay and the Regional Distribution Office at Madras meet the requirements of book sellers and customers in their respective regions. The sales depots at Yojana Bhavan and Patiala House in New Delhi stock, display and sell the publications in the Capital.

To project its publications, the Division arranges display and sale of its publications at important conferences, exhibitions and fairs, both in India and abroad.

(e) COVERAGE, PHASING AND FINANCE

The Publications Division produces information and publicity literature—pamphlets, journals, magazines, books on people's life and activity, our flora and fauna and places of historical, archaeological and tourist interest. It also brings out educational literature for students, children and others, and publishes books on fine arts, literature, philosophy, culture. Work of reference—collections of speeches and writings of great men, authentic reference books and old classics are also brought out by the Division.

Now having 5,000 titles to its credit, the Publications Division is the country's largest publishing enterprise in the public sector, and its sales wing, the country's biggest book seller.

Apart from bringing out authentic versions of the important writings and speeches of the country's President, Prime Minister and other national leaders, the Division is having the following current series: 'Builders of Modern India', 'States of our Union', and 'Cultural Leaders of India'. The Division also published series like 'Classics of Indian Politics' and 'Classics of Indian History'. Two new series are planned, viz. 'Our Neighbours' and 'Popular Science'.

Besides memorial volumes on important national occasions, a number of titles highlighting the significant aspects of Indian art and culture have been published by the Division.

THE EDUCATIONAL COMPONENT

The literature brought out by the Division covers a very wide range of topics such as planning, politics literature, art and culture, economics, history, archives, agriculture, community development, power, science and technology, our achievements in various fields and profiles of national leaders, etc.

An important function of the Publications Division is to bring out journals on behalf of different ministries apart from its own.

Yojana a fortnightly, is brought out in English, Hindi, Bengali (*Dhan Dhanya*), Assamese (*Payebhara*) Tamil (*Thittam*), Malayalam, Telugu, Gujarati and Marathi. It is the principal forum of the Government, on planning and development, and is published on behalf of the Planning Commission.

The Division participates in Book Fairs and Exhibitions both in India and abroad to project its activities, and publishes books, pamphlets, catalogues etc. to keep the interested clientele group informed of the latest additions.

THE NON-FORMAL EDUCATION COMPONENT

The activities of the Division offer best opportunities for non-formal education for the educated class. The canvas of the Division's activities is so vast that it can meet the educational requirements of any nature—science, philosophy, hobbies, culture, art, etc.

SCHEMES OF SONG AND DRAMA DIVISION

GENERAL INFORMATION

(a) BACKGROUND

The Division started in 1954 as a small unit under the Directorate General, All India Radio, for organising programmes of village theatre parties through units of the Directorate of Field Publicity, Block Development Officers, etc., with the purpose of creating plan consciousness and publicity of various development programmes under the Five Year Plan. It becomes independent of All India Radio in 1960 and is now an independent media unit of the Ministry of Information and Broadcasting. It has also expanded the scope of its programmes to general themes of national importance besides publicity of programmes under the Five-Year Plan.

It utilises live entertainment media for the purpose of creating awareness among the masses about various national programmes of socio-economic progress, national unity, democratic ideals, etc. The Division also presents live programmes for the entertainment of Jawans posted in forward areas.

(b) BENEFICIARIES

In the General programmes of the Division the audience aimed at is mainly in the rural and border areas of the country. However, attention is provided to urban audiences also according to requirements.

(c) OBJECTIVES

- To create awareness and emotional receptivity among the general public regarding social, economic and democratic ideals which are conducive to the progress of the nation;
- to create among the people in border areas a sense of defence preparedness and cultural integrity with the rest of the country;
- to keep up the morale of the Army Jawans posted in isolated forward areas.

(d) ORGANISATIONAL SET-UP

The Division has 19 offices in different parts of the country. The policy control, accounts and administration are centralised in the

headquarters in Delhi and the field centres are mainly responsible for devising and presenting programmes. The programmes of the Division are organised through 41 departmental troupes and about 350 private parties which are registered with the Division and paid on pre-performance basis according to the programme requirement. The selection of these parties and supervision of the programme for continuous quality control is maintained by the Division through its field centres. The Division uses several Central and State agencies for arranging its programmes in the field. However, the largest number of programmes, especially the private registered party programmes, are arranged by a sister media unit, the Directorate of Field Publicity. The Division also organises some programmes independently in addition to its routine work of programme production and quality control of programmes produced by private parties registered with it.

(e) COVERAGE, PHASING AND FINANCE

During 1975, the Division presented a total number of 15,195 programmes all over the country through various troupes and parties. The programmes varied from small party performances like puppet plays, ballads, *kathas*, etc. to bigger programmes like dramas and dance-dramas. The programmes also included massive shows of sound and light spectacles which catered to large audiences.

Earlier special campaigns were undertaken in Bihar with the participation of troupes from Nainital, Imphal and Gauhati and in Gujarat with troupes from Delhi and Jodhpur besides local troupes, for highlighting the developmental efforts of the nation and the need to safeguard values of democracy for overall progress.

As a measure of national integration, troupes from Jullundur were sent to the southern parts of the country, troupes from Gauhati visited selected centres in HP hills, troupes from Kashmir and Rajasthan toured Delhi, Haryana and Punjab and troupes from Bihar presented programmes in villages around Delhi.

Cultural programmes were presented by the Division in honour of the members of international gatherings including the delegates to the Commonwealth Parliamentary Conference held in New Delhi.

Since July 1975, a number of new items were prepared to explain measures undertaken by the Government in the interest of peaceful development in a democratic set-up. Campaigns were arranged on various themes like eradication of untouchability, social evils like dowry, anti-social elements etc. Special efforts were made to take the programmes more and more to the interior villages and slums in industrial towns.

During 1975, the total performances rendered by private troops numbered 12,191 performances by departmental troops accounted for 2163, and sound and light programmes numbered 141. In all, the

number of performances was 15,195. Programmes of private parties included dramas, poetic symposia, composite programmes, folk and mythological epics, folk recitals, puppet shows, ballads and religious discourses.

The Division controls a budget of more than one crore rupees under different schemes.

The Division meets the requirements of publicity pertaining to various departments, except the Department of Family Planning, from its own funds provided under the plan and non-plan budget.

THE EDUCATIONAL COMPONENT

The wide variety of programmes and activities of the Song and Drama Division are aimed at educating the masses about various national objectives through the media of live entertainment. It utilises live shows of major and minor theatrical forms for the purposes of effective communication and tries to create an awareness among the people about various national policies and programmes and motivates them to attain the desired goals, objectives and standards set by the nation in different spheres of life.

The activities the Division has been undertaking are grouped under three broad heads—(i) Sound and Light Programmes, (ii) Rabindra Rangshala, (iii) Republic Day Folk Dance Festival.

Sound and Light Programmes:

At present the most popular programme of the Division is in the medium of Sound and Light. The conventional Sound and Light or Son-et-Lumiere shows mounted at historical places of tourist attraction derive their origin from pageant shows or live spectacles which were first enacted about a hundred years back to recapitulate the incidents associated with such monuments. The Son-et-Lumiere now cuts off the live action and unfolds the history only through recorded sound while the light plays on various parts of the monument. The Song and Drama Division took on from here and introduced again the live action which increases the appeal of the shows to the average audience.

During 1969, on the occasion of the 50th anniversary of the Jallianwala Bagh massacre, the Division prepared a special feature entitled "VISION 1919" and presented it at the site of the massacre.

The feature incorporated stereophonic sound, directional lighting and live action. The programme was organised on an experimental basis initially for 3 days but continued for more than a month due to overwhelming response of the audience. Another programme in the same medium, entitled 'Jag Chanan Hoya' was presented in Amritsar during the 500th anniversary of Guru Nanak. A third programme named 'Asee Ass, Asee Asay' dealing with the history and culture of the Kashmir Valley was presented at the Hari Parbat, Srinagar in 1970.

THE NON-FORMAL EDUCATION COMPONENT

The form of presentation has an important role in any educational sphere and the medium of song and drama offers both a challenge and opportunity for being utilised to the maximum in non-formal education work. This is basically a medium of non-formal education and to the extent that such forms are used in non-formal education programmes for different age groups and for other adult education programmes for specific groups of people, the utility of both is bound to be increasingly felt.

SCHEMES OF THE DIRECTORATE OF FIELD PUBLICITY

GENERAL INFORMATION

(a) BACKGROUND

The Directorate of Field Publicity through its regional and field units, spread over the country, publicises the policies, plans and programmes of the Government at the grass root level. As the biggest rural-oriented information network in the country, the Directorate organises its activities for the varied spectrum of the Indian people in their respective languages and dialects, utilizing the products of the various media units of the Ministry. Its publicity programmes are conducted through films, cultural activities, public meetings, seminars, symposia, debates, photo-poster exhibitions, taped sound programmes and print material like pamphlets and folders. The field units of the Directorate tailor their programmes to local conditions and behavioral pattern and strive to project the messages in a responsive atmosphere. Constant effort has been to consolidate national unity and to inspire one and all to contribute fully to the cause of national reconstruction.

(b) BENEFICIARIES

The entire adult population of the country is its target audience.

(c) OBJECTIVES

To provide to the masses a deeper understanding of government policies and programmes through publicity drives, campaigns and tours by using multi-media.

(d) ORGANISATIONAL SET-UP

Started in 1953 as First Five-Year Plan Publicity Organisation, the Directorate of Field Publicity came into existence in 1959. Today, it has 22 regional units and 257 Field Publicity Units spread all over the country. Each unit is equipped with a vehicle, a projector, a public address system and a generator, a radio and a tape recorder. The Regional Offices coordinate the programmes of the region with the Songs and Drama Division and with the various Central and State Government offices functioning within the region. There is, naturally, a liaison with the Films Division in securing relevant films for projection to the local people.

(e) COVERAGE, PHASING AND FINANCE

The Directorate publicises the policies, programmes and achievements of the Government through different kinds of mass media, films, photos, songs and dramas, printed and spoken word, primarily at the grass-root level. The publicity activities are organised in collaboration with official, non-official and voluntary agencies engaged in the field in such a manner as to create a healthy public opinion and an awareness about the national goals and gains. Public reactions to Government policies and programmes are also collected and sent to the concerned quarters for taking remedial action wherever necessary. Apart from certain basic policies of the country, namely, democracy, secularism and socialism, the Directorate carries campaigns on the themes like new 20-Point Programme, national integration, communal harmony, family welfare, health and hygiene, role of public sector and some socio-economic themes like evils of dowry, untouchability, prohibition, status of women, etc.

The Directorate functions at three levels — Headquarters in New Delhi, Regional Offices in State Capitals and important cities and towns, and Field Publicity Offices at State Capitals, district headquarters and other important cities and towns. The total number of field publicity units continues to be 257 and that of regional offices at 22. Of the 257 units, 72 are to cover primarily the border areas and 30 for intensive family welfare publicity in the areas with high percentage of population growth. Each field unit is headed by a Field Publicity Officer. Some field units have been provided with slide projectors. All the Field units function under the direct supervision of Regional Officers.

During the year 1982-83, important changes were made at the headquarters to increase the flow of information to Field Officers. An Information Cell at the headquarters was set up to gather relevant background information on topical subjects relating to developments and well-documented talking points were provided to field officers, to enable them to approach a particular subject in its proper perspective.

THE EDUCATIONAL COMPONENT

The Directorate of Field Publicity which is the largest rural-oriented publicity set up under the Ministry of I&B, has a distinct role. It is the media which puts the man and material face-to-face with the masses. Its personnel explain and interpret to the people the various policies and programmes of the Government through inter-personal communication and remove the doubts if any, on-the-spot, with regard to these policies. It carries the messages to the door-steps of the masses. It reports back to the Government the spontaneous reactions of the people to the policies and programmes of the Government. It reaches such remote, backward and tribal areas of the country by undertaking foot marches where the reach of other media is meagre.

Taking diversity of the country into account, the Directorate tailors its programmes to suit a particular region or a language group.

Publicity for the various developmental schemes under the 20-Point Programme is the main concern of the field units. In addition, they highlight national themes like communal harmony and national integration, eradication of untouchability, welfare of scheduled castes and scheduled tribes, prohibition, family welfare, improved methods of agriculture, industrial development etc. During April-December, 1982, the field units organised about 53,000 film shows. Besides, they held several photo-poster exhibitions, sound programmes, seminars, symposia, painting competitions, elocution contests, music competitions, debates, public gatherings and meeting under the Citizens' Information Forums. An estimated audience of five crore people was covered.

To foster national feelings and a sense of pride for the motherland and to give first-hand knowledge about various development programmes and projects, conducted tours of opinion leaders are arranged from different parts of the country. These opinion leaders later are used as a link in communications with the people in the areas. Talking points and other guidance material are issued to the field personnel from the DFP headquarters to give them background material about the various policies and programmes of the Government so that they can make their oral communication programmes more effective.

It is being increasingly realised the world over that person-to-person approach in communication policy has its own advantage. Such an approach enables the communicator to meet small groups of people directly, convert the communication process into dialogue, understand the people's mind, clarify their doubts and convey to the policy makers, both the problems and the views, of the groups of men and women living in places far away from the centres of policy-making. This is more important in India, because the bulk of the population lives in villages. The mode of communication would largely depend on discussion or the oral methods. If this is supplemented by brief film shows and song and drama performances with oral commentaries by a communicator on-the-spot, there is a good chance of the people having a deeper understanding of policies and programmes for their welfare. Besides, group discussions and seminars give a sense of participation to the people in the process of policy formulation. This could also lead to a greater involvement in development programmes. With these educational and publicity areas, the Directorate organises several activities, some of which are referred to above.

Since their creation, the Field Publicity Units have high-lighted the progress made by the country since the advent of freedom. The units devoted special attention to the progressive effort in the direction of self-reliance. Planning forums in academic institutions and specially

created citizens' information forums, besides Panchayats and voluntary organisations were associated with the programmes.

For the first time in 1982-83, the Directorate introduced a system of special media production for field programmes. Under the plan, the Directorate undertook the production of suitable exhibition kits, sound features and sound programmes. This approach enables the Directorate to undertake multi-media campaign related to a particular event or occasion, cutting down the loss of time in organising such a campaign with the help of publicity packages from other media. The experiment which began with Nehru Jayanti evoked a good response from the people. A 25-Panel photo exhibition, based on Pandit Nehru's life, was displayed all over the country including remote areas. Over four thousand coloured portraits of Pandit Nehru were distributed along with other prizes to successful contestants in various competitions organised by field units on the occasion. Three sound features on the life and philosophy of Pandit Nehru were also supplied to field units to mount multi-media campaigns. Encouraged by the response, the Directorate has undertaken to produce similar multi-media campaigns, to project the country's achievements in various fields.

The field units undertook several intensive educational-cum-publicity campaigns in specific areas for target groups. Important areas covered were health and family welfare, provision of local protection against untouchability, hormonal effects of prohibition, information related to agricultural development including improved varieties of seeds, soil testings, use of better agricultural implements, fertilisers etc. Besides this, special coverage of fairs and festivals, important days and weeks etc. was also done.

Special efforts are made to reach the remote and interior areas, inaccessible by motorable roads. The field units of this organisation gather reactions of the people on the policies, plans and programmes of the Government. These are compiled by the Directorate on regular basis and sent to the Government. An important part of the work of the Field Publicity Directorate is the organisation of conducted tours round the country, of representative non-officials from border as well as interior areas.

Individual and collective achievements of people in the face of socio-economic development are focussed in the form of success stories for the use of Press, All India Radio and local TV centres. During April-December, many such success stories were released by the Directorate. To keep the field units posted with important developments at the national level and to equip them with information about the implementation of various programmes for the benefit of the common man, a series of talking points were issued from the Directorate. Regional Officers also send talking points on themes relevant to the field units operating in their jurisdictions.

THE NON-FORMAL EDUCATION COMPONENT

The functions of the Directorate of Field Publicity (DFP), largely fall in the realm of non-formal education. The orientation is on positive publicity, in which the educational component is built. The methods used for carrying the message, the approaches adopted and the audience coverage are all done in organised settings, where use of multimedia is many times resorted to. The verbal communication is reinforced through films and song-drama performance so that the desired changes in people's thinking and behavioural patterns get into motion.

The field units of the Directorate lend support to various on-going schemes of the State and Central Government. Since Adult Education also forms part of the new 20-Point Programme and quite a number of areas covered by the Directorate of Field Publicity are also the themes that need to be covered in Adult Education, there is naturally a great scope for establishing closer linkages. With their network going right upto the villages, our programme can definitely receive promotional and motivational support from Directorate of Field Publicity. It can help in creating a favourable environment for the programme by taking resort to successful stories. Moreover, the components of awareness and functionality can also be suitably strengthened with the support of tours, campaigns, film shows, exhibition etc., organised by DFP in rural areas. Similarly on events like International Literacy Day, special drives can be organised in the villages highlighting the handicaps and the disadvantages with which the people suffer on account of their illiteracy. The material and aids relevant to our purpose and available with the field units can be utilised appropriately, for conveying suitable messages to the learners' groups in the Adult Education Centres.

FILMS DIVISION

GENERAL INFORMATION

(a) BACKGROUND

The aims and objectives of the Films Division set up in 1948 with headquarters at Bombay, are to mobilise the use of the dynamic medium of film to disseminate information to the broadest spectrum of the Indian and foreign audiences. The Division focuses attention on important aspects of the country's life, particularly those which touch socio-economic development, and on the vital issues like national integration, eradication of untouchability, family welfare, etc., with a view to enlighten the masses and also to promote objective appreciation of facts, events and national personalities. The chief aim of the films produced by the Film Division for use abroad is to project an image of the country and serve as a tool for proper understanding of the policies of India in the foreign countries.

(b) BENEFICIARIES

Men, women and children in rural and urban areas get the facility of seeing the films produced by the Films Division. It is estimated that about 7 crore people see the films produced by Films Division every week. Selected films are shown in rural areas by the Directorate of Field Publicity and also the Indian Missions abroad. The films are also shown on Television by Doordarshan Kendras.

(c) OBJECTIVES

The main objective of the films produced by the Films Division is to educate the masses, inform and entertain them by selecting such themes which depict the country's progress and also publicise issues which require public support and reform in social attitudes and behaviour.

(d) ORGANISATIONAL SET-UP

The Films Division has its headquarters in Bombay. In 1982-83, two new production centres were set up - one at Calcutta and the other at Bangalore for production in 16 mm. special feature type films, with rural orientation. One more production centre is to come up at Gauhati for production of documentary films, specially for North Eastern Region. The production programme for a particular year is decided after taking into consideration the new policies and programmes of the Government. Apart from publicising developmental programmes

undertaken by the Government in the spheres of agriculture, education, development, power etc., as well as economic programmes for North-Eastern Region, the films included in the programme deal with a variety of subjects having a bearing on socio-economic problems of national importance, such as national integration, communal harmony, evil effects of drinking, dowry, eradication of untouchability, need to safeguard democracy, patriotism, status of women, rural health, eradication of poverty, family welfare etc. The Division has also undertaken production of 20 films, one on each of the points under the Revised 20-Point Programme.

(e) COVERAGE, PHASING AND FINANCE

The Division released over 38,000 prints of its documentary films and newsreels for their projections in the cinema halls and about 15,000 prints for non-commercial exhibition in India, every year. The documentaries and newsreels produced by State Government Film Units are also released through the distribution network of the Films Division.

About 12,000 cinema halls screen the documentary films and newsreels in every show and the public is thereby informed and educated about the progress made in different directions. The Films Division also produces the weekly Indian News Review in 14 languages. Every week, two editions of the Newsreel (National News Reel and Regional News Reel) are produced and exhibited. For the vast majority of the masses in India these newsreels serve as an important source of information.

The bulk of the documentary films are produced through departmental units of the Films Division. However, with a view to encouraging the documentary movement in the country, films are produced through independent producers also. The Division also purchases some readymade films made by independent producers and accept some films as donation every year.

THE EDUCATIONAL COMPONENT

During 1982, 914 films were classified as predominantly educational. It is evident that there will be many more films, both documentaries as well as feature films, which will have educational content in them and this can further be strengthened for purposes of promotion and education of children and adults. As in earlier years, in 1982-83 also, the Films Division provided sustained publicity and communication support through its documentaries and newsreels for important national campaigns like Revised 20-Point Programme, communal harmony, national integration, eradication of untouchability and dowry, prohibition, family welfare programmes, status of women, etc. Family Planning Campaign was intensified by production and release of large number of films. During the period, the Division produced 23 films on

family welfare and released on an average, 2 films every month. As mentioned above, the Division has also undertaken production of 20 films, one film on each point of Revised 20-Point Programme.

THE NON-FORMAL EDUCATION COMPONENT

The Films Division constitutes one of the most important agencies of Information & Broadcasting Ministry to provide non-formal education to the masses by screening films in picture houses, through Door-darshan Kendras and through the Mobile Vans of the Field Publicity Units. The Directorate of Adult Education of the Ministry of Education, Government of India also got a few films prepared through the Films Division to promote and publicise the adult education programme and also enlist the participation of adult illiterates. Some of the titles of such films are given below:

1. Shramik Vidyapeeth (Non-formal Education of Workers through Polyvalent Centres)
2. Shramik Vidyapeeth
3. Kisan Saksharata Yojana (Farmers' Literacy Programme)
4. To Hold the Head High.

As the films have a definite impact on the viewers, both in increasing their motivation for learning and for serving the promotional cause of adult education, the potentialities of the Films Division can be utilised on a much bigger scale in promoting the education of children and adults. The Films Division can be commissioned to produce more films on specific issues relevant to the programme of non-formal education for children and removal of illiteracy among the adults. The opportunities are numerous and the capacity and expertise of the Films Division can certainly be exploited in this national effort to provide quality education to children and adults alike. It calls for mutual consultation between the different agencies connected with non-formal education of children and adults and the Information and Broadcasting Ministry (Films Division and other wings) so that the medium of films can be more effectively utilised for educational purposes.

IX
MINISTRY OF LABOUR

- 1. Central Board for Wrokers' Education - Workers' Education**
- 2. Department of Labour - National Labour Institute.**

WORKERS' EDUCATION (CENTRAL BOARD FOR WORKERS' EDUCATION)

GENERAL INFORMATION

(a) BACKGROUND

The Central Board for Workers' Education was set up as a semi-autonomous organisation consisting of government employers' and employees' representatives to organise workers' education. On September 16, 1958 the Board was registered as a society under the Societies' Registration Act, 1960.

(b) BENEFICIARIES

The Programme is primarily intended for organised sector workers. The workers from private/public Sector Units, factories, mines, plantations, ports and docks, railways, white collar employees of bank, Life Insurance Corporation etc. are admitted to various training programmes. Later on in the year 1977-78 this programme was extended to rural workers and unorganised sector workers.

The training programme was also extended, which included new topics like new industrial relation, culture, attitudinal change, know your company, know your industry etc.

(c) OBJECTIVES

- To equip all sections of workers, including rural workers, for their intelligent participation in social and economic development of the nation in accordance with its declared objectives;
- to develop among workers a greater understanding of problems of their social and economic environment, their responsibilities towards family, country, industry and trade unions;
- to develop leadership from among the rank and file of workers themselves;
- to develop strong, united and more responsible trade unions through more enlightened members and better trained officials;
- to strengthen democratic processes and traditions in the trade union movement;
- to enable trade unions themselves to take over ultimately the functions of workers' education.

(d) ORGANISATIONAL SET-UP

The Scheme is implemented by the Central Board for Workers' Education. The Board and its Governing Body have a tripartite composition comprising representatives of workers, employers, governments (both Central and States). The Board has also a representative each from the University Grants Commission, Indian Adult Education Association, Central Social Welfare Board, National Institute of Co-operative Management and Ministry of Information and Broadcasting. In all, the Board has a membership of 25. The Chairman of the Board is nominated by the Union Ministry of Labour. The Board lays down the policy, administers the programmes and promotes the development of worker's education. The Headquarter of the Board is in Nagpur.

At the regional level, the programmes are mainly carried through the Board's Regional Workers' Education Centres guided by a Regional Advisory Committee. The Regional Advisory Committee is responsible to review and evaluate the progress of the scheme at regular intervals, seek co-operation from employers and trade union organisations, select candidates for admission to worker-teacher training courses, evaluate the worker-teacher trainees, etc.

The Board has a Director, an Additional Director, four Zonal Directors (created in October-November, 1981), 43 Regional Directors and a number of teaching personnel and other staff members.

All the National level programmes are organised by training institute of the Board situated at Bombay, called Indian Institute of Workers' Education. It was established in 1970. The Head of the Institute is a Principal and there is a supporting staff of lectures.

The Board has been collaborating with International organisations in the field of workers' education. It has availed itself of the assistance of experts, equipments and fellowships from countries more industrially advanced.

The International Labour Organisation provided facilities to the Board's officials to study workers' education in other countries by granting them fellowships. Facilities were provided to labour educators from other countries to study workers' education programme of India. The ILO also extended assistance to the Board for organising seminars and for preparing special teaching aids, etc.

(e) COVERAGE, PHASING AND FINANCE

The Board has set up 43 Regional Centres (including 4 Zonal Centres) and one Indian Institute of Workers' Education at Bombay to co-ordinate the implementation of the Scheme. Wherever necessary sub-regional centres are opened to meet the needs of outlying areas or of a particular industry. 18 sub-regional centres are working at present. Through these centres, the Board provided training to 65,025 worker-teachers, established unit level classes in enterprises and covered

30,89,123 workers. In addition 12,825 workers took part in the refresher courses and 41,978 workers trained in small scale industries/unorganised sector camps. 62,408 rural workers were trained in 5 day camps and 35,747 in two day camps. 401 rural worker-educators were trained. 77,006 workers were trained in the functional adult education courses.

Grants-in-aid are provided to major trade unions and other federations of trade unions at national, regional and industrial level of not less than three years' standing, to unions registered under the Indian Trade Union Act, 1926 and to institutions (education or social) constituted by statute or registered under the Societies' Registration Act. Grants are provided for equipments and operational expenditure for short-term and long-term training programmes. As on June 30, 1983, 3,27,519 workers have been provided training by various trade unions and institutions. Thus, the Board has been able to provide the benefit of participation in its programme since its inception to 47,56,903 workers in all. The Board now runs about 98 full time level classes, about 5,172 part-time unit level classes, 568 ground level classes and 631 functional literacy classes.

The Scheme is wholly financed by the Government of India and it has an annual budget of approximately Rs. 230 lakhs.

THE EDUCATIONAL COMPONENT

The Workers' education scheme is implemented in three stages. In the first stage, full-time education officers employed in the service of the Board and trade union nominees are trained by the Board through a six-month duration course.

In the second stage, selected workers are trained at the regional and sub-regional centres as worker-teachers in full-time continuous training courses of 3 months' duration, in the batches of 25-30 participants. The selection of worker-teacher trainees is done by the Regional Advisory Committee out of the workers sponsored by trade unions. These workers are released by the employers with full wages and other benefits, to participate in the training course.

In the third stage, at the enterprise level, the worker-teachers, on completion of training at the regional centres, revert to their respective places of employment and conduct programmes for the rank and file of workers in the unit level classes, largely outside working hours under the supervision of the Regional Board. The duration of a course is three months; one hour a day for five days a week.

The Indian Institute of Workers' Education at Bombay conducts Courses for Education Officers and Short-term Training Programmes for selected trade union officials.

The Board also organises short-term diversified programmes such as, one-day schools, three-day seminars, study circles and training pro-

grammes on an ad-hoc basis for welfare organisers of State Welfare Boards, adult education instructors of the Coal Mines' Labour Welfare Fund, senior and junior masters at Central Training Institute, the trade union representatives on Working Committees and Joint Management Councils and Special courses for trade union officials. Besides this, it also conducts a correspondence course on trade union organisation and administration for those matriculate workers who are recommended by their unions. The correspondence course is conducted by the Indian Institute of Workers' Education, Bombay.

THE NON-FORMAL EDUCATION COMPONENT

a) Description of NFE Component Built into the Programme:

Syllabi for programmes at all stages have been formulated by the Board for which special committees are constituted. The syllabus for the Education Officers' training is divided into two main parts: (i) classroom teaching, and (ii) field work by way of attachment. The various topics under classroom teaching have been grouped into 12 heads, viz: i) Induction, ii) Know your Country, iii) Know your Industry, iv) Productivity Education v) Industrial Relations, vi) Trade Union Movement vii) Labour Economics, viii) Education for participative management ix) Public Sector and its role in the economy x) Population Education and Family Welfare xi) Important Labour Legislation xii) Methods, Tools and Techniques of communication on worker-teacher training course. The broad aspects covered in the workers' training syllabus are i) Introduction, ii) Know your Company iii) Know your Industry, iv) Productivity Education v) Industrial Relation vi) Trade Union Movement vii) Labour Economics viii) Population Education and Family Welfare, ix) Important Labour Legislation.

Literature, study material and audio-visual aids approved by the Academic Committee of the Board are produced and published by the Board itself. The material includes labour literature, textual and pictorial booklets in Hindi, English and regional languages for workers' information on topics of interest to them. Eighty-four booklets have been produced so far which are sold to workers at a nominal price. The Board also publishes a quarterly journal entitled "Workers' Education". It contains articles on subjects concerning labour.

Study materials in the mimeographed form is prepared for education officers, worker-teachers and workers. Work-books have been brought out by the Indian Institute of Workers' Education on trade unionism, industrial relations and labour legislation. Regional centres also prepare such study materials in regional languages for their use at the regional and unit level classes.

The Board has an audio-visual cell at the headquarters. It is equipped to produce various aids, such as film strips, flamel-graphs and charts, flip charts, stickers, etc. It has also produced two films (i) Worker's Education and ii) Code of Discipline.

The entire scheme is in fact a programme of non-formal education for workers, particularly focussed on creating trade union consciousness and developing leadership among workers.

Being an educational enterprise, the success of the programme depends upon the quality of educational inputs. With the involvement of non-formal education specialists, it may be possible to initiate effective measures to bring about qualitative improvements in educational inputs. Contribution can be expected, particularly in the following areas:-

- (i) Formulating objectives of the scheme,
- (ii) Developing programmes of education and training at various levels for different categories of workers,
- (iii) Improving the training of cadres,
- (iv) Use of appropriate methods and techniques in the teaching-learning process,
- (v) Helping in deciding on the preparation of relevant materials and media and teaching-learning aids,
- (vi) Designing and developing innovative and experimental programmes,
- (vii) Developing documentation and research related to problems of workers' education,
- (viii) Strengthening the Indian Workers Institute and the Audio-Visual Cell of the Board to serve as Resource Base at the all-India level and to energise the regional centres to act as resource centres in the areas served by them.
- ix) To make workers' education a truly life-long continuing education.

The handling of labour questions today requires increasing expertise. The same applies to workers' education and for that matter, use of non-formal education methodology. In implementing the scheme, therefore, the involvement of non-formal education expertise will go a long way in serving the purpose of workers' education.

NATIONAL LABOUR INSTITUTE

(Department of Labour)

GENERAL INFORMATION

(a) BACKGROUND

The National Labour Institute was established by the Government of India for the development of work commitment, work culture, work ethics and an effective climate for industrial relations through long-term research programmes, education and training activities and consultancy services. The Institute was constituted on February 11, 1972 as a society under the Societies' Registration Act. It became operative on July 1, 1974, assuming also the responsibilities of its forerunner, the Indian Institute of Labour Studies, which had functioning since 1964 and ultimately merged into it on March 1, 1975.

(b) BENEFICIARIES

The Institution serves mainly management representatives, trade union leaders and personnel of industrial relations, department of industrial enterprises - both public and private sector, organisers of rural labour and operating managers, who hold greater decision-making responsibilities and trade union leaders in public and private sector industries.

(c) OBJECTIVES

To provide for education, training, study and research in labour and related subjects and with this purpose to establish wings for -

- a) education, training and orientation;
- b) research including action research;
- c) consultancy;
- d) publication;
- e) such others as may be necessary to achieve the objectives of the Institute.

(d) ORGANISATIONAL SET-UP

The Institute is managed by a General Council which includes representatives of employers, workers, Members of Legislature, eminent persons in the labour field and officers of the Central and State

governments. To manage its day-to-day affairs, it has a small Executive Council. The Institute is headed by a Dean who is assisted by a team of professional staff consisting of fellow, research officers, associate fellow and consulting associates who work on different programmes of training, research consultative service and publications.

(e) COVERAGE, PHASING AND FINANCE

So far (upto 31.3.1983) the Institute has trained 4054 participants (managerial personnel and trade union leaders from public and private sector industries) and 2443 rural labour organisers in various programmes.

The Institute is financed from the Government grants-in-aid, provided by the Ministry of Labour, which has been to the tune of Rs. 17.75 lakhs in the financial year 1982-83. In addition to this, through its research, training and consultancy services, the Institute raises additional funds. During the year 1982-83, the Institute raised Rs. 4.69 lakhs on its own, through its research, training and consultancy services.

THE EDUCATIONAL COMPONENT

The Institute offers education and training programmes tailored to specific learning requirements of such functionaries as are involved in workers' education programmes - whether they belong to government agencies, public sector undertakings, private sector, or trade union organisations designed to orient them towards:

- a) understanding and appreciation of the Indian socio-cultural milieu;
- b) acquisition of relevant social science knowledge;
- c) internalisation of certain values and attitudes relevant to workers' education;
- d) acquisition of effective pedagogical skills.

The Institute also organises training programmes in the rural areas for social workers and trade union leaders who are seeking to organise rural Institutions to take care of the interests of rural labour including share croppers and landless labour.

The education and training programmes are conducted for specific groups of participants through seminars, workshops and camps like:

1. management seminar on job-redesign and work commitment;
2. development programme for trade union leaders;
3. effective re-design and structure, functions and work system of Personnel and Industrial Relations Department;
4. re-design and work commitment seminars;

5. camps for organisers of rural labour;
6. workshops on work commitment and work ethics;
7. industrial relations seminar for the public sector;
8. a series of training camps in rural/semi-rural areas;
9. in-service training programme;
10. education programmes for the grass-root trade union leaders from public sector undertakings and government departments.
11. workshops and seminars on contemporary issues relevant to the growth and development of industrial/rural workers and leaders, etc.

The other activities of the Institute fall in the domain of research related to work ethics, working environments, factory influencing work, wages, value system and attitudes, work participation and their efficiency etc. The Institute is also involved in two types of consultancy services to cater to the needs of various public/private sector undertakings/organisations:

- a) essentially teaching activities such as lectures and seminars;
- b) diagnostic studies and problem-solving activities

The Institute also publishes monographs, paper series, digests, bulletins and books on research in public sector undertakings.

The Institute has a library which, at present has over 18,000 volumes of books besides various reports and documents on wide ranging subjects.

THE NON-FORMAL EDUCATION COMPONENT

The educational and training programmes organised by the Institute are the ones which fall in the area of non-formal education. These are designed for specifically identified clientele and the content is required to be tailored to the identified needs of the participants oriented to up-dating knowledge and information, attitudinal and behavioural changes and for providing insights into working situations which are affected by economic, socio-cultural and political factors. At the moment, the courses are formulated by the faculty of the Institute more or less on ad-hoc basis.

The number of beneficiaries covered is also very limited. This being a national Institute, its creative contribution and services to all those engaged in the 'world of work' can be utilised on a bigger scale. There are several other agencies organising programmes for workers, both in organised and unorganised sectors and public and private sectors, serving the needs of various categories of workers: literate, semi-literate, illiterate, skilled, semi-skilled and unskilled, men and women, in rural

and urban areas. It may be possible for the Institute independently or in cooperation with others to organise programmes for the key organisers of non-formal education programmes of one type or the other for several categories of workers.

In planning and formulating course content of various training programmes offered by the Institute, it may be worthwhile to have an inter-disciplinary approach involving non-formal educators along with subject matter specialists.

The Institutes' programmes are oriented to educational process which allow participatory involvement of teachers and learners. The most suitable educational methodology for various courses will be the one which permits the application of the principles of group dynamics, dialogues, sensitising the participants, stimulated exercises, etc. Use of audio-visual aids specially designed for application in the training programmes may provide more fruitful teaching-learning situations and maximise the communication effort of participants and instructors. Selection of aids and educational methodology to be devised depends largely upon the background of participants programme content, time available and the objective of learning. These aspects of the educational programmes can be strengthened by associating non-formal adult educators while planning and designing the courses.

One of the best NFE resources available with the Institute is its professional staff. In addition to their training and research activities (including action research) at the Institute, the services of the professional staff should be made available to industries, labour organisations and governments to assist in developing effective training methods. They offer training in wide range of skills, for both managerial and white collar personnel at various levels. This, in turn, may enable the faculty to get the opportunity of involving themselves in the live problems of industry, labour and whole 'world of work', in a dynamic and constantly changing socio-economic environment. This may help in testing their knowledge and skills in educational methodology, in the operational situations. The feedback from these experiences, may help in improving non-formal education elements of the training programmes.



**List of Central Ministries Departments Assigned to
Different Officers**

Sl. No.	Name of the Officer	Name of the Central Ministry/Department
1.	Department of Agriculture (Ministry of Agriculture)	Shri B.L. Gupta
2.	Department of Health (Ministry of Health and Family Welfare)	Shri P.S. Bawa
3.	Ministry of Labour	Shri D.N. Mathur
4.	Department of Family Welfare (Ministry of Health and Welfare)	Shri J.P. Gupta
5.	Department of Agriculture Research & Education including ICAR (Ministry of Agriculture and Irrigation)	Shri G.E. Jambhulkar
6.	Ministry of Home Affairs	Shri Ram Das
7.	Ministry of Information and Broadcasting	Shri R.S. Mathur
8.	Department of Rural Development (Ministry of Agriculture and Irrigation)	Shri V.K. Asthana
9.	University Grants Commission and NCERT.	Shri G. Sivaswamy
10.	Department of Science and Technology.	Shri G. Sivaswamy
11.	Ministry of Commerce	Shri G.V. Bhaktapriya
12.	Department of Cooperation (Ministry of Agriculture)	Shri Prem Chand
13.	Department of Culture (Ministry of Education, Culture and Social Welfare)	Shri K.P. Rajora
14.	Department of Social Welfare (Ministry of Education, Culture and Social Welfare)	Smt. S.K. Agarwal

CO-ORDINATOR & EDITOR

Smt. Varsha Das.

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