

**IMPACT OF TRYSEM PROGRAMME ON SELECTED BENEFICIARIES  
IN COIMBATORE DISTRICT**

**By**

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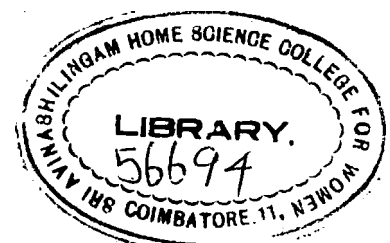
**A Thesis Submitted to the University of Madras in  
Partial Fulfilment of the Requirements for the  
Degree of Master of Science.**

**May, 1982**



## ACKNOWLEDGEMENT

The investigator expresses her deep sense of gratitude to Mrs. Jothinani, G., M.A., M.Phil., Asst., Prof. in Home Science Extension Education, Sri Avinashilingam Home Science College for Women, Coimbatore, for her able guidance and continuous help rendered throughout the study. Her sincere heartfelt thanks to Miss. S.Sithalakshmi, M.Sc., Professor of Home Science Extension, Sri Avinashilingam Home Science College for Women, for her continued guidance and valuable advice for the study. The investigator wishes to record her gratitude and sincere thanks to Dr.(Tmt) Rajammal P. Devadas, M.A., M.Sc., Ph.D.(Ohio State), D.Sc.(Madras), Director, Sri Avinashilingam Home Science College for Women, Coimbatore for giving opportunity to undertake this study.



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## I INTRODUCTION

Of the 350 million people living below poverty line in the country, 300 million are in the rural areas. These consist largely of the landless labourers, small and marginal farmers, rural artisans and other workers possessing no assets. (Planning Commission, 1981). Although the work force participation rate in rural areas is significantly higher (34.8 per cent), yet the per capita income of rural people is nearly one half of the urban people (Census, 1981). This reflects the appalling state of low productivity in the rural areas.

Since rural communities constitute nearly 70 per cent of the Indian population, the leaders of India have naturally realised the importance of all round development in the villages. The community Development programme initiated in 1952, has occupied a position of high priority in the re-building of new India, an integral part of the Five Year Plans and aimed at developing the rural sector. (Kapoor, 1976). Over the last 30 years several changes have been introduced and the Community Development Programme with changing priorities and targets. During the sixth Five Year Plan, a new concentrated attack has been launched for reaching the rural poor through number of schemes like Integrated Rural Development Programme (IRDP), National Rural Employment

**Programme (NREP), and Training of Rural Youth for self Employment (TRYSEM).**

It is encouraging to find that in the new programme of Integrated Rural Development due consideration is given to the role of youth in the total national effort. Youth are the architects of our destiny and no scheme of national regeneration can make much headway without their participation. Youth is a dominant factor in social change and in shaping tomorrow's democracy (Ansari, 1975 and Chambers, 1978).

If youth are to contribute their mite to development, specially rural development, they have to develop a love for their own rural areas, stay there and participate effectively in all developmental programmes. But the situation today is that rural youth specially the educated ones, move away from their places mainly for want of employment and merge in the urban floating population. If rural youth are to reside in the rural areas and offer the leadership to their fellow beings, there must be some attraction to hold them back. This could be done by augmenting the employment opportunities in the rural areas.

In the present context of increasing unemployment, it is necessary that youth should be provided training facilities as well as orientation to seek avenues for self employment. Employment for all in rural is not possible

unless the existing training programmes for the farmers, craftsmen and enterpreneurs are adopted to their needs in rural areas. The achievement of full employment in rural areas is contingent upon the evolution of a national training infrastructure, the formulation of suitable coordinated mechanisms at all levels. Unless, a massive training programme is organised to support the ambitious rural development programme, the goal of full employment may not be achieved within the stipulated time (Kaw, 1978).

Training and employment opportunities for youth are necessary in order to:

- i) Increase their employability
- ii) Prevent their crowding into low paid, unskilled employment in limited occupations and
- iii) Promote upward mobility and improvement in the status of the youth workers.

The emphasis in the Integrated Rural Development and in the special programmes is on developing human resources in the targetted group of small farmers, marginal farmers, landless labourers, rural artisans and other rural poor and equip them to find self-employment in agricultural and allied activities. This necessarily involves concerned efforts by way of training and equipping the targetted group with

necessary knowledge, skills and technology. There are several on going training programmes designed for achieving specific purposes but the problem has not been tackled in its totality. Hence the need for a comprehensive training programme for the rural youth embracing the various facet of economic activity in the rural areas, particularly, in the agricultural and allied sector has been felt. With this end in view of the Government of India have approved the comprehensive training programme known as the "National Scheme of Training of Rural Youth for self Employment" (TRYSEM) to cover both integrated rural development and non integrated rural development areas. Its main objectives is to train atleast two lakh rural youth every year in agricultural and allied activities for self-employment. Each block in the country covers a minimum of forty persons under this training scheme.

The main thrust of the scheme is one equipping rural youth with necessary skills and technology to enable them to seek self - employment. For the purpose, the capacity available in existing training institutions in the country is fully utilised and wherever necessary, the capacities are suitably augmented. The training courses have a practical bias based on the concept of learning by doing and are fully integrated with various on going scheme of rural development.

After completion of training, the trainees are given appropriate support from Government for setting up their own enterprise. Training under the TRYSEM is provided in selected trades or areas of activity can lead self-employment in agricultural and allied sectors, small industries and service sector. At the national level, several exercises have been initiated for identification of such potential activities.

Rural women play a key role in food production, food processing, home crafts, market trade and several other facets of economic activity besides household work. There is scope for their improving the family income through developing better skills. Women's role in national economy is significant because they are the first educators of children in self help and self confidence. Shouldering important responsibilities in the family, farm and community they are indispensable agents of social change and development (Devadas, 1977).

Therefore, this maiden effort made to study on the trainees (women) impact of the programme in a limited geographical area of Solabatore District.

While the TRYSEM Programme has been expanded in quantitative dimensions in terms of coverage and number of training programmes, the outcomes of TRYSEM are yet to be made known, specially on the extent of 'self employment' potentials created.

## II REVIEW OF LITERATURE

The literature pertaining to the study on the "Impact of TRYSEM on youth" is reviewed under the following headings.

- A. Role of Youth in Rural Development
- B. Programmes for Involving Youth in Rural Development
- C. Training of Rural Youth for Self-Employment

### A. Role of Youth in Rural Development

According to 1971 census, 257 million of the 320 million young persons lived in the villages, that means about 80 per cent of our youths were rural youths. Rural India in 1971 had 132 million boys and 125 million girls in the age of group of 24 and below. The period of life from 11 or 12 to 22 or 25 years of age is usually regarded as a period of youth (Srivastava, 1961).

Youth is a stage of preparedness, and proceeds the effective adult stage. Its neglect will produce a general lack of physical fitness, character and efficiency (Chintamani, 1962) while pointing out the importance of youth in agriculture Swaminathan said "if only the rural youth understand something about soil, of the plant which give us food and fibre, the birds that are useful and those that are

useful and those that are distributive, of the breeding habits of rats and other harmful pests, it will take a very little time to initiate an era of progressive agriculture and conservation of natural resources".

Youth constitute more than one fifth of India's total population. The energy and enthusiasm of this vast youth population if nationally canalised for constructive work and then imagination kindled, India can become one of the most happy and prosperous nations in the world (Singh and Kumar, 1977). Devadas and Kulandaivelu (1975) exhorted that youth must be organised towards, 'learning by doing' and 'earning while learning'. The future of the country lies not in the old men who are wise, but the young men who are ambitious. Of the human resources a considerable size of ambitious, enthusiastic, respective able group is formed by youths in the country. Among the youths, the youths, the greater number are rural youth in the country. Through the youths of today we build the India of tomorrow (Hanumappa, 1967).

Today rural development is described as a process aimed at improving the well being of the people living outside the urbanised areas. Rural development take into account the forward and backward linkages between take into

account the forward and backward linkages between rural and urban areas (Shah, 1977). Rural development is defined as "Improving living standards of the mass of the low income population residing in rural areas and making the low process of their development self-sustaining" (Chaturvedi, 1980). Rural development is the current range among planning experts and policy makers solution to the problems of poverty in developing countries. This is particularly advocated for Asian Countries with a limited land area but a large and growing populations, the bulk of them living at or near subsistence levels (Subramanian, 1980). Rural development aims at economic and social betterment and better living standards in the rural areas, especially for the weaker sections. The production - oriented programmes and distributive justice schemes formulated to faster rural development have given rise to the concept of integrated rural development (Jayaraman, 1981).

The term rural development conveys the movement of a whole system towards an ever large measure of power to the people for conscious participation in building their own future, higher production, equitable distribution, maximum possible enjoyment to the produce and aesthetically and ecologically sound environment (Varma and Pillai, 1980).

Any plan of rural development under Indian conditions, according to Adya and Lohoti (1980), must take into account the following factors:

1. Optimum utilisation must be made of the resources of the rural areas for the rural people.
2. For any scheme of rural development to be effective, 'organisation of the rural poor' is a must.
3. Village level plans must be drawn up, involving grass root rural people and taking into account the specific problem, the culture and the potential entrepreneurship available in the area. The urge for better living which has been extinct due to long year of poverty should be revived and motivation created for development.
4. Appropriate technology should be made available to the rural poor who are no less responsive than other segments of rural population and
5. The role of industry in the form of a social contact, should be oriented towards seeking people's deep involvement in any scheme of development.

Programme of rural development are intended to bring about change in the existing level of living of the people

in terms of improving their condition in regard to food, clothing, shelter, health and nutrition, education, family size, communication and so on. The rural development programmes have the following specific objectives:

- i) improving the living standards of the people, more participation of the people in the developmental process
- ii) encouraging participation of the people in the developmental process
- iii) making the process self sustaining through the development of required skills and capabilities and
- iv) setting up people's institution at different levels to ensure the effective use of existing resources for continued development of the area and the people (Muthayya, 1980).

The Sixth Five Year Plan (1978 - '83) is novel in the sense that it has realised the ever expanding rural-urban disparities in this country. This plan is aiming at stopping the widening gap between the rural and urban areas, if not bridging. Allocations clearly reflect the importance given to agriculture and rural development.

Section	Fifth Plan (1974-'79) Rs. incre	% of total outlay	Sixth Plan (1978-'83) Rs. in Crs	% of total incre- outlay	% of incre- ase
1. Agriculture	3,109		5,8000		86
2. Rural Development	743		2,000		170
3. Agriculture and allied activities	4,302	71.0	8,600	12.4	99.5

The increase in the financial allocation to the rural development sector by 170 per cent itself speaks of the place given to this vital sector in the Sixth Plan.

The aim of agriculture and Rural Development in the Sixth Plan will be 'Growth for Social Justice' achievement of full employment in the rural areas in a period of ten years and removal of rural poverty. Special attention will be paid to backward class areas as well as to the scheduled caste, scheduled tribe families of the rural areas who are among the most disadvantaged section of population. Efforts will be made to accelerate development in these areas by overcoming weakness in infrastructure and socio-economic systems, which at present, keeps down their growth (Rural India, 1979).

Integrated Rural Development is the accepted strategy for the development of rural areas, in the sixth five year plan. The dual objectives of rural development are

- (1) Increase of production in agriculture and allied sectors
- (2) Generation of employment (Thaha and Pantulu, 1979).

Integrated Rural Development aims at reaching specific target groups comprising the rural poor, particularly small farmers, tenants, landless labourers, women and young people (Koshy, 1977).

Integrated Rural Development is an attempt to implement Gandhiji's concept of Sarvodaya, that is promoting the welfare of each and of all individual in the rural community and at the same time ensuring accelerated development and welfare of the disadvantaged groups (Asad, 1978). It is designed to create additional employment and raise the income levels of identified target groups, consisting of marginal and small farmers, agricultural labourers, small artisans and persons belonging to scheduled castes and tribes (Ray, 1980).

The youth cannot play a significant role in the rural community unless there is an organisation. It is vital and important in mobilising and guiding rural youths to play their role in the development of rural communities in India.

Youth clubs influence the youth to serve as effective transmitters of new ideas thus serving as effective media for changing villagers attitude (Essminger et al., 1957).

Singh et al. (1965) from their studies concluded that rural youth can be educated effectively regarding benefits of youth

clubs and scientific agriculture through such projects as kitchen gardening. They found that youth club participants had significantly gained educationality in awareness, interest, acceptance, knowledge and skills with respect of youth club work and kitchen gardening project. Hanuamtappa (1965) in his case study of young Farmers Club of Rampur in Mysore has indicated that economic projects had given some return to the family and also had target some occupational skills. Gill (1981) while studying the young Farmers Club in Punjab suggested that active young farmers of Rural Youth Clubs should be nominated on the Village Panchayat, though they are not regular members of the panchayat due to age limits.

The rural youth can be more adaptive and innovative in bringing about socio-economic changes in the countryside which is primary concern of the present rural development policy. The rural youth has very strong local loyalties to his community, local customs and culture he can think, it must be emphasized again, of developing his own area more seriously than any one else.

A rural yuvak mandal is a village unit of boys and girls actively in learning through application some improved practices in agriculture, animal husbandry, community services and rural cottage industries. Any Youth; male or

female; literate or illiterate between the age group of 15 - 30 years is eligible for membership. They undertake activities like poultry keeping, pisciculture, piggery, sheep, goat and cattle rearing; bee-keeping, sericulture, vegetable, fruit growing, treeplanting, crop raising, compost making, maintenance/repair of farm machinery, village industries, spinning, tailoring embroidery and fruit preservation.

Youth group have also helped unemployed young people to organize themselves for undertaking young people, economic activities such as growing vegetables, to come together for educational discussions; to share books and knowledge about career prospects, to keep themselves prepared for future work opportunities could and to organize sports, activities, youth organisations could also set up vocational centres providing basic prevocational training of an unsophisticated nature and based on local requirements for the non-student youth.

Younger people under proper supervision have clearly proved to be effective participants in the field of sanitation, and they can also assist in self-help programmes for improving rural water supplies, waste disposal, housing

and community cleanliness, and retarding the movement of population to towns (Jain, 1979).

**B. Programmes for Involving Youth in Rural Development**

It is reviewed under the following headings

**1. University Programmes**

- a. National Service Scheme
- b. Community and Social Service
- c. Sports and Games

**2. Integrated Rural Development Programmes**

- a. Special Employment Programme
- b. Crash Schemes for Rural Employment and
- c. Training of Rural Youth for Self-employment

The main objectives of the Central Government's youth policy are to provide opportunities to young people to make constructive contribution to society, fulfil youth aspirations by providing avenues for young people to be actively involved in the national mainstream and enable them to contribute fruitfully in the task of national reconstruction (Social Welfare, 1974).

## **1. University Programs**

### **a. National Service Scheme**

The National Service Scheme (NSS), launched in 1969, aims at providing under-graduate students with opportunities for meaningful social service benefitting the the community in a variety of fields. Such activities include youth participation in organising literacy classes, constructive development work with a potential of creating community assets, youth involvement in relief operations, slum clearance and organisation of mobile hospital service. During 1976-77 about 2.78 lakh students participated in the scheme (Social Welfare, 1974).

### **b. Community and Social Service**

In a rural country like India, youth constitutes the most crucial assets of the community. They should be utilised fully in the process of modernizing the traditional rural society through the transfer of science and technology. This would be possible only when education is related to the solution of their personal and community, problems, and close association between the curricula, colleges and the community is established. The College affiliated to the University of Madras has pioneered the bold step in this direction, in integrating higher education

with community and social service - CSS. This is most appropriate in the context of the nation's attempts at Integrated Rural Development. Through CSS, students of the Colleges of the University of Madras have an opportunity to serve the people in the rural, backward and tribal areas and urban slums.

The philosophy of CSS emphasises educating the people to help themselves. The college students are not going to work for the communities, but with them. Using the available resources and infrastructure, through organising the communities into desirable groups and teams such as the Farmer's Clubs, Adult Literacy Groups, Young Boys Corps, Young Girls Clubs, National Integration Samitis and so on. People will be brought together to think through their need and outline suitable programmes. Thus the CSS activities are to be viewed as educational experiments to facilitate social change, foster modernisation and promote scientific living (Devadas, 1977).

### C. Sports and Games

In the field of games, the policy is to broad-base the scope of selection and training of potential talent and sportsman and to lay the foundation of a mass base for participation of young people through competitive sports.

Scholarships are awarded at national and state-levels to talented school boys and non-student youth who excel in national and state-level and rural sports competitions.

## 2. Integrated Rural Development Programme

The Government of India started a new programme of Integrated Rural Development in 1976. The strategy developed for the new programme takes into account earlier experiences which indicated that the problem of poverty, unemployment and under-employment in rural areas are not likely to be solved through ad-hoc and isolated sectoral programmes. Further, it lays emphasis in optimum utilisation of local resources human, biological and natural through the purposive in puts of science and technology for the benefit of the 'rural poor' and 'disadvantaged groups'. Active involvement of the people for whom the programme is meant in all stages of its formulation and implementation is essential feature of the strategy. Likewise, the implementation will not be exclusively through usual Government Departments alone and recognised people's institutions and voluntary agencies of repute will be fully involved.

The objectives of the strategy for the development programmes are generations of employment opportunities through optimum use of physical resources; setting up agro-based, forest based and village and small industries in rural areas; animal husbandry and dairying, poultry and piggery, taking up meaningful programmes for rural artisans and encouraging self-employment schemes. Rural programmes for rural artisans and encouraging must have projects designed to improve productivity and motivation in men and women of all ages in the rural sector (Arunachalam, 1979).

The integrated rural development as envisaged in the 1976-83 plan is focussed on the target group comprising small and marginal farmers, agricultural labourers, rural artisans and the other weaker sections of the community. The economic improvement of these sections of the society is an important concern of rural development. The special rural employment and development programmes small Farmer Development Agency, Marginal Farmer and Agricultural Labour Scheme, Drought Prone Area Programme, etc., are aiming at the upliftment of above sections of the society through achieving the twin objectives of generating employment in Rural India and increasing the production on the farms (Rural India, 1979).

**a. Special Employment Programmes**

In the plan prepared for the period 1978-83; one of the objectives was to eradicate unemployment within a period of ten years.

To tackle the problem of unemployment several special employment programmes and beneficiaries - oriented schemes have been experimented from time to time (a) The Crash Scheme for Rural Employment (b) Pilot Intensive Rural Employment Project (c) The small Farmers Development Agencies (d) The half-a- Million Jobs Programmes for Educated Unemployed (e) the Food for Work Programmes, (f) The National Scheme of Training Rural Youth for Self-Employment (g) Employment Programmes, such as Employment Guarantee Scheme of Maharashtra, and Employment Affirmation Scheme of Karnataka. Programmes for educational unemployed implemented in the course of the plan periods are a reflection of the special attention which the Government has been paying to the problem of unemployment (Mahvans, 1980).

**b. Crash Scheme for Rural Employment Programme**

The Crash Scheme for Rural Employment (CSRE) was initiated in the year 1971-72 by the Government of India and

remained in operation till the year 1973-74 with the following objectives:

1. The direct generation of employment in all the districts of the country through the execution of projects which are essentially labour intensive; and
- ii. The production of assets of a durable nature in consonance with local development plans so that the all round development of the district is assisted.

The scheme was designed to generate on an average 2.5 lakh man days of employment in every district.

The future strategy in respect of rural works should have the fullest agreement of state Governments in regard to its objectives, scopes and size, duration, area of operation, financial obligations and the terms on which Central assistance would be provided. Given the strategy, a great deal of higher level and on-the-spot planning is required at the pre-implementation stage. The principles for determining the priorities for work at the local levels should be outlined. In order to ensure effective planning of works programme, it is necessary to create a shelf of schemes for a large enough volume of aggregate employment. For this,

identification of agencies for the purpose of formulation of schemes and the norms on which the schemes would qualify for inclusion is necessary. Action should be taken for building up a proper system of accounting, monitoring and feed-back on the performance of the schemes and optimisation of benefit (Yojana, 1979).

### C. TRYSEM

Kulhari (1977) views that trainings have been acclaimed as effective tools in developing favourable attitudes, job competence and also willingness to adopt recommended farm technology. Every year about five million youth, mostly rural become earning members in our country. But unfortunately about two-third of them are untrained and unskilled. These youth form the potential target audience for promotion of sustained agricultural production in different agro-ecological regions of the country. An efficient programme of organising the rural youth and imparting vocational training to them is imperative to harness their potentialities for national development.

Training is necessary for the youth for gaining certain skills as the youth has to function as a nucleus for further training of large number of rural folk. The principles involved in youth training is "learning by doing and earning while learning" (Chinthamani, 1962).

Training makes the most vital contribution to the methodology of social reconstruction as it identifies the categories of needs that are to be fulfilled and indicated the type of workers that are acquired for village development at various levels (Devi and Srinivasan, 1979). According to Sangla and Patil (1979) training provide opportunities to develop trainees knowledge skill and professional ability. Training is always parposive. This purpose is always linked with the trainee's needs. The trainees through training programmes help the trainees to meet their needs.

Training for skill development tries to bridge the gap between the existing skills and the new technology on one side and to develop skills, among the unskilled on the other (Aslam, 1980). The areas of training in skill development in rural areas can be divided into four areas. Agricultural development handicrafts developments, rural artisans and employment generation (Ramachandran, 1976). Prasad (1978) views that organising and promoting youth clubs to train and serve a bulk of our growing population especially non-school going youngsters offers vast scope and potentials.

The strategy of rural development cannot be successful without a supportive training infrastructure. The

achievement of full employment in rural areas is contingent upon the evolution of a national building policy, the creation of a national training infrastructure, the formulation of suitable co-ordinative mechanisms at all levels. Unless a massive training programme is organised to support the ambitious rural development programme, the goal of full employment may not be achieved within the stipulated time (Kaw, 1979).

Ramanujam et al (1977) did a study on "Artisan training Programmes" to find out the impact of training programme. The findings of the study were:

The training was imparted by ITI at Bhiwani for six months. The trades covered are

- a) Welding
- b) Carpentry and
- c) Electrician - Training was imparted in both theory and practice.

The data was collected from randomly selected 29 artisans with the help of interview schedule of these 29 artisans, 9 persons received training as electricians, 8 received training in carpentry and the remaining 12 were trained as welders.

The information collected from the trainees shows that only 38 per cent were engaged in activities related to the training they have received. Of the remaining 18 trained artisans, 16 were engaged in activities unrelated to their training, while 2 persons were found unemployed.

On the part of the trainees as well, out of the 16 of the trainees who were personally contacted, the majority of them felt that training was largely theoretical and that they received very little practical training. Of the 16 trainees only 6 trainees were satisfied with the training they received. It is thus evident that the artisans training programme has failed to achieve its objectives.

The Krishi Vigyan Kendra at Pondicherry is under the supervision and administrative control of Tamil Nadu Agricultural University, Coimbatore. The Kendra so far trained 328 farm youths including I T I trained youths upto October, 1977. These training programmes are designed to propagate techniracy among the farming based on the local needs of skills in the farming systems.

Under the programme for youth, training was given in the proper use of chemical fertilizers, kitchen gardening, plant protection of major crops and vegetables handling the care of plant protection, preparation of cement channels,

safe storage of food grains, artificial insemination for increasing milk production etc. One of the main activities of the Kendra is one day training camps (ICAR Bulletin, 1977).

The Krishi-Vigyan Kendra and Trainer's Training Centre in dairying were established at the National Dairy Institute, Kernal in June-July 1976. It has conducted a large variety of training programmes aimed at increasing milk production and handling techniques at grass-root level with a view to enhancing economic production, increasing its critically short-life and maintaining its unmatched nutritive qualities. A few of these courses are:

- i) Self - employment of Educated Rural Youths
- ii) Training in Milk and Milk Products for ladies
- iii) Youth leaders Training Programme for channelising youth interest and energies to productive activities, etc., ( I C A R Bulletin, 1977).

Based upon the experiences derived while working in different Community Development Blocks of the Country, Singh (1969) suggested some ideas about the training of farmers. They are as follows:

The trainee, the trainer, the subject, the teaching the aids and the physical environment under which the

training is conducted, all these have to be well in line to achieve the goals of training. Gupta (1966) expressed that the training that we want to give our next generation, must be training for life. It should make them fit to meet life's challenge with confident hearts and smiling faces, armed with new ideas, new attitudes, new ideas and new skills.

Unemployment is a global problem. The unemployed in the community number 5.3 million, 2.5 in the urban and 2.8 in the rural areas. The problem of unemployment among the educated youth is assuming critical dimensions causing social disorganisation. Employment opportunities can be made brighter by motivating the young to opt for job oriented technical courses and initiating self-employment programmes. When youth are helped to take up self-employment programmes, they can become self-reliant and responsive. Self-employment will make an individual feel confident, and have a higher status in the society. Self-employment schemes should be educationally oriented and scientifically carried out. Self-employment should also mobilise youth to tap local resources, using agricultural wastes such as hay, cotton, seed meal and oil, post harvest technology techniques all of which provide new avenues for work. The starting of cottage and small scale enterprises in the villages and allied agricultural occupations such as poultry, fishery, dairy and repair of agricultural implements and motors will enable

youth to become self confident and progressive. When rural youth recognise various opportunities in the rural areas, the problems of migration from the rural to the urban cities, can be arrested. Hence rural employment should emphasise the use of the local infrastructure and local resources, agricultural and other materials.

The nationalised banks and agencies extend monetary loans and technical help in a meaningful, fool-proof and recoverable way. Youth need proper mobilisation, motivation, apprenticeship and education to undertake self-employment ventures utilising the loan opportunities. The concept of self-employment should be impartial to the rural population. The Gandhian concepts of dignity of labour and self reliance will make this scheme meaningful and successful (Devadas, 1977).

The Rural Service Agency set up in 1971, provided an extended scope to achieve rural development through self-help and self-employment by serving the most urgent needs of the farming communities which requires various types of modern agriculture services and technical know-how and the educated unemployed who need whole some employment not only to make their both ends meet but also to develop their talents and potentialities enabling them to give their best to the community.

The Agency's Programme is conceived as a self-employment programme for the educated unemployed having neither vision nor resources to follow meaningful pursuits giving wholesome employment should offer adequate remuneration, job-satisfaction, future opportunities for improvement of the knowledge and skills through education and experience and amicable working conditions. It is equally essential that the community contributing to the employment or promoters of the programme also benefits from the endeavour at least in the same degree as the seekers of self-employment.

A novel feature of the programme is that it is neither fully commercial nor voluntary, it seeks to strike a healthy balance between the two so as to minimise the evils of hypocrisy and show of benevolence on the one hand and unlimited greed on the other (Hooja, 1972).

A study on "strengthening Mahalir Manrams through socio-economic programmes" by Jothimarú (1981) reveals that self-employment programme had much rewarding to the beneficiaries.

The emphasis in the IRD and in the special programmes is on developing human resources in the targetted group of small farmers, marginal farmers, landless labourers,

rural artisans and other rural poor and equip them to find self-employment in agricultural and allied activities. This necessarily involves concerted efforts by way of training and equipping the targetted group with the necessary knowledge, skills and technology. There are several on going training programmes designed for achieving specific purposes but the problem has not been tackled in its totality. Hence the needs for a comprehensive training programme for the rural youth embracing the various facets of economic activity in the rural areas, particularly, in the agricultural and allied sector has been felt. With this end in view, the government of India have approved comprehensive training programme known as the ' National Scheme of Training of Rural Youth for Self-Employment' (TRYSEM) in the plan period 1979-83.

The training would be imparted by the existing training institutions, such as Gram Sevak Training Centres, Gram Sevika Training Centres, Farmers Training Centres, Krishi Vigyan Kendras, Agricultural and other Universities, I T I's and other existing state and central organisations. Suitable voluntary organisations can also be included. It will be the responsibility of the State Government to identify the existing training institutions within the state through which

the training has to be arranged. The training courses, curricula and syllabi will have to be designed in consultation with the institutions concerned. Their content will be based on the specific needs of the District and the jobs to be done. The primary method of training should be imparting work experience. Trainees should have scope for adequate practical work so that they develop the required degree of self-confidence to embark upon a career of self-employment. The training institutions should, therefore, have adequate facilities in the shape of farms, fish ponds, workshops etc.

The identification of trainees should be done as part of the block-level planning effort for the betterment of the lot of the vulnerable groups. Selections should, therefore, be restricted to the target groups of small and marginal farmers, landless agricultural labourers, artisans and craftsmen, and people below the poverty line. Initially only one trainee may be selected from each family. Preference should be given to members of scheduled castes and tribes and women while making selections. Otherwise, the selection criteria should be flexible and no minimum educational qualifications need to be insisted upon.

The training institutions and the organisations responsible for credit, marketing and other services will be involved in the programme. Projects of self-employment will be prepared in advance and all the inputs required including permissible subsidies and loans from institutions will be clearly spelt out, and arranged expeditiously. Close contact will be maintained by the training institutions/trainers with the trainees even after they have completed their training in order to assess their performance or ascertain their problems, if any. Necessary information support would also be provided to the trainers in order to keep them abreast of technological development, other facts about raw materials, marketing etc. A monitoring system should be evolved so as to follow up the progress of each trainee. (Government of India, 1979).

The most important part of the training programme is the identification of the various fields and sectors of activity where there is considerable scope for gainful self-employment. This is best done at the district/block level, since any identification of the course of training would have to be related to the local needs and potentialities. State Governments may develop as a suitable mechanism of (a) identification of opportunities for gainful self-employment

in different blocks and (b) linking up the training programme with post-training services including credit and marketing.

The implementation of the scheme will require a clear cut delegation of powers to district and block levels. It is suggested that all matters of detailed operations like conducting of base-line surveys, identification and sponsoring of trainees, sanctioning of stipends, payments of training costs and subsidies etc., should be handled by the Block Development Officers. They should also remain in active contact with the trained persons and coordinate the efforts in helping them to settle down in the selected trade or activity.

In order to make the scheme a success, concurrent monitoring and evaluation has to be built in as a part of TRYSEM. While the State Governments may devise their own methods for such monitoring and evaluation, a brief proforma for eliciting information on a six-monthly basis has been devised. State Governments and other concerned agencies are requested to send information in this proforma on a regular basis to the Department of Rural Development (Government of India, 1979).

### III. METHODOLOGY

The methodology followed for the study on the 'Impact of the TRYSEM Programme on selected beneficiaries in Coimbatore district is as follows.

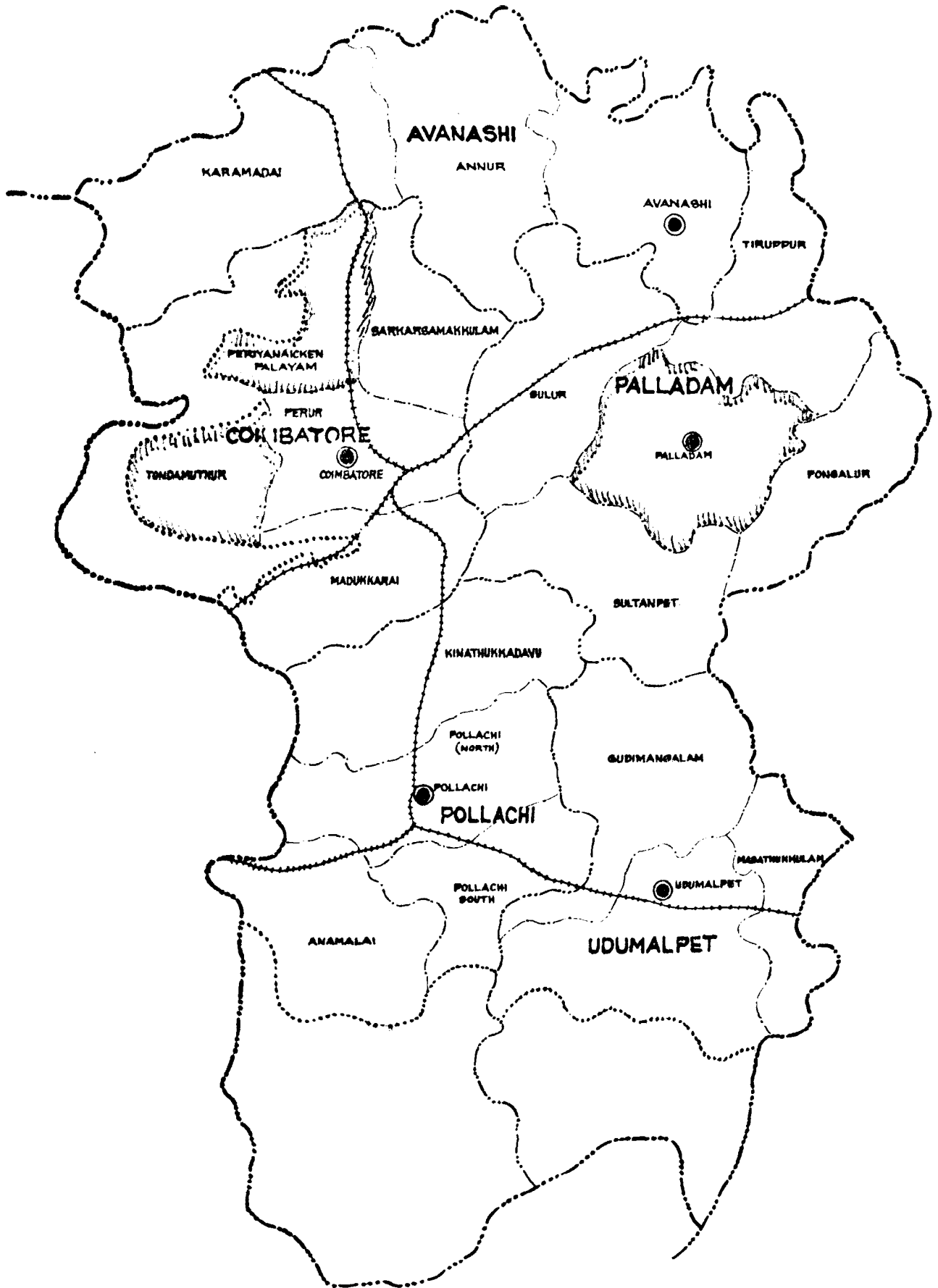
- A. Selection of the Area
- B. Selection of the sample
- C. Selection of the Method of Investigation
- D. Collection of Data and
- E. Analysis of data and Interpretation of the Results.

#### A. Selection of the Area

The District Rural Development Agency, Coimbatore was contacted for getting details of operation of the TRYSEM Programme. Three blocks in Coimbatore District namely Thondamuthur, Periyanaickenpalayam and Palladam were selected for this study (Figure 1). The block development officers of the selected blocks were contracted for getting the address of the beneficiaries.

#### B. Selection of the Sample

Enquiry with the Block Development Officer of the selected blocks revealed that tailoring, type writing and baking were the training programmes conducted for them in these blocks. For this study 184 women beneficiaries who underwent training in any one of the three categories of training were randomly selected from these three block. The details of the samples are as follows.



*LOCALE OF THE PROJECT*

<u>Block</u>	<u>Village</u>	<u>Number of samples</u>
Thondamuthur	Kuppanoor	30
	Allandurai	30
	Thondamuthur	30
Perianaickenpalayan	Jothipuram	11
	Perianaickenpalayan	23
Palladam	Palladam	30
	Karadivavi	30

#### C. Selection of the Method of Investigation

According to Pauline (1980) interview has been defined as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger. The interview makes possible a face to face association and a process of interstimulation between the interviewer and the interviewee and this helps in securing data not obtainable by methods that do not involve an inter-personal relationship. Therefore the interview method was chosen to collect data for this investigation.

An interview schedule was prepared in Tamil, taking into consideration the specific objectives of the study. (Appendix I). Necessary precautions were taken to ensure

that the questions in the schedule were clear, concise, complete and comprehensive. The interview schedule was pretested and necessary modifications were carried out before final administration.

#### D. Collection of data

The data were collected using the schedule finalised, after establishing good rapport with the sample.

#### E. Analysis of data and Interpretation of the Results

The collected data was consolidated, tabulated and interpreted and chapter IV gives the details collected.

## IV RESULTS AND DISCUSSION

The results of this study are discussed under the following headings:

- A. Background information of the beneficiaries under TRYSEM
- B. Details of the Training
- C. Impact of TRYSEM

### A. Background information of the beneficiaries under TRYSEM

The Background information comprises of the following:

1. Age-range of the beneficiaries
2. Educational level of the beneficiaries
3. Income level of the families

#### 1. Age-range of the beneficiaries

The stipulated age range of the TRYSEM trainees is 15 - 30 years. Table I gives the age-wise distribution of the selected beneficiaries.

**TABLE I**  
**AGE WISE DISTRIBUTION OF THE SELECTED BENEFICIARIES**

S.No.	Age range in years	Percentage (N:184)
1	15 - 20	45
2	21 - 25	35
3	26 - 30	20

A majority of the beneficiaries were between 15 - 20 years age group.

**2. Educational level of the beneficiaries**

The educational level of the selected beneficiaries is presented in Table II.

**TABLE II**  
**EDUCATIONAL LEVEL OF THE SELECTED BENEFICIARIES**

S.No.	Educational level	Percentage (N:184)
1	Middle school	23
2	High school	70
3	College	7

A majority of 66 per cent of the selected beneficiaries had completed high school education. The trend towards vocationalisation after high school education is highly encouraging.

### 3. Income level of the families

Table III reveals the income range of the families.

TABLE III  
INCOME LEVEL OF THE FAMILIES

S.No.	Income level Rs./annum	Percentage (N:184)
1	Upto 1000	17
2	1000 to 2000	50
3	2001 to 3000	33

All the beneficiaries were from the lower socio economic strata of the rural society, which might have motivated them to take to self employment.

**B. Details of training undergone by the beneficiaries**

Table IV gives details of the different areas of training and the percentage of youth who underwent training in these areas.

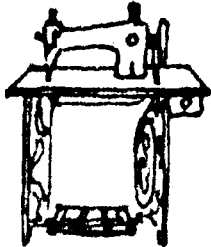
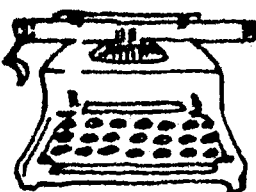
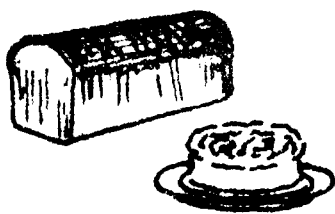
**TABLE IV**

**DISTRIBUTION OF THE BENEFICIARIES ON THE BASIS OF  
THE CATEGORIES OF TRAINING**

S.No.	Categories of training	Percentage of beneficiaries ( N: 184)
1.	Tailoring	68
2.	Typewriting	18
3.	Baking	14

The above table shows that 68 per cent were trained in tailoring, 18 per cent were trained in typewriting and 14 per cent were trained in baking.

The period of the TRYSEM training was uniform for a particular category of training viz. six months for tailoring or typewriting and three months for baking.

TRAINING SUBJECT	NUMBER TRAINED
	<b>125</b>
	<b>34</b>
	<b>25</b>

**DISTRIBUTION OF THE BENEFICIARIES ON THE BASIS OF THE CATEGORIES OF TRAINING**

Figure. 2

The period of training of the sample ranged from August 1980 to September 1981 for different batches. The training centres were located in central villages and Block headquarters and the trainees were recruited from the neighbouring villages. In all the places the training was imparted through practical work, demonstration and field visits.

Table V gives information on the occupational status of the beneficiaries before they joined TRYSEM.

**TABLE V**  
**OCCUPATIONAL STATUS OF THE BENEFICIARIES**  
**BEFORE THEY JOINED TRYSEM**

S.No.	Occupational status	Percentage of beneficiaries (N:184)
1	Agricultural labourers	27
2	Tailoring	18
3	Typewriting	14
4	Others	5
5	No jobs	36

It was note worthy that 54 per cent of the beneficiaries of TRYSEM were engaged in some occupation or theother, prior to their joining the training programme.

Table VI gives details about thaining undergone by the beneficiaries prior to their joining TRYSEM.

**TABLE VI**  
**TRAINING UNDERGONE BY THE BENEFICIARIES**  
**PRIOR TO JOINING TRYSEM**

S.No.	Catagory	Number of beneficiaries	Percentage of benefici- aries who had undergone training earlier
1	Tailoring	125	27
2	Typewriting	34	76
3	Baking	25	NIL

Percentage calculated for the total number of beneficiaries in the particular category. It was interesting to note that a large majority of the (76 per cent) TRYSEM trainees in Typewriting had earlier experience. They mainly joined TRYSEM with a hope to get loans for typewriters. The same is the case with 27 per cent of the trainees in tailoring.

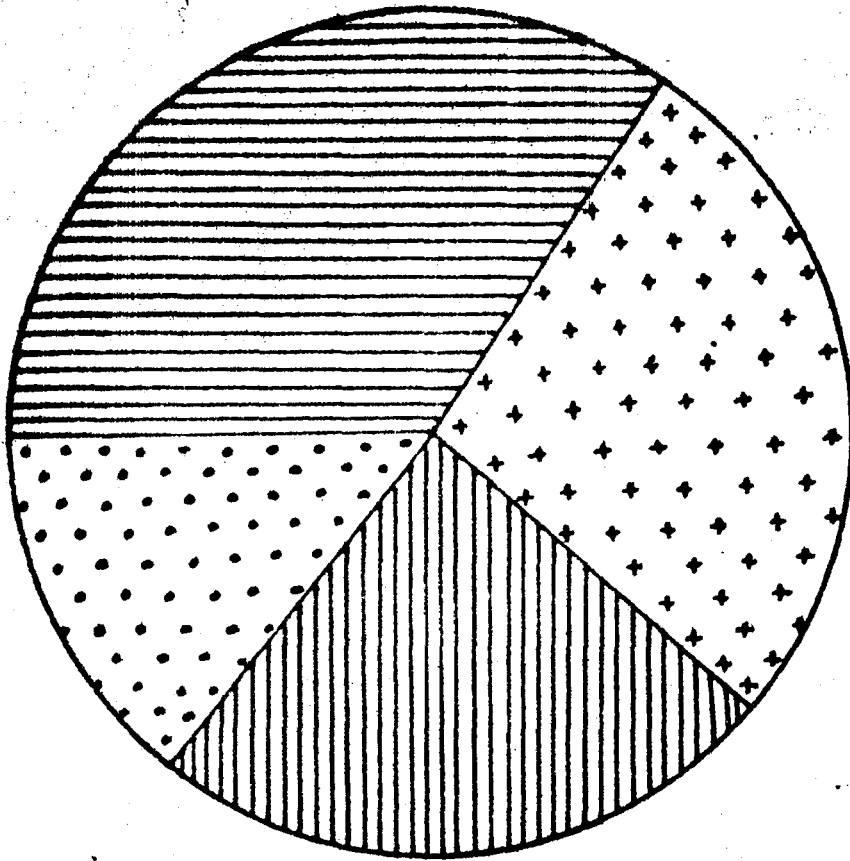
Table VII gives the reasons for the beneficiaries to join the TRYSEM.

TABLE VII  
REASONS FOR JOINING TRYSEM

S.No.	Reasons	Percentage of beneficiaries (N:184)
1	To get a job	34
2	To learn new skills	27
3	To obtain a sewing or typewriting machine	25
4	To have a subsidiary occupation	14

The reasons stated by the beneficiaries were genuine and fitted with the overall objectives of the TRYSEM Programme.

Table VIII gives the various sources of information for the trainees on the TRYSEM programme.



*To get a job*



*To learn new skills*



*To obtain a sewing or  
type writing machines*



*To have a subsidiary occupation*

### **REASONS FOR JOINING TRYSEM**

Figure 3

**TABLE VIII**  
**SOURCES OF INFORMATION FOR THE TRAINEES ON TRYSEM**

S. No.	Sources	Percentage of trainees (N:184)
1	Rural Welfare Officers	25
2	Panchayat Union Staff	22
3	Persons already benefitted	21
4	Radio Announcements	19
5	Friends/Relatives	13

A majority of 47 per cent of the beneficiaries got information about TRYSEM from the Extension staff of the Panchayat Union. The trainees already benefitted also communicated information on TRYSEM. The fact that 19 per cent obtained information from radio announcements and joined TRYSEM revealed the forward looking attitude of the rural young girls.

**C. IMPACT OF TRYSEM**

**1. Employment position of the TRYSEM trainees**

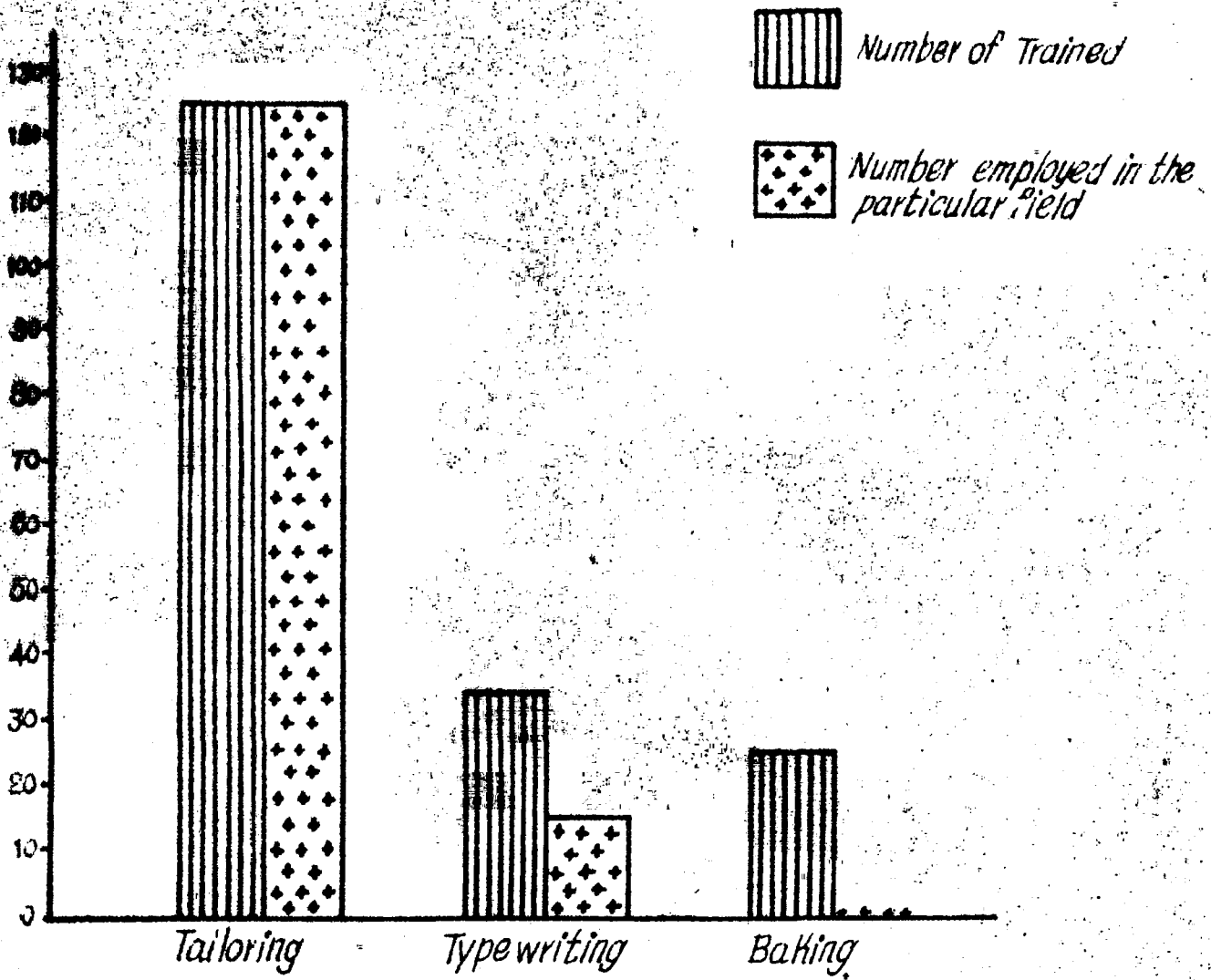
Out of 184 trainees selected for this study, 140 reported that they were employed (76 per cent). The employment position of the TRYSEM trainees is given in Table IX.

**TABLE IX**  
**EMPLOYMENT POSITION OF THE TRYSEM TRAINEES**

S.No.	Categories of Training	Number of Trained	Employment Position	
			Number Employed in the particulars field	As percentage of the number trained in the particular category
1	Tailoring	125	125	100
2	Typewriting	34	15	44
3	Baking	25	NIL	NIL

It is evident from the table that 100 per cent of the trainees in tailoring had taken up tailoring as their employment since they all received bank loans for the purchase of sewing machines. It had taken one to two and a half months for the trainees to obtain bank loans for the purchase of the sewing machines.

It is encouraging to note that the income level of the beneficiaries was raised considerably with a subsequent raise in their contribution to family income.



**EMPLOYMENT POSITION OF THE TRYSEM TRAINEES**

Figure .4



TRYSEM BENEFICIARY IS ENGAGED  
IN TAILORING



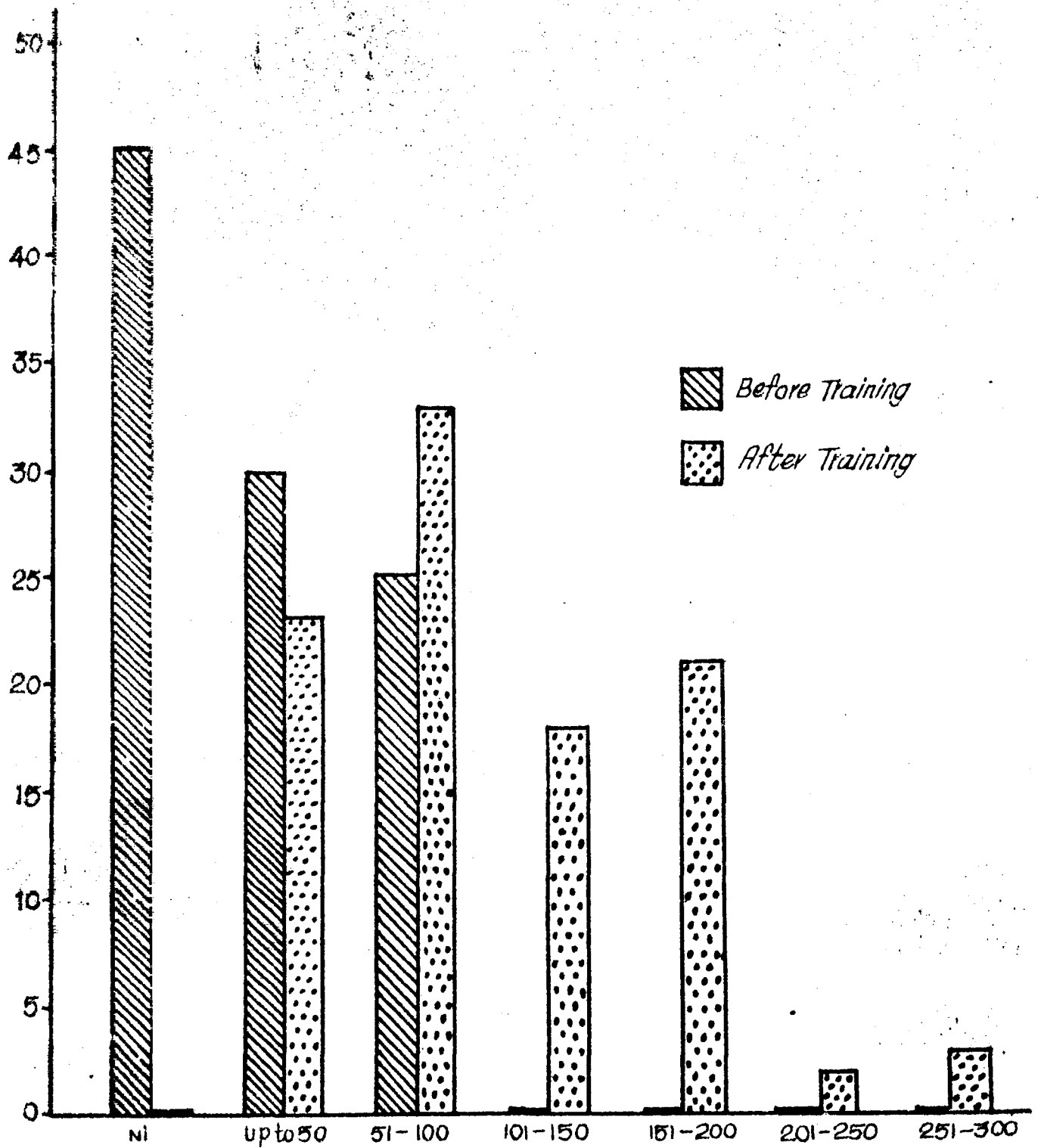
TRYSEM BENEFICIARIES  
ENGAGED IN TYPEWRITING

While all the 34 trainees in typewriting had applied for bank loans to buy typewriters, none received help. Out of the 34 trainees 15 ( 44 per cent) could manage to get jobs in private firms in the nearby towns, while 56 per cent totally wasted their training. This has defeated the very purpose of the TRYSEM programme namely self employment. In the same way nobody trained in baking utilised their training causing huge wastage of expenditure incurred on training on the part of the sponsors. Improvement in the income of the beneficiaries after the training. The increased in income for the beneficiaries is indicated in Table X.

**TABLE X**  
**CONTRIBUTION OF THE BENEFICIARIES TOWARDS FAMILY INCOME**

Continuation of the monthly income ( in Rupees)	Percentage of beneficiaries contributing (N <sub>1</sub> 140)	
	Before the training	After the training
NIL	45	-
Upto 50	30	23
51 to 100	25	33
101 to 150	-	18
151 to 200	-	21
201 to 250	-	2
251 to 300	-	3

It is encouraging to note that the income level of the beneficiaries was raised considerably with a subsequent raise in their contribution to family income.



**CONTRIBUTION OF THE BENEFICIARIES TOWARD FAMILY INCOME**

Figure 5

A deeper probe was done to find out the scope of utilisation of the training received to augment income since there were a number of women receiving the same training in the same villages. It was shocking to note that 45 per cent of the girls who underwent training in tailoring rented out their sewing machines to professional tailors and used the rent for repaying bank loans. For the rest, only local adhoc orders were obtained.

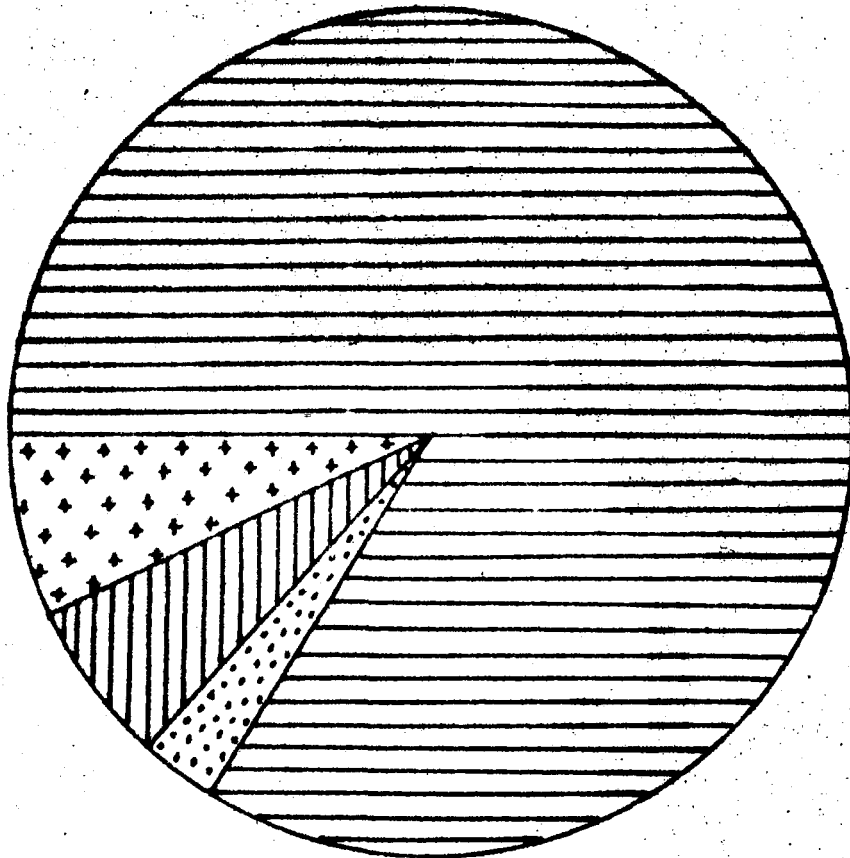
### 3. Evaluation of TRYSEM by the beneficiaries





Among 184 trainees 140 trainees opined that they were satisfied with training and their present employment. The various reasons for the satisfaction of the present occupation given in Table XI.

TABLE XI

#### REASONS FOR SATISFICATION OF THE BENEFICIARIES WITH THE TRYSEM PROGRAMME

S.No.	Reasons	Percentage of beneficiaries (N:184)
1	Enough income	84
2	Security	7
3	Job satisfaction	6
4	Light work	3



- 
*Enough in come*
- 
*Security*
- 
*Job Satisfaction*
- 
*Light Work*

**REASONS FOR SATISFACTION OF THE BENEFICIARIES WITH  
THE TRYSEM PROGRAMME**

Figure.6

A majority of (84 per cent) of the employed girls were satisfied with the TRYSEM programme since it fetched greater scope for augmenting income of their families.

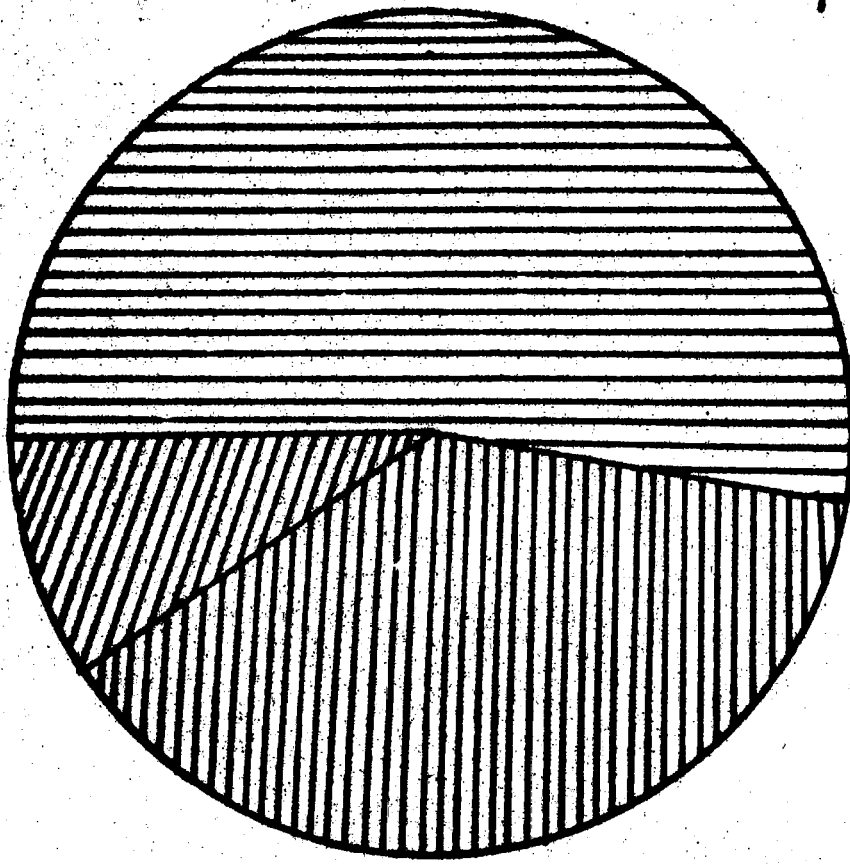
As for spreading information about the programme to others, 46 beneficiaries trained in tailoring and typewriting gave the information about TRYSEM to others and motivated them to join the programme.

Forty four trainees (19 trained typewriting and 25 trained in baking) were not satisfied with the TRYSEM training. The reasons for the dissatisfaction given in Table XII.


TABLE XII


REASONS FOR THE DISSATISFACTION ABOUT TRYSEM

S.No.	Reasons	Number (N: 44)
1	Expected income is not obtained	11
2	Only seasonal employment is available	8
3	Assistance from banks insufficient	2



 *Expected income is not obtained*

 *Only Seasonal employment is available*

 *Assistance from bank is insufficient*

**REASONS FOR THE DIS SATISFACTION ABOUT TRYSEM**

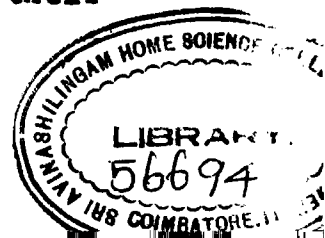
Figure.7

The reasons for dissatisfaction are very genuine and worth consideration by the sponsors. Out of 125 beneficiaries trained in tailoring 118, (94 per cent) expressed their difficulty in getting orders for stitching garments due to lack of advertisement. They opined that they were in need of more training in cutting and designing. Nineteen beneficiaries out of 34 trainees in type writing were not able to improve themselves in type writing due to non availability of their own machines.

## V SUMMARY AND CONCLUSIONS

The study on the Impact of TRYSEM on selected beneficiaries was conducted in 22 villages of three panchayat unions in Coimbatore District with 184 rural girls. The study revealed the following findings.

1. The stipulated age range of the TRYSEM trainees is 15-30 years. However a majority (45 per cent) of the beneficiaries were between 15-20 years age group.
2. A majority of 66 per cent of the beneficiaries had completed high school education.
3. All the beneficiaries were from the lower socio-economic strata of the rural society.
4. Tailoring was a popular vocation in which 68 per cent of the beneficiaries were trained; 18 per cent were trained in typewriting. The period of training was six months for both tailoring and typewriting. Fourteen per cent under went training in baking for a period of three months.
5. It was note worthy that 54 per cent of the beneficiaries of TRYSEM were engaged in some occupation or the other, prior to their joining the training programme.



6. It was interesting to note that 27 per cent of the beneficiaries in Tailoring and 76 per cent of the trainees in Typewriting had earlier experience in the particular skills. They mainly joined TRYSEM with a hope to get loans for their equipment.
7. Possibilities to get jobs, learn new skills, get loans for equipment or arrangements family income were the reasons stated by the beneficiaries for joining TRYSEM training. The reasons are genuine and with the overall objectives of the TRYSEM Programme.
8. A majority of 47 per cent of the beneficiaries got information about TRYSEM from the Extension Staff of the Panchayat Union.
9. As for the utilisation of the training 100 per cent of the trainees in tailoring had taken up tailoring as their employment since they all received bank loans for the purchase of sewing machines within a short span of one to three months.
10. While all the 34 trainees in type writing had applied for bank loans to buy type writers none received help even after a considerable lapse of time after the training. Out of the 34 trainees

in this category 15 could manage to get jobs in private firms in the nearby towns. While 56 per cent totally wasted their training. In the same way nobody trained in baking utilised their training since they were hesitant to take risks by way of huge investment. This might have caused huge wastages of expenditure on training on the part of the sponsors.

11. It is encouraging to note that the income level of the beneficiaries who made use of the training profitably, was raised considerably with a subsequent raise in their contribution to family income. However it was shocking to note that 45 per cent of the girls who underwent training in tailoring rented out their sewing machines to professional tailors and used the rent for repaying bank loans. For the rest, only local adhoc orders were obtained.

12. A majority 84 per cent of the employed girls were satisfied with the TRYSEM programme since it fetched greater scope for augmenting income of their families.

13. As for spreading information about the programmes to other, 46 per cent beneficiaries trained in tailoring and typewriting gave the information about TRYSEM to others and motivated them also to join the programme.
14. Forty four trainees were not satisfied with the TRYSEM training. The reasons for dissatisfaction were with regard to poor returns from the job, seasonal nature of the job and insufficient assistance from the banks.

The data collected through this investigation has led the investigator to make the following observations:

1. Since the TRYSEM Programme intends to offer self employment for rural youth, great care should be exercised by the District Rural Development Agency in the choice of vocations for which the girls may undergo training and also restrict the number of trainees from the same village, in order to avoid competitions among the trainees in the same professions. Information on the existing economic activities in which women participate should be collected, to serve as the basis for organising training. The other considerations for designing suitable training schemes for women would be

availability of raw materials in the village and existing and potential professional skills available for generating additional incomes, and the marketing facilities available. The schemes should be such that they are self generating, give a sustained income and to the extent possible within the village economy which can employ them with minimum external assistance.

2. Efforts must be made to follow up the training programme, to ensure that the trainees utilise the skills learnt as well as the financial help offered. Periodic evaluation must be undertaken by the DRDA, to assess the impact of TRYSEM and to retain and develop only viable training programmes suited to the rural areas.

3. The DRDA should make suitable arrangements with the banks to enable the trainees to obtain loans immediately after the training, so that it serves the purpose of the programme.

4. Tie up arrangements must be made with the marketing agencies to offer continuous employment potentials to the trainees. For example the government emporia should be required to patronise the TRYSEM trainees in tailoring. Wherever possible group efforts must be fostered and the

women encouraged to form registered clubs and set up production or service units under the banner of TRYSEM.

The philosophy behind TRYSEM programme is highly commendable. If only care is exercised in the choice of vocations as well as trainees and co-ordination established between TRYSEM, financial infrastructure and marketing agencies, the programme is sure to foster the desired results.

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**APPENDIX**  
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சுய வேலைவாய்ப்பு திட்டத்தின் கீழ் பயன் பெற்றவாட்டம்ருந்து

பெறும் விபரங்களுக்கு ஆன வினாத்தாள்

பேட்டி காண்பவர் :

தேதி :

பேட்டி தருபவர் :

பகுதி-1

பொது விபரங்கள் :-

1. வட்டாரம் :
2. கிராமம் :
3. பஞ்சாயத்து யூனியன் :

4. பயன் பெற்றவரைப்பற்றிய பொதுவிபரங்கள் :-

- i. பெயர் :
- ii. முகவரி :
- iii. ஏயது :
- iv. ஆண் / பெண் :
- v. கல்வித் தகுதி :
- vi. உடமைகளின் மதிப்பு ரூ :
- vii. பயன்பெற்றவரின் குடும்ப தொழில் :

viii. குடும்ப விபரம் :-

எண் எண்	பெயர் பெயர்	குடும்ப தலைவருக்கு உறவு	வயது	படிப்பு பற்றிய விபரம்			தொழில்	மாத வருமானம்
				படித்த வகுப்பு	படிக்கும் வகுப்பு	படிக்க வில்லை		

1x இதர தொழில்கள் மூலம் கிடைக்கும் வருமானம் :-

எண்	இதர தொழில்கள்	மாத வருமானம்
1.	மாடு வளர்த்தல்	
2.	ஆடு வளர்த்தல்	
3.	தேனீ வளர்த்தல்	
4.	கோழி வளர்த்தல்	
5.	வீட்டு காய்கறி தோட்டம்	
6.	இதரவை	

x. முக்கிய தொழில் மூலம் கிடைக்கும் மொத்த வருட வருமானம் ரூ. :

xi. இதர தொழில்கள் மூலம் கிடைக்கும் மொத்த வருட வருமானம் ரூ. :

xii. இரண்டிலும் சேர்த்து கிடைக்கும் மொத்த வருட வருமானம் ரூ. :

xiii. பள்ளியில் தொழில் கல்வி படித்தீர்களா? :

ஆம்  இல்லை

ஆமெனில் விபரம் :

xiv. இப்பயிற்சியை தவிர வேறு ஏதாவது துறையில் பயிற்சி பெற்றிருக்கிறீர்களா?

ஆம்  இல்லை

ஆமெனில் விபரம் :

பகுதி-2

1. இப்பயிற்சியை பற்றி எவ்வாறு தெரிந்து கொண்டீர்கள்?

- வாணொலி
- செய்தித்தாள்
- நண்பர்கள்
- கிராமத்தலைவர்
- கிராம சேவிகா
- பயன்பெற்றவர்கள்
- பஞ்சாயத்து யூனியன்
- பிற

2. பயிற்சி பற்றிய விபரம் :-

பயிற்சியின் வகைகள்	பயிற்சி காலம்		பயிற்சி அளித்த இடத்தின் பெயர்	பயிற்சி அளித்தவர் பெயர்	வருடம்	பாடத் திட்டம்
	பயிற்சி ஆரம்பித்த நாள்	பயிற்சி முடிந்த தேதி				
தையல் பயிற்சி	<input type="checkbox"/>					
அம்பர் ராட்டை	<input type="checkbox"/>					
தட்டெழுத்து பயிற்சி	<input type="checkbox"/>					
கேக், ரொட்டி முதலியன தயாரித்தல்	<input type="checkbox"/>					
வானொலி பழுது பார்க்கும் பயிற்சி	<input type="checkbox"/>					
மோட்டார் பழுது பார்ப்பதற்கும், ஓட்டு வதற்குமான பயிற்சி	<input type="checkbox"/>					
உழும் வண்டி பழுது பார்ப்பதற்கும், ஓட்டுவதற்குமான பயிற்சி	<input type="checkbox"/>					

பகுதி-3

1. பயிற்சிக்குப்பின் மேற்கொண்ட தொழில் பெயர் :-

- i. தையல் தொழில்
- ii. அம்பர் ராட்டையில் நூல் நூற்று விற்கும் தொழில்
- iii. தட்டெழுத்தராக வேலைபார்த்தல்
- iv. வானொலி பழுது பார்க்கும் தொழில்
- v. மோட்டார் பழுதுபார்க்கும் தொழில்
- vi. மோட்டார் ஓட்டுனராக
- vii. உழும் வண்டி பழுது பார்க்கும் தொழில்
- viii. எந்த தொழிலும் செய்வதில்லை

2. குறிப்பிட்ட தொழிலை மேற்கொண்டதற்கான காரணம் :-

- i. முக்கிய தொழிலாக மேற்கொள்வதற்கு
- ii. குறிப்பிட்ட தொழிலில் மேலும் தேர்ச்சி பெறுவதற்காக
- iii. புதிதாக ஒரு தொழிலைப்பற்றி தெரிந்து கொள்வதற்காக
- iv. கூடுதலாக ஒரு தொழில் செய்து வருமானத்தை அதிகாரித்து கொள்ள
- v. பெருமூல போக்கிற்காக
- vi. சுயதேவைகளை பூர்த்தி செய்வதற்காக
- vii. பிற காரணங்கள்

3. மொத்த முதலீட்டில் தேவையான கடன்பற்றிய விபரம் :-

அ) உதவப்பட்ட நிதி விபரங்கள் :-

- i. மானியத் தொகை ரூ. :
- ii. மானியம் வழங்கிய நாள் :
- iii. கடன் தொகை ரூ. :
- iv. கடன் வசதியளித்த வங்கியின் பெயர் :
- v. கடன் விண்ணித்த நாள் :
- vi. கடன் அனுமதித்த நாள் :
- vii. கடன் திருப்பிச் செலுத்தும் விபரம் :
- viii. மாததவணையாக ரூ.   
வருடதவணையாக ரூ.
- ix. தொழில் வியாபாரம் சுவக்கப்பட்ட நாள் :

ஆ) மற்ற உதவிகள் :-

i. விநியோகிக்கப்பட்ட கருவிகளும் உபகரணங்களும் :-

பொருள்கள்	விலை ரூபாய்	வாங்கப்பட்ட இடம்	வாங்கிய விபரம்

ii. விநியோகம் செய்யப்பட்ட மூலப்பொருட்கள் :-

பொருட்கள்	விலை ரூபாய்	வாங்கப்பட்ட இடம்	வாங்கிய விபரம்

iii. தாங்கள் மேற்கொண்ட இத்தொழிலால் உருவாக்கப்பட்ட பொருட்களை விற்பனை செய்வதற்கான ஏற்பாடுகள் செய்து கொடுக்கப்பட்டனவா?

ஆம்

இல்லை

ஆமெனில் உதவி செய்தவரின் விபரம் :

சிராம சேவிகா

மாண்புமிகு உதவி

பயிற்சி அளிக்கப்பட்ட நிலையத்தின் மூலமாக

பிற

4. வருமான விபரங்கள் :-

பயிற்சி முடிந்து தொழில் திட்டம் துவங்கிய :  
ஆறுமாதங்களில் சராசரி மாதவருமானம் ரூ. :

முதல் ஆறுமாத முடிவில் ரூ. :

முதல் ஆண்டு முடிவில் ரூ. :

பயிற்சி முடிந்து தொழில் ஆரம்பிக்குமுன் :  
ஆண்டு வருமானம் ரூ. :

பயிற்சி முடிந்து தொழில் ஆரம்பித்தபின் :  
ஆண்டு வருமானம் ரூ. :

பகுதி-4

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1. இப்பயிற்சியைப் பற்றி யாருக்காவது தெரிவித்துள்ளீர்களா?

ஆம்

இல்லை

ஆமெனில் விபரம் :-

2. மேற்கொண்ட தொழில் எதிர் கொண்ட பிரச்சனைகள்

அ) உற்பத்தியில்

i. மூலப்பொருட்கள் தேவையான அளவு கிடைக்கவில்லை

ii. தேவையான நேரத்தில் கிடைக்கவில்லை

iii. மூலப்பொருட்கள் வாங்குவதற்கு சரியான நேரத்தில் கடல் உதவி கிடைக்கவில்லை

iv. தொழில் செய்வதற்கு ஏற்ற இடவசதி இல்லை

v. பிற பிரச்சனைகள்

- 1.
- 2.
- 3.
- 4.
- 5.

vi. இப்பிரச்சனை நிவர்த்தி செய்ய நீங்கள் கூறும் ஆலோசனைகள் :-

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

ஆ) விநியோகத்தில் :-

- |      |  |   |                          |
|------|--|---|--------------------------|
| i.   | பொருட்களை விற்பதற்கான வழிமுறைகள் தெரியவில்லை                               | ✓ | <input type="checkbox"/> |
| ii.  | பொருட்களை விற்கும் இடம் தொலைவில் இருந்தால் போதுமான போக்குவரத்து வசதியில்லை | ✓ | <input type="checkbox"/> |
| iii. | பொருட்களுக்கு சரியான வரவேற்பு இல்லை  | ✓ | <input type="checkbox"/> |
| iv.  | பொருட்கள் ரொக்கத்திற்கு விற்க முடிவதில்லை                                  | ✓ | <input type="checkbox"/> |
| v.   | கடனுக்கு விறறாலும் ஒழுங்காக பணம் திரும்ப கிடைப்பதில்லை                     | ✓ | <input type="checkbox"/> |
| vi.  | பிற  | ✓ | <input type="checkbox"/> |

- 1.
- 2.
- 3.
- 4.
- 5.

vii. நிவர்த்தி செய்ய ஆலோசனைகள் :-

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

இ) நிதி

- i. மானியத் தொகை போதவில்லை :
- ii. கடனுக்கு வீணாப்பிக்கும் வழிமுறைகள் தெரியவில்லை :
- iii. கடன்வசதி தேவையான நேரத்தில் கிடைப்பதில்லை :
- iv. தொழில் ஆரம்பிப்பதற்கு அளிக்கப்படும் கடன் வசதி போதவில்லை :
- v. பிற :

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

vi. நிவர்த்தி செய்வதற்கு உங்களுடைய ஆலோசனைகள் :-

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

3. பயற்சி பெற்ற இத்தொழிலில் மேலும் தேர்ச்சி பெற விரும்புகிறீர்களா?

ஆம்  இல்லை

4. இப்பயற்சி/தொழில் பற்றி உங்களுடைய பொதுக் கருத்து :-

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.