MANAGEMENT OF DEVELOPMENT PROGRAMMES FOR WOMEN AND CHILDREN

THROUGH HOME SCIENCE

Volume V

Editor : Rajammal P. Devadas

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FOREWORD

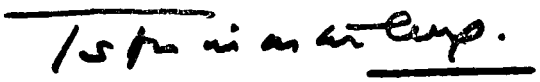
Home Science should strive towards perfection in all aspects, not only academic, research and extension, but above all in total development. Usually one aspect of development, is emphasized that is economic development. Poverty in the country is so vast that the death of children before completion of 1-5 years of age is many. Malnutrition in the country is so vast, but only economic development dominates wherever development is mentioned.

All the early developmental programmes emphasised economic development, more income generation, better utilisation of the money earned. All these are necessary and should be done but one thing which is the fundamental aspect of Home Science is the creation and cultivation of values, in the people, in the home and in the community, among the masses in all aspects of human life. The one thing that has been eroding the country is, values that are being eroded and Home Science is the home that creates values, Home is where the child is born and brought up.

The path of Home Scientist is some what vastly different from other disciplines because they believe creation of values in people, is the fundamental part. In our country and also the world, homes and values are cracking and joint family is vanishing.

We are becoming individualistic in our families than we were before. The dependance upon each other in a family is the essence of love and this requires the mutual understanding among the family members. What is the sort of culture and training we must give in Home Science so that we can be happy even when we are apart? needed to be throughout.

The objectives should include the imparting of environmental sanitation, nutrition of child and immunization programme. So how to create and inculcate the values in the present circumstance when families are breaking? The answer is : Home Science can create values at home in the present circumstances, in developmental scheme and for the better development of women and children all over the world.



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PREFACE AND ACKNOWLEDGEMENT

Home Science as a major field of study has come a longway since its early begining, six decades ago. Today Home Scientists are ready to face the emerging challenges of the nation, with strength of mind and necessary skill. For better performance, training is required in Management of development of women and children through various channels of which Home Science is one.

The Department of Women and Child Development, Ministry of Human Resource Development which functions as the nodal department, co-ordinates the programmes for women and children by the various Ministries, Departments, National Councils and Boards, facilitates the percolation of ideas and actions down to beneficiaries. The fifth of the series of Development Management Training (DMT) programmes has been commissioned to impress on the Home Scientists and state level officials the need for keeping women and children in focus in all their programmes and curricular development.

Sri Avinashilingam Education Trust Institution has been selected because of its background and experience in training performance during the last 25 years. The origin of the college is interesting. The Founder, Sri Avinashilingam, in whose name the entire Trust and college stand, was in the freedom struggle with Mahatma Gandhi. He renounced the world and joined the Ramakrishna Mission as lay person. In the composite state of Madras, he was the Education Minister of Tamil Nadu. In 1930 he founded the Ramakrishna Mission Vidyalaya for which the foundation stone was laid down by Gandhiji himself. It is now imparting education for boys from pre school to Ph.D. and also courses in agriculture, and physical education. When Vidyalaya became 25 years old and was in its silver jubilee year, he got his share in his family property, which was one of the richest families in the Coimbatore district

at the time. He used the funds for creating the Sri Avinashilingam Education Trust. The college came into existence in 1957. The Institution is continuously training anganwadi and Child Welfare functionaries.

The fifth training programme has been attended by 34 senior level Home Scientists from the States of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Union Territory of Pondicherry and Goa. They represent 17 universities, 24 colleges and two voluntary agencies.

Acknowledgement

The Director expresses her deep sense of gratitude to Dr. T. S. Avinashilingam Founder - President of the Sri Avinashilingam Education Trust Institutions his permission, advice, support and inspiring insights given for the conduct of the training programmes. The availability of all the facilities in the Sri Avinashilingam Trust Institutions is also gratefully acknowledged.

The Department of Women and Child Development of the Ministry of Human Resource Development and particularly Smt. C.P. Sujaya, IAS, Joint Secretary the opportunity given to conduct this training programmes and for inaugurating the course.

The USAID, particularly, Dr. Zarina Bhatty and Dr. Millard for sponsoring this training and for their timely advice and facilities. The presence of Dr. Zarina Bhatty and her keynote address were stimulating.

The State Governments, Agricultural Universities, other universities, principals of home science colleges and other colleges, and voluntary organisations for deputing their representatives.

The participants for their excellent cooperation, participation and most enriching contribution for making this programe a reality and this report a possibility.

Resource Persons for their enlightened contribution and sharing of experiences and

To the principal and colleagues at Sri Avinashilingam Home Science College and college of Education for their cooperation and unstinted help.

This was an exhilarating experience to have my fellow Home Scientists from various colleges discuss and contribute towards the success of this training programme and above all the recommendations brought forth brings out their commitment in making the Home Science education a practical oriented one to implement women and children's programmes this paving the way to better human resource development.

Rajammal P. Devadas

(RAJAMMAL P. DEVADAS)

CONTENTS

MANAGEMENT AND DEVELOPMENTS OF WOMEN AND CHILDREN THROUGH HOME SCIENCE

AN OVER VIEW

Home Science as a major field of study has come a long way over the last six decades, since its early beginnings. Today it has become a powerful forum for academic excellence, national integration and development. More than any other discipline, Home Science with its multi disciplinary inputs occupies a unique position to meet the emerging challenges of the nation, which has created an ever increasing demand for extension workers, at all levels including the various nationwide programmes such as the Integrated Child Development Services (ICDS), Integrated Rural Development Programme (IRDP), Development of Women and Children Rural Areas (DWCRA), and others. Home Science offers National Literacy Mission (NLM), National Rural Employment Programme (NREP). There is need to train large number of Home Science workers, to meet these goals.

Are today's Home Scientists and the curricula in higher education (colleges) prepared to face these emerging challenges of the nation? Are they adequate to impart the skills necessary for income generation or self-employment? Training is required in management of development of women and children through various channels, Home Science being has an important one among those. Hence a training programme has planned with the assistance of the Union Ministry of Human Resource Development, Department of Women and Child Development. If offered an unique opportunity to analyse the existing programmes, revise them where necessary, and align them with the thrusts required to lead the nation into the 21st century.

Eradication of poverty and equality for women are some of the most important concerns. The National Education Policy was evolved with much thought and discussion to give

a sound preparation for citizenship. Considering population as one of the greatest assets to national development, the National Education Policy sought ways to improve this great human potential. Hence, the erstwhile, Ministry of Education and Culture was redesignated as the "Ministry of Human Resource Development" and several Departments, namely, Education, Sports and Youth Affairs, Women and Child Development and Culture were brought under its umbrella

The department of Women and Child Development has been designated as the nodal Department for all programmes pertaining to women and children. Thus it is the co-ordinating agency for the programmes for women and children undertaken by the different ministries, departments, national councils and boards. Thus the Department of Women and Child Development under the Ministry of Human Resource Development facilitates the pooling and transfer of knowledge and actions from various sources to the villages and towns. The thrust given towards this end is on **Management'**. Hence a series of Development Management and Training (DMT) programmes were implemented.

The approach to development is total - covering the physical, material, economic, sociological, mental and spiritual aspects, in order to raise all the people above the poverty line ; satisfy their minimum needs, enhance the quality of living and preserve the durable components culture and values. Home Science being a multidisciplinary and human resource management faculty, has a great role to play in the total development of human resources. Hence the use of management principles and techniques in implementing development programmes for women and children and the need to impart such training to Home Scientists who constitute a majority of implementors of such programmes, assume importance. To impart such training a few centres were selected across the country, and Sri Avinashilingam Education Trust Institutions is one among them for the Southern region.

Sri Avinashilingam Education Trust Institutions with its wide and varied experience and expertise in training hundreds of functionaries at various levels, with its research and community oriented outreach programmes is eminently suitable as a resource centre for such training programmes.

This publication on the fifth training programme, in which 34 senior level Home Scientists from the states of Andra Pradesh, Karnataka, Kerala, Tamil Nadu and the Union Territories of Pondicherry and Goa participated. They represented 17 Universities, 24 colleges and two voluntary agencies. They included Principals, Professors and Heads of various departments of Home Science such as Foods and Nutrition, Food Service Management and Dietetics, Home Management, Textiles and Clothing, Child Development and Home Science Extension Education.

Qualification wise, they were :

Ph.D. Degree	(19)	M.A.,B.T.	(1)
M.Phil.	(10)	and M.A.L.L.B.	(1)
M.Sc.	(3)		

Designation wise, there were :

Principals of colleges	4
Heads of Home Science Departments	7
Professors of Home Science	16
Associate Professors	3
Assistant Professors	2
Representatives of voluntary agencies	2

The experiences of the participants ranged from

3 — 30 years	in Research
5 — 20 years	in Extension
5 — 30 years	in Teaching
3 — 19 years	in Training

Number of publications of the participants ranged :

In scientific magazines	—	3 - 65 articles
In popular magazines	—	5 - 10 articles
Books	—	2 - 5

The Representatives in Home Science Major wise were :

Foods and Nutrition	— 11
Home Management	— 9
Textiles and clothing	— 5
Child Development	— 5
Home Science Extension Education	— 2
Plant Pathology	— 1
Bacteriology	— 1

The list of participants is given in pages 5-11

The list of Resource person is given in pages 12-14

The participants comprise :

S.No.	Name	Designation	Address
	Andhra Pradesh		
1.	Dr. (Miss) Philomena R. Reddy	Professor of Home Science	S.V. University College of Arts and Science Tirupati 827 502 A.P.
2.	Dr. Sr. Placida	Head of the Department of Home Science	St. Theresa's College Elura 6 W.G. Dist. 534 006 A.P.
3.	Mrs. K. Priyadarshini	Assistant Lecturer	Mantessori College Vijayawada A.P.
4.	Dr. (Mrs) Vijaya Khader	Principal	College of Home Science (A.P.A.U. Bapatla, Guntur Dist. A.P. 522101
	Karnataka		
5.	Smt. Indumathi, J.K.	Lecturer and Head	Department of Home Science A.V.K. College for Women Davangere 577 002

S.No.	Name	Designation	Address
6.	Mrs. Saroja, K.	Associate Professor	I/c Department of C.D. & F.R. Rural Home Science College Dharwad Agricultural University Dharwad 580 005 Karnataka
7.	Dr. (Mrs) Vaidehi, M.P.	Head of the Department of Rural Home Science	University of Agricultural Sciences, Hebbal, Bangalore 560 024 Karnataka
	Kerala		
8.	Ms. Annie Oommen	Professor and Head	Department of Home Science Vimala College, Trichur-9 Kerala
9.	Sr. M. Loretta	Head of the Department of Home Science	St. Theresa's College Ernakulam 682 011 Kerala
10.	Dr. (Mrs) L. Prema	Professor and Head	College of Rural Home Science Kerala Agricultural University Vellayani 695 522 Kerala
11.	Ms. V. Pushpa	Head of the Department of Home Science	College for Women Trivandrum 695 014 Kerala

S.No.	Name	Designation	Address
12.	Mrs. Thangamma Kurian	Professor and Head	Department of Home Science C.M S. College, Kottayam 686 001 Kerala
13.	Mrs. Vimala Kumari, N.K.	Associate Professor	Kerala Agricultural University Vellayani Campus Trivandrum 695 522
	Tamil Nadu		
14.	Dr. (Mrs) N. Jaya	Professor and Head	Department of Child Development Sri Avinashilingam Home Science College Coimbatore - 641 043 T.N.
15.	Dr. (Mrs) N. Kamalamma	Professor and Head	Department of Home Science Gandhigram Rural Institute Gandhigram 624 302 T.N.
16.	Miss S. Kauvery Bai	Asst. Professor of Home Science	V.V.V. College for Women Virudhunagar 626 001 T.N.

S.No.	Name	Designation	Address
17.	Dr. Lakshmi Ramakrishnan	Associate Professor	(Plant Pathology) Krishi Vignan Kendra Tamil Nadu Agricultural University Coimbatore-3 T.N.
18.	Dr. Lakshmi Santha Rajagopal	Principal	Sri Avinashilingam Home Science College for Women Coimbatore - 641 043
19.	Mrs. Leila Diraviam	Member, Rural Development Committee, YWCA, Member, Citizens Forum Member, Indo American Association	135, Chamiers Road, Madras - 600 035
20.	Dr. (Mrs) Mangai Subbiah	Head of the Department of Home Science	Queen Mary's College Madras - 600 004 T.N.
21.	Sr. Mary Francis	Professor and Head	Department of Home Science Fatima College, Mary Land Madurai - 625 004 T.N.

S.No.	Name	Designation	Address
22.	Mrs. Mary Mathews	Professor	Department of Home Science J.B A.S Women's College Madras 600 018 T.N.
23.	Dr. (Mrs) Nirmala Thyagarajan	Principal	Sri Meenakshi Government College for Women Madurai 625 002 T.N.
24.	Dr. (Mrs) Parvathi Easwaran	Professor and Head	Department of Food Service Management and Dietetics Sri Avinashilingam Home Science College Coimbatore - 641 043
25.	Sr. Phyllis	Principal	Holy Cross Home Science College Tuticorin T.N.
26.	Dr. (Ms) R. Raji	Professor and Head	Department of Textiles and Clothing, Sri Avinashilingam Home Science College Coimbatore-d41 043 T.N.
27.	Mrs. V. Samala Devi	Professor of Home Science	Sri Sarada College Salem - 16 T.N.

S.No.	Name	Designation	Address
28.	Mrs. Sheela Ramachandran	Asst. Professor and Head of the Department of Nutrition	P.S.G. College of Arts and Science Peelamedu - 641 014 Coimbatore, T.N.
29.	Dr. S. Sithalakshmi	Professor and Head	Department of Home Science Extension Education Sri Avinashilingam Home Science College, Coimbatore-43 T.N.
30.	Mrs. S.P. Sugirthavathi	Additional Professor of Home Science	Queen Mary's College Madras - 600 004 T.N.
31.	Dr. (Mrs) Usha Chandrasekhar	Professor and Head	Department of Foods and Nutrition, Sri Avinashilingam Home Science College for Women Coimbatore-641 043
32.	Dr. (Mrs) Vijayalakshmi Purushothaman	U.G. Professor	Department of Foods and Nutrition, Sri Avinashilingam Home Science College for Women Coimbatore - 641 043 T.N.

S.No.	Name	Designation	Address
	Union Territory of Pondicherry and Goa		
33.	Mrs. Kumuda Satagopan	Professor and Head	Department of Home Science Bharathidasan Government College for Women Pondicherry - 605 003
34.	Mrs. Lobo Sardesai	President, AIWC (Goa Branch)	AIWC Jubilee College of Home Sciences, Panaji, Goa - 403 001.

Faculty

The faculty for the training included :

Director : Dr. Rajammal P. Devadas
M.A., M.Sc., Ph.D. (Ohio State)
D.Sc. (Madras)
Director
Sri Avinashilingam Home Science
College for Women
Coimbatore - 641 043

Deputy Director : Dr. (Mrs) Godavari Kamalanathan
Deputy Director
Sri Avinashilingam Home Science
College for Women
Coimbatore - 641 043

Resource Persons

1. Mrs. C.P. Sujaya, IAS
Joint Secretary
Department of Women and Child
Development
Ministry of Human Resource
Development
Government of India
New Delhi - 110 001

2. Dr. Zarina Bhatty
USAID/WID Officer
American Embassy, New Delhi

3. Dr. Nandhini Azad
Consultant
Department of Women and Child
Development
Government of India, New Delhi

4. Dr. Kamalini Bansali
Vice Chancellor
Smt. Nathibai Damodar Thackersay
Women's University
1, Nathibai Thackersay Road
Bombay - 400 020

5. Dr B L. Amla
Director
CFTRI, Mysore - 2

6. Dr. Usha Chandrasekhar
Professor and Head
Sri Avinashilingam Home Science
College
Coimbatore - 641 043

7. Mrs. Pankajakshi Subbaiyan
Member
State Social Welfare Board

8. Mrs. Leila Diraviam
YWCA, Madras

9. Dr. K. Chandrasekhar
Senior Faculty Member
Southern India Banks
Staff Training College Coimbatore

10. Dr. V. Subramaniam
A.C. College of Technology
Guindy, Madras

11. Dr. Jyothi Trivedi
Member
Governing Council, SNDT University
Bombay

12. Dr. B.S. Narasinga Rao
Director
National Institute of Nutrition
Hyderabad

13. Dr. R. Subbian
    Vice - Chancellor
    Bharathiar University, Coimbatore

14. Dr. M. Aram
    Member
    University Grants Commission
    New Delhi

Inauguration of the Programme

The training programme was formerly inaugurated by Mrs. C.P. Sujaya, IAS, Joint Secretary, Department of Women and Child Development, Ministry of Human Resource Development, Government of India, New Delhi on 2nd April, 1987 at 11-00 a.m.

Dr Rajammal P. Devadas, the Director of the programme in her Presidential address, outlined the need for the training programme for Home Scientists, tracing the background of Home Science education in the country and the changing trends, the potentialities of trained Home Scientists and the need for gearing the Home Science curriculum to meet the challenges of the nation She emphasized the need for Home Scientists to take up responsibilities of working towards the total development of women and children through effective management of various programmes for women and children.

Objectives :

The following objectives were set for the course to :

1. Orient the Professors / Heads of the Departments in Home Science to the programmes available for the development of women and children
2. Help the members understand the Systems Approach in the management of women and children's programmes and apply management principles in activities planned for women and children.

3. Understand the problems of home makers particularly those living below the poverty line in the rural and urban areas, and explore solutions to them.

4. Identify the role of officials and voluntary agencies in promoting development of women and children. How Home Science can collaborate by providing expertise and technical help in development programmes.

5. Explore how to make women's programmes and participation effective ; and to identify appropriate strategies for involving women in various development programmes.

6. Study the feasibility of modifying Home Science Curriculum towards management services specially for women and children and give a thrust to this aspect in the Home Science syllabus.

7. Exchange experiences and share views with counterparts from the different states.

8. Get to know the latest developments in Home Science, communication techniques and technology.

9. Understand role of women in agriculture and small scale industries.

10. Identify areas for future research pertaining to women's development, Fore see effects of Displacement due to mechanisation and modernisation.

11. Identify the linkages Home Science departments should establish in their outreach programmes.

12. Make recommendations regarding actions to be taken to ensure contribution Home Science to women's development.

13. Spell out the training needs in programme functionaries officials and non officials to facilitate women's development.

In her inaugural address Smt. C. P. Sujaya. IAS emphasized the role of the New Education Policy as a tool for the empowerment of women enhancing their status in the society. She stressed the needs for value oriented education, eradicate discrimination of sex in education, innovations in curriculum planning, teaching and involvement of students in field level activities so as to help them realize, appreciate and internalise the felt needs of the underprevileged. She allerted the group on the enormous responsibility on such a group of successful working women and emphasized the expectations from Home Science colleges, which she pointed out to be a strong resource group to aid the Government in realizing the objectives of empowering women and enhancing their status.

In her key note address Dr. Zarina Bhatty, USAID/ WID Officer, American Embassy, New Delhi brought out the beautiful symthesis of home, Home Science education and the women's place in the home - all of which contribute to the status and success of women in the community. She outlined the duties of educated women beyond the fourewalls of their homes and the directions the Home Science curriculum should take, in order to shoulder their responsibilities to meet the growing needs of the nation.

Content of the Training Programme

The aspects dealt within the seven day training programme were :

Role of Home Scientists in women's development management strategies in developing Home Science curricula.

Role of women in safeguarding health and nutrition through Home Science education.

Better management to alleviate the drudgery of women in the home and farm,

Need for adult education.

Home Science as a tool for better development of women and children - need for national goals

Transfer of technology in food management.

Voluntary agencies and their expectations from Home Scientists.

Management through System's Approach

Modern trends in textiles and women's role in consumerism.

Bridging - urban rural chasm.

The Training Programme

Date & Time	Topic/Activity	Speakers/Faculty
2-4-87 (Thursday)		
9-30 a.m.	Registration	
11-00 a.m.	Inaugural Address Need for National Goals and Prospects Role of Women	Smt. C. P. Sujaya, IAS Joint Secretary Dept. of Women and Child Development Ministry of Human Resources Development Government of India New Delhi 110 001
	Keynote address	Dr. Zarina Bhatty USAID/WID Officer New Delhi
	President's Address Objectives of the course	Dr. Rajammal P. Devadas Director of the Course
2-00 p.m.	Experiences of the participants and their expectations from the course	Chairman Dr. Rajammal P. Devadas
4-00 p.m.	Group Discussion	Participants

Date & Time	Topic / Activity	Speakers / Faculty
3-4-87 (Friday)		
9-30 a.m.	Management Strategies in Developing Home Science Curricula.	Dr. Rajammal P. Devadas
3-00 p.m.	Symposium on "How to motivate rural women for full participation in Developmental programmes (Approaches, failures, success)	Chairperson Dr. Rajammal P. Devadas
	Participants	
	1. Nutrition Intervention programmes	Dr. Godavari Kamalanathan Deputy Director Sri Avinashilingam Education Trust Institutions, Coimbatore
	2. Resource Management	Dr. Lakshmi Santa Rajagopal Principal Sri Avinashilingam Home Science College Coimbatore

Date & Time	Topic / Activity	Speakers / Faculty
3-4-87 3 p.m.	3. Income generation activities	Dr. R. Raji Professor and Head, Department of Textiles and Clothing, Sri Avinashilingam Home Science College, Coimbatore
	4. Post harvest Technology	Dr. Usha Chandrasekar Professor and Head, Department of *Foods and Nutrition*, Sri Avinashilingam Home Science College, Coimbatore
	5. Experiences in TINP	Dr. Parvathy Easwaran Professor and Head, Department of Food Service Management, Sri Avinashilingam Home Science College, Coimbatore
	6. Experiences in working with women's groups	Dr. S. Sithalakshmi Professor and Head, Department of Home Science Extension, Sri Avinashilingam Home Science College, Coimbatore

Date & Time	Topic / Activity	Speakers / Faculty
3-4-87 3 p.m.	7. Child care/Development Programmes	Dr. N Jaya Professor and Head, Department of Child Development, Sri Avinashilingam Home Science College, Coimbatore
	8. Experiences of undergraduate students in community service	Dr. Vijayalakshmi Purushothaman Professor Department of Foods & Nutrition Sri Avinashilingam Home Science College Coimbatore.
4-4-87 (Saturday)		
9-30 a.m.	Special Address	Chairman Dr. Rajammal P. Devadas
11-30 a.m.	Thrust of Home Science towards Better Development of Women and Children	Dr. Kamalini Bansali Vice Chancellor Smt. Nathibai Damodar Thackersey University 1, Nathibai Thackersey Road Bombay

Date & Time	Topic / Activity	Speakers / Faculty
11-30 a.m.	Transfer of Technology in Food Management	Chairman Dr. Rajammal P. Devadas Dr. B.L. Amla Director, CFTRI Mysore-2
2-00 p.m.	Extermination of Social evils related to women and children	Chairman Dr. Rajammal P. Devadas
3-00 p.m.	Expectations from Home Scientists by Voluntary agencies	Chairman Mrs. Pankajakshi Subbaiyan Member State Social Welfare Board Mrs. Leila Diraviam YWCA, Madras
5-4-87 (Sunday)		
8-00 a.m.	Visiting places of cultural value	

Date & Time	Topic / Activity	Speakers / Faculty
10-00 a.m. to 12-00 noon	Management through system's approach	Chairman : Dr. G. Kamalanathan Dr. K. Chandrasekhar Senior Faculty Member Southern India Banks Staff Training College Coimbatore
2-00 p.m.	"Early days of Life" "Less Risk Child Birth"	Programme by Food Specialities
4-00 p m.	New Education Policy	Dr. M. Aram Member University Grants Commission, New Delhi
6-4-'87 (Monday)		
9-30 a.m.	Study tour to see the outreach	Dr. G. Kamalanathan
	Programmes for women and children	Dr. Usha Chandrasekhar
7-4-'87 (Tuesday)		
9-30 a.m.	Modern trends in Textiles and Women's Role in Consumerism	Dr. V. Subramanian A.C. College of Technology, Guindy, Madras

Date & Time	Topic / Activity	Speakers / Faculty
11-30 a.m.	Bridging - Urban rural chasm	Dr. Jyothi Trivedi Member Governing Council SNDT University Bombay
2-00 p m.	Role of Women in safeguarding Health and Nutrition through Home Science Education	Dr. B.S. Narasinga Rao, Director National Institute of Nutrition, Hyderabad
3-30 p.m.	Special Lecture	Dr. R. Subbian Vice - Chancellor Bharathiar University, Coimbatore
8-4-'87 (Wednesday)		
9-30 a.m.	Group Discussion and Recommendations	
2-00 p.m.	Concluding Session	Chairman Dr. T.S Avinashilingam

Methods Used

Lectures, discussions, group discussions, screening of video cassettes, display of posters, charts and paper clippings, brain storming and field trips were the methods used. Relevant literatures, papers, books and phamphlets were distributed to the participants for effective learning and participation in discussions.

Group work

The participants discussed in groups the following topic:

1. Relevant researches needed in the area of Women's studies and child development through various branches of Home Science.

2. Recommendations for furthering the developmental activities.

Symposium

A symposium on "How to motivate rural women for full participation in Developmental programme" was conducted in which the participants exposed the group to their experiences, approaches, failures and success through various action programmes they had carried out. The symposia highlighted the need to use appropriate technology to approach rural women, use of media and other relevant literature, total involvement of the women in the programme and the like as having tremendous potential for the success of developmental programmes.

Study Tour

The participants were taken to Vivekanandapuram on to see in action some of the outreach programmes of the institution. They saw some of the income generating activities like making of incenses, how women and family have been enthused to take up making of smokeless chulah and using

them, social forestry water management, involvement in feeding programmes, food conservation and so on. This experience gave the participants ideas on how home scientists can involve themselves in developmental programmes for women and children and for the community in general.

On 6-4-1987, the participants presented a cultural programmes with songs, dramas, dances and the like specially composed with thrust on developmental activities for women and children. The programme highlighted the commitment of the senior home scientists for such developmental activities.

Recommendations

The recommendations which emerged from the seven day's training programmes were :

1. All Home Science institutions need to study their existing curricula for the undergraduate and postgraduate programmes in the context of national and regional goals and emerging needs with special reference to women and children's development and effect the changes needed.

2. All Home Science colleges should adopt the terminologies/nomenclatures suggested by the UGC panel for the different components of Home Science.

3. A forum/consortium consisting of Home Scientists from the southern states and the two Union Territories should be formed. The participants of the training programme on management of development services for women and children will be the core members of the forum to advocate Home Science and to operate as part of the nodal centre to be established at Sri Avinashilingam Home Science College.

4. The main functions of the nodal centre would be to concern itself with issues pertaining to the develop-

ment of women and children and to lobby with the government and other agencies whenever required. It should plan seminars, training programmes, research and publications for the region.

5. It should take up the responsibility of training policies for the multi production of educational materials needed to support the activities in the field of women and child development.

6. Home Science colleges should adopt one or two villages/slums to take up specific projects in to improve the quality of family life.

7. Home Science institutions should involve themselves in training programmes and refresher courses for field level functionaries such as supervisors and Anganwadi workers of ICDS.

8. The nodal centre should help Home Science institutions to evolve specific educational programmes for the development of rural/urban women such as in the area of science and technology and leadership.

9. Home science experts should serve on panels for monitoring development programmes as also serve as consultants for specific services such as evaluation, for the voluntary agencies.

10. Home Science institutions should establish linkages with other organisations and voluntary agencies to facilitate marketing, self employment, water supply, seeds for kitchen gardens, bank loans and the like for the rural and urban poor.

11. In the university set up, resource persons from different disciplines including Home Science should work together to offer integrated services to the community groups, in collaboration with voluntary organisations.

12. Home Science Institutions should creat simple play materials from indigenous materials and make them available to Palwadis.

13. Enrichment component must be introduced in Home Science curriculum such as " Women in India, " "Character building" and Computer in Home Science.

14. Professionalism must be introduced in each specialisation of Home Science such as relevant internship, apprenticeship, field training. workshop experience.

15. While the group appreciates the change of terminology for Home Science, it recommends that the issue be placed at an all India level preferably at the next biennial conference and a national consensus be evolved.

16. Programme Evaluation and Review Technique (PERT) to be used in order to minimize the time factor and do have quick promotion or progress in any of the reasearch projects.

17. JOHARI WINDOW to be followed to have better understanding between employer and employee.

18. Home Science colleges should play an important role in imparting job oriented education to the students in order to make them self dependent.

19. Extension programmes should be based on socio economic development keeping in mind socio cultural values.

20. Home Science education should be treated as crucial for investment for national development and survival.

21. Home Science programmes should intensify the nation-wide effort in Human Resource Development.

22. Grass root level change is essential to cope up with the recent rapid changes brought admit by science and

technology development. The Home Science curriculum should be geared to meet these changes.

23. Home Scientists are to contribute scientific articles to mass media (newspapers and magazines) as a regular feature.

24. Home Science Departments should make an inventory of voluntary agencies in their locality and study their activities.

25. They should prepare simple literature for the consumption of community groups like Women's groups (Mahila Mandrams) and other voluntary agencies, and conduct correspondence courses on topics like balanced diet, child rearing practices ; health.

26. Home Science colleges should establish partnership with selected outstanding well established voluntary organisations, for the conduct of their out-reach programmes.

27. Women and Child Development 'Management' is to be included in Home Science curriculum.

28. All institutions of higher education must have programmes for men about status and role of women in development. Involvement of men in development programmes.

29. Home Science colleges should function as Resource centres for the benefit of the community.

30. Home Science institutions should help in the evaluation of National Adult Education programmes at the impact of functional literacy programmes and non - formal education on women participants.

31. Home Scientists should take up the responsibility of monitoring the various programmes launched under the different schemes.

32. An analytical study on the varied responsibility and roles of Anganwadi workers and how effective they are to be made.

33. All the Home Scientists irrespective of area of specialisation should be exposed to system approach of management.

34. 'Women's Studies' should provide a link between academic community and community at large.

35. Women have a social responsibility and Home Science colleges can help in various ways. (a) setting up laboratery to test adulteration of foods.

36. In order to made obey every student conscious of her/ his role in national development, NSS or CSS should be made compulsory. Home Science Departments can help in charting out programmes for NSS or CSS.

37. Ministry of Human Resource Development should send circulars to Home Science Departments or colleges asking for their help in carrying out / monitoring programmes.

38. Textiles and Clothing graduates need to be appointed as quality control officers, in laundry sections of hospitals and as educators of hospital and hotel staff.

THE NEED FOR TRAINING IN DEVELOPMENT MANAGEMENT FOR HOME SCIENTISTS

Rajammal P. Devadas

Decades of sincere efforts by the early founding leaders, Miss K.M. Myers, Dr. Eleanor D. Mason, Dr. Eleanor Rivette, Miss C.K. Kauselya, Dr. M.M. Mehta, Mrs. Hansaben Mehta, Miss Dorothy Pearson, Dr. Flemmie Kittrel and Mrs. B. Tarabai, gave the foundation for modern Home Science in India. Their efforts were followed up valiantly by the succeeding Presidents of the Home Science Association of India, Dr. Rajammal P. Devadas, Miss M. Adhikari, Dr. Selvie Das, Miss Padmasani Asuri, Dr. Godavari Kamalanathan and currently Dr. Mirnalini Puar, assisted by the Professors and other members of the faculties in the different universities, colleges and institutions. Home Science has thus come a long way to establish itself as a worthy academic discipline and powerful forum for national integration and development.

Beginning with a handful of students and almost no trained Home Science teacher, today a majority of the universities in India offer Home Science at the Bachelor's level through 110 colleges and at the Master's level and above, in nearly 30 institutions. Atleast 10,000 students are enrolled in these colleges. Along with this growth, several national demands and challenges have emerged.

Demand for Extension workers

The Community Development Programme was launched in India on Mahatma Gandhi's birthday October 2, 1952 to bring about planned development of the people, by the people, for the people. Extension was conceived as the method for development. In order to develop all parts of the country

equitably, the country was mapped out into 5100 Community Development Blocks, the Block being the unit of development. A Block consists of around 100 villages and 100,000 population.

For delivering the messages of development with suitable inputs and facilities, a net work of extension workers was conceived at the rate of 1 Block Development Officer, 12 Extension Officers including one Woman Extension Officer, (Mukhya Sevika) and 10 village level extension workers (VIW-Gramsevaks). Within two years of starting the programme, the policy makers realised the need for Village Level Women Extension Workers (VLWW - Gramsevikas) and added two such workers per Block. Immediately the need for training of Women Extension Workers and their trainers arose. Thus became established a chain of Home Science Wings as training centres as parts of Gram Sevak Training Centres, each staffed with a Chief Instructor and two Assistant Instructors in Home Science. The acute problem was where to find these workers? A big demand for training the trainees arose and some leading Home Science Colleges came forward to train them - Lady Irwin College in Delhi, Agricultural Research Institute in Allahabad, M.S. University of Baroda and Sri Avinashilingam Home Science College, Coimbatore.

The demand for women extension workers has continued The Union Ministry of Agriculture established the Directorate of Extension Training with a Joint Director (Training) and subsequently set up four Regional Centres in Calcutta, Bangalore, Bhopal and Delhi. The Lady Irwin College, Allahabad Agricultural Institute, Viharlal College in Calcutta and Sri Avinashilingam Home Science Colleges were encouraged and assisted to set up course leading to B.Sc. and M. Sc. Home Science Extension.

Today the nationwide Integrated Child Development Service (ICDS), Integrated Rural Development Programme

(IRDP), Development of Women and Children in Rural Areas (DWCRA), National Adult Education Programme and (NAEP) other programmes require hundreds of women workers trained in Home Science. All these developments call for gearing Home Science to meet their needs.

Women's Issues and Studies

The Department of Women and Child Development of the Union Ministry of Human Resource Development has broken grounds in many spheres for empowering women. The National Education Policy is committed to educate women for equality. What do these statements mean to Home Scientists? Are Women's Studies part of the Home Science programmes? What aspects of women's problems and issues do they analyse? There is need to go deep into these realities and change the emphases in Home Science.

Income generation and better living

Large numbers of families are living below the poverty line in the urban and rural areas in India. Home Science education needs to help them to augment their income in order to live better and enjoy the benefits of science and technology.

Are the courses in Home Science strong enough to impart the skills necessary to earn money through employment or self-employment? What are the components of better living highlighted by Home Science? Are the courses realistie in terms of being low cost, culture based and capable of immediate application and absorption? Are principles of appropriate technology part of the B.Sc./M.Sc. Home Science courses? Do the Home Scientists help the students to develop a scientific temper and to become weaned from their superstitions and prejudices?

Development thrust

The entire Home Science programme in colleges must have thrust on development of women and children. Development must be total in term of physical, mental, emotional and spiritual parameters. The curricula and approaches need to be examined on this basis and the needed revisions built in.

National integration

National integration is the urgent need of the hour. Of all the disciplines in the University system, Home Science is in a favourable position to promote national integration with its inter-disciplinery, inter-cultural and cosmopolitan dimensions. National integration can be brought about through esthetics, ethics, food, clothing, children and living together, art and housing. All these are integral components of Home Science.

Development management

Training is required in management of development of women and children through various channels, Home Science being important among those.

Hence this training has been planned with the assistance of USAID and the Union Ministry of Human Resource Development, Department of Women and Child Development. It offers a unique opportunity to analyse the existing programmes, revising them where necessary and align them with the thrusts required to lead the nation into the 21st century.

The Government of India has expressed concerns for the national well being and has launched multi sectoral, actions. For example, 'The National Policy on Education; was evolved, after many national debates and discussions in the parliament. After approval by the parliament, the Plan

of Action has initiated. Action has been taken to improve the status of women to the extent, that they would not ask for special reservations and favours but would stand on their own merits, with equal opportunities in all walks of life. The problem of poverty has also received great attention from the Planning Commission.

In this context population is not, regarded as a drag on development, but as a human resource for development. People (population) are the greatest asset. Hence the erstwhile Ministry of Education and Culture has redesignated as the 'Ministry of Human Resource Development.' Under this umbrella, several departments, namely Education, Sports and Youth Affairs, Women and Child Development and Culture, have been brought, each department with a Minister of State, Secretary and Joint Secretaries.

Emergence of the Department of Women and Child Development as the Nodal Department

The Department of Women and Child Development has been designated as the nodal department for all programmes regarding women and children regardless which Ministry/ department is concerned with any specific responsibility. By this arrangement, all departments which are doing something or other for women or children are coordinated by the Department of Women and Child Development. The Departments/Ministries concerned with women and children are, Education, Welfare (for handicapped depressed and backward classes) Rural Development with a large number of special programmes for women, Health. For example, Science and Technology, Law and Environment in the Integrated Rural Development Programme (IRDP), 30 per cent of the beneficiaries must be women. Quite a large number of Anganwadi Workers under the Panchayats are also women. The Ministry of Health is responsible for Maternal and Child Health, (MCH) family planning, nutrition, health education and environmental sanitation. The Department of Science and Technology has

a special committee for women namely 'Science and Technology Committee for Women' which encourages scientists, universities, colleges and research institutions to take science to the rural and urban areas. The Ministry of Law makes laws to project and facilitate women's life. All these are now co-ordinated by the nodal department, namely, Women and Child Development.

Several Councils of the Central Government also deal with programmes for women and children. The Indian Council of Agricultural Research (ICAR) under whose auspices the Krishi Vigyan Kendras (KVKS) function to train farm women and men and the agricultural universities with colleges of Home Science to cater to women, the Indian Council of Medical Research which is the official organ for promoting research programmes pertaining to mother and child health and nutrition. This council has published officially, the 'Nutritional Requirements of Indians.'

Almost all departments have a national policy, derived from the basic studies and findings of research pertaining to the particular subject. The Department of Human Resource Development has released the National Children's Policy. Ministry of Health together in the Ministry of Human Resource Development are finalising the Nutrition Policy.

The Ministry of Human Resource Development has been commissioned to bring all the groups together so that; what they provide for women can filter to those living in the villages and shanty towns. The thrust is on management. A series of Development Management and Training (DMT) programmes have been planned. One of the goals of the present Government is to carry the country into the 21st century with vigour. The Seventh Plan envisaged that the 40 to 50 per cent of the people who were living below the poverty line will be reduced to 10% by 2000 A.D. The Infant Mortality Rate will be reduced from 110 to 60 per 1000 in 2000 A.D. Along with IMR, morbidity rate, brith rate,

death rate and per capita GNP are the Development Indicators. For development to be brought about, techniques of management will have to be applied. Along with the expanding growth of population, transportion, industrialisation and education, new areas have emerged, and each area has become complicated. Therefore, Systems Approach' to management of resources and men is required.

Development Must be Total

Development includes not only increase in percapita income, but something more than creation of wealth and its distribution. It denotes improvements in the Quality of Life or Living, embracing all aspects, education, health protection, housing, sanitation, recreation, security and justice. All these have to reach women and children and prosper them.

In the early Community Development efforts, physical targets and achievements were the main considerations. The human component was overlooked. The human factor must be kept in focus in development programmes. Development has to touch all aspects of human life - physical, material, economic, sociological, mental and spiritual. The task in development is to raise all the people above the poverty line ; give them the minimum needs, and preserve culture and values. The present trends of violence and resistance to work must be overcome for development to take places. The entire machinery of government and voluntary agencies must work together, assessing the resources; programmes, budget and other factors, and bring about development.

It is hoped that this group of senior Home Scientists would find suitable solutions to the problems confronting families in the current times and come out with workable plans to make their programmes meaningful.

ROLE OF HOME SCIENTISTS IN WOMEN'S DEVELOPMENT

C. P. Sujaya

The National Education Policy (NEP) speaks of education as a tool for the empowerment of women a tool for the enhancement of the status for women. It has pointed out that education by itself is not a panacea for all ills. It is the values that we teach that can make education a powerful tool of empowerment.

We are all aware of gender stereotypes. We are aware of gender discrimination which is a strong negative force working against women, as class discrimination and caste discrimination is for the disadvantaged sections of the society. We little realize, the double triple and even multiple types of discrimination that some categories of women have to put up with for example, women in the Scheduled Castes belonging to the agricultural labouring class and the landless class, the artisans, the tribals, the migrants, the wives of male migrants, the urban slum dwellers, the pavement dwellers, all face gender discrimination compounding the other types of discrimination based on caste and class.

How do we see gender discrimination? How do we feel it? Scratch the surface, you will see the affected adversely female - male ratio (not only gender bias), but class bias. A majority of rural women work hard. Yet they are nature? of gender discriminations, reinforced by gender stereo types, promoted through education, through media, through cultural and social norms. The school text books are a fertile breeding ground for such stereotypes. "Where is mother? Mother is in the kitchen. Where is father? Father is in the office." Who are the heroines of Indian womanhood? Those who have upheld the virtues of self abnegation, merging their

personality with their husbands, and submerging all ambitions, desires and thoughts that do not contribute to the husband's the family's and the children's welfare. Obviously, the productive, creative and regenerative role of women is completely ignored.

Stereo typing is found not only in the contents of textbooks, but in the very choice and allocation of subjects and disciplines between men and women. Mathematics and Science, being masculine subjects, Arts and Social Services are feminine subjects. For a moment, think of Russia, forty five per cent of the degree and diploma holders passing out each year from the Russian Universities are women, and the majority of doctors and engineers are women! In India whether you look at general education schools and colleges, or at the Technical Training Institutions such as I.T.I.'s, the polytechnics, the engineering colleges etc., you will find the same sex based division of subjects. This recognition of woman's potential as a production contributor to the nation's economy is the value. that we have to disseminate through the New Educational Policy.

Every institution undergoes a dynamic process of introspection and change. Look at religion! Almost every religion has produced a Martin Luther or Swami Dyanandha. Nothing is static. Today we talk of an alternative society-a nuclear fall out, a war free society with decentralisation of power, taking the place of capital intensive multinational corporation. The Industrial annexure of the west is breaking over.

We also need to realize, appreciate and internalise, what a privileged minority we constitute, Seventy five per cent of school going girls are out of school. Out of 10 girls who enter schools only one or two finish Higher Secondary stage.

The enormous responsibility that a group such as ours carries on its shoulders should make every one feel both humble and proud. We have duty not only to develop and blossom and become successful working women, but also carry out our social responsibilities. A society as ours, is so full of inequalities, where fuedal systems still prevail. Out-reach programmes of educational institutions - such as Home Science are the ideal vehicle.

Home Science Colleges are a complex set of institutions which were once looked upon as some type of finishing schools. Now with Green Revolution and Agriculture Technology, they are seen as part of Agricultural University complexes-Social scientists such as those in child psychology, child nutrition child development are predominent. Some colleges have outreach departments dealing with subjects such as novel energy, sources, science and technology for women, elimination of drudgery and increase of productivity. Home Science Colleges are therefore a very strong resource group to aid the governments in achieving the objectives of empowering women and enhancing their status.

MANAGEMENT STRATEGIES IN DEVELOPING HOME SCIENCE CURRICULA

Rajammal P. Devadas

This is the era of management, systems approach to programmes and computerisation. The advances in science and technology have created the need for applying management techniques in all aspect human endeavour. The management considerations in training the curriculum make us call for assessing the present situation, and base the changes on that analysis.

The considerations which currently influence curriculum development are :

1. Need for updating information
2. Need for being application oriented
3. Cost
4. Workload
5. Staff availability
6. Feed back from past experience.
7. Avoiding overlapping repetition
8. Eligibility for higher studies
9. Conformity with other universities
10. Limitations of space, equipment, library etc.

While these considerations are the realities of the present day efforts in many universities, application of management strategies in curriculum development require the following :

1. Objectives of the course
2. Awareness about the current needs of the students, nation.
3. Utility of the course (job oriented)
4. Development of skills
5. Service orientedness
6. Self reliance
7. Eligibility for higher studies and
8. Freedom from gender bias

Objectives :

The objectives for the undergraduate and post graduate (Home Science) programmes are :

Creating awareness about the national problems, programmes, needs and concientization

Development of values

Preparation for jobs

Preparing the students to be the better members of the family.

Development of scientific temper & technological skill

Ability to cope with the challenges of changes in modern times.

Awareness about the national needs

The current needs of the nation are:

Control of population explosion
Poverty alleviation/income generation
Eradication of illiteracy
Preservation of environment
Raising the health/nutritional status
Eradication of social evils and
National integration

Awareness of the national programmes

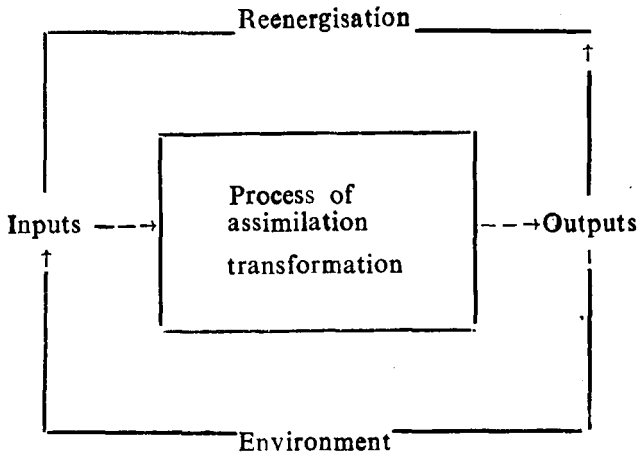
Knowledge of the following is necessary
IRDP
ICDS
TRYSEM
NREP
DWCRA
RLEGP
SFDA/MFAL
Nutritious Meal Programme
Programmes of the Central/State Social Welfare Board

Job orientation

The following areas in the job market require Home Science graduates.
Child Welfare
Nutrition
Adult Education
Community Development
Co-operatives
Dietetics
Textile designing
Interior/Exterior Decoration
Food Preservation
Handicapped Services
Institution management
Business Management

The Systems Approach

With the background given above, the Systems Approach needs to be applied in developing the curriculum.



The Systems Approach

Inputs	-	Objectives Staff (qualification) Laboratry Library Space etc.
Output	-	Fully equipped - changed students
Process	-	Methodology to teach evaluation refers examination
Environment	-	National policies University regulations

Experience gives the feed back for reenergisation.

PROGRAMMES TO ALLEVIATE DRUDGERY AMONG WOMEN

*Nandhini Azad**

Development and Welfare Programmes for Women

Women as a target were originally the clientele of the Ministry of Social Welfare With a combination of programmes for reduction of physical weakness, isolation and vulnerability such as old age/widow pension, working women's hostels, prostitution, vocational education, women as a target were categorized with the handicapped and the minorities. In January, 1985, for the first time 'Women' were emphasized as a special component of a newly formed Department, that is, the Department of Social and Women's Welfare. Women still were linked with minorities, disadvantaged and handicapped clientele. In September, 1985 the pressure of the Nairobi closing decade conference (July, 1985) the awareness generated by it, led to the creation of a separate Department of Women and Child Development. Particular emphasis was on the 'Women's Bureau' (Women and Child Development Department) and its role as a coordination, planning unit and an advocate of women's programmes and consciousness.

Department of Women and Child Development

The Programmes of the Women's Bureau and the Central Social Board (funded through the Bureau) with the outlay in the 7th Plan**

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** The total outlay for women in the Seventh Plan is 2.4 % of the total outlay. This refers to all women focussed schemes and not mixed beneficiary schemes such as IRDP, NREP, RLEGP.

The programmes of the Women's Bureau are listed below:

Women's Bureau

i) Hostels for Working Women (3000 lakhs)

ii) Setting up of employment and income generating production units with the assistance of Norwegian Agency for International Development (Norad).

iii) Women's Training Centres / Institutions for the rehabilitation of Women in Distress (100 lakhs)

iv) Short Stay Homes for Women and Girls (100 lakhs

v) Women's Development Corporations (1600 lakhs)

vi) The scheme of Support to Training and Employment Programmes for Women (STEP) (45 crosess).

The Bureau has also been releasing funds to the **Central Social Welfare Board** for the implementation of the major schemes for the benefit of women as listed below :

i) Socio-economic programme with the objective of providing opportunities for work and wage to needy women such as economically backward, destitutes, widows, deserted and disabled (1950 lakhs)

ii) Condensed courses of education for adult women and vocational training programmes (2500 lakhs).

iii) Training of Rural Women in Public Co-operation (97 lakhs)

iv) Family Counselling Centres

v) Programme of Creches for children of working and ailing mothers/Supplementary Nutrition Programme/ Integrated Pre-school Project / Urban Neighbourhood (5000 lakhs).

vi) and other schemes.

Women's Training Division, NIPCCD

Grass roots, Middle level and Upper level, training in organizing women workers, sectoral employment, management and supervisory are the responsibility of NIPCCD

Description of Programmes

The programmes of the Women's Bureau listed above can be classified as (a) service oriented i.e. welfare programmes b) employment oriented and or integrating women into main stream economic activities. Under the welfare programmes can be discussed Working Women's Hostels, Homes for Women in Distress, Short Stay Homes, Complaint Cell, Monitoring and so forth. Under the employment oriented programmes, two types of programmes can be clearly discerned (i) employment gencration for women as perceived in isolation as a goal (ii) (i) +cognizance of backward/forward linkages and changes in production relations.

Working Women's Hostels

The Women's Bureau runs 380 working women's hostels as of March, 1986. The working women's hostels were in 1985 initiated as a support service in urban area. Since 1985, they are more rural and semi-urban based. At each working women's hostel, day care centres have been attached recently as a new programme activity (towards a more service based and integrated approach).

Homes for women in distress

Their address the issue of dowry, harassed victims, deserted, penniless women. The approach, however, has been to address vulnerability rather than utilise a direct strategy such as employment. The home, however, serves a limited purpose as an alternative residence for women that need boarding and lodging during times of crisis.

Short Stay Homes

There are mainly boarding and lodging centres for women in crisis. The scheme is meant to provide institutional care for detention, treatment, training and ultimate rehabilitation of destitute or abandoned women. Set up by voluntary organizations such as the Association for Social Health in India and Bhartiya Adim Jati Sevak Sangh, each of these homes have a superintendent, psychatrist, medical doctors, case-workers etc. Inmates of the homes are imparted training in some crafts and trades to develop their skills. The inmates are also allowed to join training classes in outside agencies. The Government of India extends 100% financial assistance to the organizations running short - stay homes at the cost of Rs. 1,87,000 per home.

Women's Development Corporations

The Scheme of Women's Development Corporation is a new scheme in the Seventh Five Year Plan. The outlay for the Plan is Rs. 16-00 crores and that for the Annual Plan 1985-86 is Rs. 50-00 lakhs. The Women's Corporations are currently in the States of Gujarat, Maharashtra, Punjab, Andhra Pradesh and Tamil Nadu. These are set-up by the State Governments.

The objective of setting up of the Women's Corporations is to assist the State Governments in promoting women's employment by providing technical and financial assistance.

In the State of Andhra Pradesh, the Women's Development Corporation has a finance facility i.e. the Women's Finance Corporation that provides credit loans to women workers. In Tamil Nadu, the Women's Corporations have an electronics assembly unit, printing press, agricultural extension programme as well as a new scheme for sheep rearing and production in five districts.

Apart from the five Corporations currently, seven more States are to be provided Women's Development Corporations with an additional training input.

The NORAD Employment Schemes

(Non-traditional areas of employment) covers 20 units around the country. Initiated in 1982, its initial goal was to sensitize public sector companies to 'make work place' for women. The objectives are to establish in collaboration with industrial units a scheme which will combine with proper linkages of supply of raw material, quality control, proper supervision and assured market (for women's employment) in the non-traditional activities." The target beneficiaries are Rural poor women, women from weaker sections, war widows, urban slum women and so on. The major aim of employment is to achieve self-reliance on a sustained basis.

Currently, the scheme is being diverted to smaller firms and organizations to whom capital equipment and cash would make a difference. Further trainees are encouraged to initiate production units (and co-operatives) such as electronics and radio assembly. From sensitizng public sector units to employ women, this scheme is now trying to provide women access to means of production. Women's organisations are now running units such as radio and electronic assembly under this scheme.

The most recent of the programmes of Women's Bureau in terms of idealogy/approaches is the Support to Employment Programmes (STEP) initiated in 1986. The Programme intends to integrate women in the eight mainstream employment sectors namely Agriculture, Dairy, Sericulture, Fisheries, Khadi and Village Industries, Handlooms and Handicrafts. The idea is to take the need and context of each state (sectorwise) and create large scale employment programmes for Women such as Dairy in Bihar State, Sericulture in Tamil Nadu State, Fisheries in Karnataka State and soforth. Organization of women has been

visualized as critical to the succees of programme. Involvement of non-governmental agencies for organization of women and utilization of sectoral agencies (such as the National Dairy Development Board) for skill training and overall co-ordination by State Dairy Federations has given the Bihar Women's Dairying Project an integrated and sensitive approach to implementation. STEP has policy implications for Women's Projects in developing countries particularly the implementing of learning process approach programmes in large bureaucracies.

The **Contral Social Welfare Board** (CSWB) draws its funds through the Bureau. In its list of schemes, some changes in approaches and a clear policy change similar to the women's Bureau can be sensed Particularly, the awareness generation camps are now focussed on building local leadership among women. The health/education employment component have been linked to these camps. The other scheme that shows considerable promise are the restricted condensed courses. They now focus clearly on field level functionaries i.e. training creache, nutrition, non - formal education and anganwadi* workers. The approach is clearly to service and co-operate with rural based organizations. The scheme of training of creche workers, also has added a critical input i. e. health practices. This scheme of training workers can be perceived as moving more closer to the multi-purpose worker at the grass roots.

The WWD / Bureau also functions as a complaint cell wherein complaints regarding "Dowry Demands," "Non-transfer of dowry" to the bride on divorce or death, "Dowry deaths" etc. are being dealt with. As a nodal point it has also become imminent for the WWD Bureau for taking up various types of grievances such as non - implementation of some social legislations enacted for providing equal status to and protection of women etc There are other miscellaneous categories of complaints such as non - compliance of policy decisions,

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* Integrated Child Development Workers

guideliness or instructions relating to posting of husband and wife at the same station by Government, Public Sector Undertakings, non-implementation of Equal Remuneration Act or provision relating to maternity leave, bigamy committed by permanent employees violating the provisions of the conduct rulers, cruelty towards wife, desertion Act or provision relating to maternity leave, bigamy committed by permanent employees etc. The Bureau has had to prevail on the concerned Ministry/ Department to finalize policy decisions arising from the above mentioned issues i. e. guidelines regarding maternity leave irrespective of the marital status of the women concerned were issued when the matter was taken up by this Department.

The monitoring cell of the Women's Bureau was set up in 1985 and is to monitor 27 programmes for women in 8-10 departments such as the Department of Education, health and Family Welfare, Social Welfare (HRD), Rural Development, Agriculture, Labour and so on. The emphasis has been on reviewing targets and in assessing the quality of services (motivation, training and self-esteem). The Monitoring Cell will soon have technological inputs to facilitate its activities through computers, terminals and quality based studies. Currently, the Monitoring Cell is to review and update the Status of Women, report create booklets for planners on women and development, prepare a directory of institutions and agencies dealing with women's employment, training as well as bibliography of resources on women. These are part of the activities agreed to by India under the SAARC calender of activities for women in development. The Monitoring Cell will also develop a Management Information System for Women's Programmes as part of its activities.

The Women's Division, NIPCCD

The newly set up **Women's Division at NIPCCD** is proposed to undertake a training package and will be a focal point for training activities of women under STEP. In September, 1986 a women's Division has been set up in NIPCCD

as an autonomous National Institute under the Department of Women and Child Development which is a nodal department in the Government of India on women's development needs a professional body which can, under the Department's overall direction, promote women's development through training and other services. The types of training the Division will generate are :

I. Grass roots Training for Women

a) Skill in sectoral employment (dairying, sericulture agriculture, fisheries, handlooms, handicrafts and so on).

b) Training in organization / mobilization / leadership skills to women (into collectives, mahila mandals, credit groups and other units).

c) Training in legal/functional literacy

d) Training in accounting/book keeping and relevant skills

e) Training in co-operative consciousness / consumer protection.

II. Middle Level Training Programme

a) Training in planning/project formulation/appraisal

b) Training in management/administration/personnel/ fiscal management

c) Training in project evaluation / participatory evaluation/monitoring systems.

d) Training in marketing feasibility.

e) Training NGOs / Government functionaries in developing planning for women.

BRIDGING URBAN - RURAL CHASM
- Through Home Science

*Jyothi Trivedi**

What is Home Science? One cannot consider Home Science merely as a Domestic Science. Home Science is like a home which is a reflection of the society in which that particular system works or people stay. Home Science means the family. Home Management is one aspect which really is like managing a state, managing a government, managing an institution. The other very important aspect is the professional aspect. In each period of home science you will find the chasm. How to bridge it becomes really a challenge. Great effort and imagination is necessary and now it is imperative that we go ahead and do that.

Let us now say since management of urban development services in bridging the rural of urban chasm, we should speak a little about management. We are supposed to manage this programme or effort where you are going to make for rural development which will become in all field's progressess. We are developing the rural areas in health, economic generation, education and preventing migration, we will restrict ourselves to what home science inputs should be. When we want to manage anything, we must know our objectives. Objective must be clearly laid out before we enter into any field. We must have some sort of data such as geographical, the socio-economic strata of the people who live in, their occupation, climatic condition, availability of water etc. before we start with any developmental programme. Then regarding energy, whether it is dependent on forest fuel or whether it is dependent upon oil and kerosine or it is dependent upon solor energy, biogas, all these are the inputs which

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we want to change in bridging the gap. We should also know what are the agencies that are working in the area. We must make use of those agencies because they are our communication links. We must know the district planning of our rural area. Before we even start planning we must have a correct data other thing is the infrastructure.

To day we have primary schools and primary health centre all over the country. For primary schools you need operation black board. Why has the operation black board become necessary? Why have you not able to retain the children in the main stream? Why have you not got teachers to do it? Why have you not trained up the local people to sufficient education to impart this? In a outshell we must be sure of the infrastructure available. Then we know the objective is to develop a particular area is all fields of Home Science. We have to have some sort of a survey and develop a personal rapport with the local community and find out their needs Human resources are very essential. We need expertise to train them up as well as to put the inputs in the training. Then in budgeting it has to be very realistic and there must be in built flexibility. Then the time management should be proper. We must try to achieve our objectives within the specified time. Then of course, field work, and evaluation.

Energy in rural areas

Why have we not been able to devise something which is simple, which can be used by either by a group of household or for the whole village. Solar cooker is no use because it takes up too much money and doesn't achieve. We must develop the spirit of co-operative system. The other thing is biogas. When I say biogas I do not mean only the wastage from animal, manure, green wastage, but I mean human wastage It is a perrenial source it has renewable energy. If we can have a small thing for 1 or 2 households in a village, we can really solve the food problems. Problems of water, and problems of manure.

Education at primary level and adult level. How can the children be made to develop talents? Proper training should be given to balwadi workers, anganwadi workers to impart this coming to nutrition aspect, How can we improve the nutritional status of the people in a child and the mother. In almost all states there is provision of supplementary meals. At +2 stage if we can develop the nutritionists to go the villages to impart antenatal health care to the mother. We can improve the health and hygiene, nutritional status of the community to certain extent.

Another food and nutrition domain is the fast food, the instant food, the mass made food. Whether these programmes be more effective? Whether the children have complaints? One things leads to another. Adult education for literary, functional literacy and much more for health concept, textile concept, agricultural concept, are one aspect. The role of Home Science people who are going to bridge the gap is that they should make the rural people aware of the available facilities from agencies like banks, marketing channels etc. The rural folks should be trained to do so. They must have the channel of information open. It is the job of Home Scientists to train them up to get all these things on a continous basis. Family resource management is one of the components of Home Science. In the urban set up, it is very easy to manage your house, where all the gadgets like grinder, mixie are available. Whereas in the rural areas there is nothing. We have to really find out what sort of applied technology you are going to bring them. Since we want to make Home Science a professional course, we should not have this cafetaria approach. Those people who are coming from arts stream must take up child development, extension education and those who come from science stream should take up textiles & clothing, dietetics and so on. Family resource management is actually a workshop where they put this applied technology and nearly collaborate with the Engineering departments of the universities. The curriculam has to be changed to include practical component so that it will open the eyes of the students as to what are the realities.

NEED FOR NATIONAL GOALS AND PROSPECTS - ROLE OF HOME SCIENCE

*Dr. Kamalini Bansali**

National Goals

On the basis of the review of the previous plan activities, new national goals are initiated. The plan outlines the nation's objectives and priorities for the next five years within a longer term perspective of economic and social development embodying the aspirations of people and commitment of Government to achieve them.

The Seventh Plan seeks to maintain the momentum of growth in economy and removing poverty. The plan also aims to make India a modern technologically progressive economy with expanding capacity to provide the basic material for well being of the people.

Agriculture remains the core the country's economy. Indian industry is highly diversified. Anti-poverty programmes will be strengthened by restructuring the programmes for more effective implementation. Policies and programmes in education, health and welfare would be restructured to improve the quality of life of the people.

The human factor is given a high priority in this plan and a major thrust of the Plan is human resource development.

The Seventh Plan is set within a perspective of 15 years the objective being to create conditions for self-sustaining growth and satisfying the basic needs of the people in terms

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of food, clothing and shelter, the attainment of universal education and health for all and near full employment by the year 2000. The thrusts of the Seventh Plan under a long term strategy are to establish a modern, efficient, progressive and human economy.

The National Policy on Education 1986 in its document, Programme of Action, provides an indication of the nature of actions which will be needed to implement the directions of the policy and offers a broad strategy.

The Twenty Point Programme of 1986 also highlights national priorities and is a plan for the poor within the objectives of the Seventh Plan. The programme renews the nation's commitment to :

- eradicating poverty
- raising productivity
- reducing income inequalities
- removing social and economic disparities and improving the quality of life.

We will have to bear these national goals in mind while discussing the role of Home Science. Since the general theme of the workshop relates to women and children, I will restrict myself to goals and prospects mainly in relation to Women and Children, that is broadly revolving around welfare programmes and schemes related to social welfare and nutrition, women's welfare and socio-economic programmes for women, child welfare, science and technology, poverty alleviation programmes, health, employment and rural welfare.

If we analyse these three documents, the common strain is on welfare, poverty alleviation, human resource development with a view to enriching quality of life through education, health programmes, economic development and employment schemes, demographic aspects and so on.

Before we discuss the role of Home Science in the context of national goals and prospects, let us review the status of women, children and Home Science as it exists towards the turn of this century.

The principle of gender equality is accepted by the constitution of India which provides for equal rights and privileges for men and women and makes special provisions help women raise their status. Inspite of the various social enactments to remove the constraints, women have lagged behind men in different spheres, specially in education, and more effective strategies need to be diagnosed for realisation of the above principle. In fact the position of women in India represents a contradiction. On the one hand, women are visible in position of power and resource base and on the other hand, the great mass of women are illiterate, powerless and vulnerable. In reality, they are underprivileged in all spheres. The female literrate has consistently been lower in rural as well as urban sectors. The 1981 census reveals that in rural areas, where 77 percentage of the female population lives, women's literacy rate is only 18 per cent against, the urban literacy rate of 47.8 per cent, the overall literacy rate of females being 24.8 per cent.

The health problem of women is another crucial area not given required attention. Due to a patriarchal order, women are confined with in an oppressive environment. Differences are frequently noted between health and nutritional status of men and women. Nutritional surveys have indicated high rates of inadequancies among females compared to males. Female infants and children are subject to neglect in respect of nutrition and health care. Maternal mortality continues to be high. A number of studies have indicated that a large number of children suffer from malnutrition to which the mother's poor health contributes to a great extent. Anaemia among rural women is estimated to be as high as 60-80 per cent leading to low birth weight among babies and a high incidence of premature neo natal mortality.

The age of marriage has severe consequences on the health status. Raising the age of marriage has led to decline in fertility rate in several states. The shift is from the age group 15 to 19 to 20 to 24. Higher the average age of marriage, better the mother and child care. Kerala is an example of this benefit. It has the highest average age of marriage and lowest infant mortality rate, low overall mortality rate, highest expectation of life at birth and lowest birth rate. Whereas Rajasthan which has a low average age of marriage has high infant mortality rate high overall mortality rate, low expectations of life at birth and a high birth rate. Education plays an important role in this matter.

The high rate of population growth is having a detrimental effect on quality of environment. Nearly 44 percent of the rural population do not have access to safe drinking water. Over 99 percent are without basic sanitary facilities. This in turn leads to a disparity between the rural and urban areas which is clear from the difference in the rural-urban infant mortality rate which is 113 for rural areas and 66 for the urban areas.

The legal reform, education and political rights, the three instruments which can be used to realise women's right to equality failed to benefit large masses of women affected by problems of poverty, powerlessness, over - work and illiteracy and Indian Women continue to suffer from economic and social discrimination.

The above overview indicates that the priorities which deserve attention with reference to women and girls are : 100 percent school enrolment, pushing the age of marriage beyond 18 years, giving opportunities for skill formation training and employment of girls, including the small family norm, specially in the younger generation and rapid decline in infant mortality.

If we examine the status of the female child in India, the quality of stimulation the child received is minimum

particularly because of the low level of education of parents, the adult literacy rate being only 36 percent and with an even lower female literacy, which is only 24.8 percent. These factors certainly affect the development of the child and come in the way of his realising the full potential.

The rate of development is most rapid in the early years of life. It is during these years the child learns to deal with his environment and satisfy his basic needs. The nurturing experiences the infant receives in the early year of his life serve as the foundation for his subsequent learning and social relationships. Environmental effects have the greatest effect on the child during periods of rapid development. Therefore, enrichment and deprivations during the early years of life will be particularly vital so far as later development is concerned. Early years are thus crucial years for the development of the child and each child needs an experientially rich environ ment for his optimum development.

India is really no stranger to Home Science. In ancient times, girls were educated in the science of building the home and the duties and responsibilities of women in their different roles have been described in the vedas and puranas.

The development of Home Science Education in India as a regular subject of study started in the early part of the 20th century but the first faculty of Home Science at Baroda was established in 1950. Thus Home Science developed in India in two streams - the simple Home Science which existed since long and the modern Home Science or professional Home Science which developed recently from the time Home Science Colleges were established.

Home Science to-day takes a value position regarding the importance of the family and creating a better quality of life for all people as its contents aim at overall improvement

of family life. Early Home Science did not pay adequate attention to the " Whole " family life and the reciprocal relationship between man and his environment. Subject areas like Child Development, Home Management, etc. were developed as distinct entities. Current global concerns have given broader conceptions to relationship which is related to development of human beings with the environment through foods and nutrition, family resource management, clothing and extension education.

Home Science has played and can play a very effective role in the area of women and children because home scientists approach is multi-sided.

Home Science education helps to build knowledge, skills and techniques for self advancement and for attaining a high standard of living. In fact its goal is enriched living, which includes every aspect of life.

Role of Home Science

Within the above parameters what is the role of Home Science in the context of present national goals?

Women's Equality and welfare

As the women's decade advanced, new issues have been identified that make women's equal development far more complex. It cannot be a one way process of benefit from Government. It has to be a combination of strategies that empower women to articulate their needs and aspirations. If Women have to achieve equality of opportunity and status, the role of education will be to stimulate the minds of men and women, so that they question why inequalities exist and women have to play a crucial role in this social revolution.

Thus programmes must be planned to inculcate confidence among women and bring about an awareness of their own potential for development as also of their rights and development.

Those women who utilise their education in the work force share the universal burden of double work. Education in Science and Technology must lead towards reducing the drugery in women's work to enable them to enjoy leisure.

Appropriate technology for women needs to be developed and adequate orientation must be given for use of smokeless chulahs, use of solar cookers, bio-gas plants and devices for improvement of water purification system. For rural women, general technologies have to be introduced in agriculture, transplantation, post harvest activities, fish processing, pearl culture, weaving and so on. Home Science Extension Education programme can achieve much of this.

A significant outcome of the policy debates on women's education and rights is a shift in recognition from viewing women as targets of welfare policies in the social sector to their emergence as critical groups for development. Areas of concern in respect of women are extended to fuller permission in individual economic development covering agriculture, rural development, land rights, access to train and investment and so on.

Other important developments are explosion of information about the "invisible" woman and growth of organised articulation of women's problems by social organisations and the support they have been able to enlist.

During the women's decade, there has been a process of evolution regarding the concept of development. Before the decade, development stood for marginal welfare programmes. This marginal position can no longer be justified. The approach now is multi sectoral, giving opportunities to women to be participants in development programmes in core sector like education, health, employment, agricultnral, rural development.

Inclusion of subjects dealing with the gender aspect in the Home Science curriculum is important. (Ref : S.N.D.T. Curriculum - Women in India),

Child Welfare

ICDS programmes which offer integrated packages of early childhood services have made a dent in the system. In Home Science institutions are involved in supervising the programmes, the quality would improve as they have the know-how for the purpose. The ICDS will soon have a new scheme for young illiterate women known as women's Integrated Learning for Life (WILL), the target group being women between 11-25 years. The objectives of the programme would include removal of illiteracy, promotion of health, hygiene, nutrition, family planning and civic awareness.

Health

Home Science Education with its inter - disciplinary gearing towards all aspects concerning a family has an important role to play in the area of health through conducting studies and researches, formulating schemes of nutritional diet for children, pregnant and nursing mothers and developing health consciousness programmes, preparing brochures so as to lay greater emphasis on preventive, promotional and curative aspects of health.

Family Life

Several goals at national level for welfare activities are laid down. Goals related to family life should also be established to meet some of the following needs :

- To develop hobbies
- To develop ability to utilise spare time for recreation with family members or without them.
- To create awareness for physical fitness
- To appreciate the country's culture and history

Social Welfare

During the decade, there has been an increasing trend of women's organisations taking up developmental activities among rural women and poor women in urban areas. Such activities now focus more on employment generation rather than exclusively on health, welfare and educational efforts and Government programmes in welfare sectors have greatly helped in generating vast employment opportunities for women.

The objective of such programmes should be to raise the economic status of women, in order to bring them into mainstream of national development. Simultaneously, this would inculcate confidence among them and make them aware of their potential for development of rights and privileges.

Science and Technology

Developing countries have relatively poor scientific and technical capacities at their disposal. The main issue thus connected with the utility of Science and Technology as a too, to speed up development of developing countries is, therefore transfer of technology and choice of technology.

Involvement of women in this process should be much stronger so that they understand scientific and technological innovations as this enables them to influence the general social attitudes towards technological change. The Department of Science and Technology started a scheme on ' Science and Technology for women' to improve the life and status of women by reducing drudgery, providing opportunities for income generation, improving their health, sanitation, environmental conditions and so on. The project includes research and development, surveys, field trials and demonstration of technologies and training programmes. Some of the areas where such technologies are available are food and food products, household machinery and equipment, minimum needs of people, energy and fuel saving appliances improved chulas and so on.

Role of Home Science in this area is crucial in undertaking tudies and developing training programmes. Students can also prepare profiles of trades and services which would help in identification of specific tasks.

Employment

Several progressive measures have been undertaken towards improving women's access to employment since this would lead to women's integration into development. More and more women are diversifying their roles by acquiring economic occupations.

The Government of India will shortly launch a major women's welfare programme aimed at widening employment opportunities to be known as STEP - Support to Employment Progromme. It will take up action projects in primary employs ment sectors and would network women producers, extension-workers and grassroot organisations.

There are other schemes, namely, IRDP, NREP, BLEGP, TRYSEM, etc. going on in this area geared towards employ-ment.

The faculty and students of Home Science can contribute towards monitoring such programme, teach the necessary skills, continuously go on updating them and give general guidance

Rural Thrusts and Non-formal Programmes

Home Science is integrated with community development and identified with rural development.

Extension Education Departments of Home Science Colleges are involved in several community and development programmes and action research. (Lonavla and Udwada Projects). Students can be involved in non-formal and adult. education programmes.

Research

Home Science institutions for a number of years have undertaken major researches and studies which add to knowledge and give new findings to strengthen the field of Home Science. A number of action researches are also undertaken. (Research Profiles - Child Nutrition Project).

In the above address, an attempt has been made to touch some of the aspects from the several, dealing with Home Science in relation to national goals. In summary, Home Science has great potentialities to contribute to national programmes covering employment, education, health, nutrition application of science and technology, income generating activities and related aspects making use of the human resources namely teachers, students and technical know how for information dissemination, training/retraining and research activities. Universities can also establish partnership with voluntary organisations and development agencies of the Government. An important intervention would be a mediating role between development programmes and people at grassroot level.

Home Science Colleges should also undertake an exercise to prepare lists of ongoing projects/schemes for circulation to others.

Through this involvement, home scientists can aim at :

- Preparing for better quality of life
- Giving skills and traning
- Helping in building up healthy lives
- Improving existing schemes of women welfare, social welfare and child welfare

The challenge has to be met :

- By adapting to rural needs
- Opening the programme to both the genders so that the programme is not considered women's programme.
- Reducing disparities and inequalities observed in the discussion
- Restructuring and updating curriculum
- Making Home Science more professional
- Establishing new national goals related to family life

SYMPOSIUM ON HOW TO MOTIVATE RURAL WOMEN FOR FULL PARTICIPATION IN DEVELOPMENTAL PROGRAMMES

* *Rajammal P. Devadas*
** *Godavari Kamalanathan*

1. Introduction of Approaches, failures, success :

The objective of the health intervention programmes is to effect changes for the better in health status of the target groups is their knowledge, awareness and practices with regard to health and nutrition. Intervention programmes should never be interference, imposition or disintergration. Those who undertake intervention projects have to keep in view the traditions which have moulded the women in the Community rural or urban The rich cultural heritage and literature of India show that certain norms are expected of women and have been imposed on women from ancient times. There is a lovely poem in ' Nattrnai ', (poems written around 2500 years back) where a mother says, "My daughter would not constance milk and rice even with honey to my home and always needed persuasion. Now she is married. She accepts her husbands way of life and obeys him and lives harmoniously". The point to note here is that the daughter had all the freedom in her home but obeyed her husband. This tradition is being carried on even today. Hence teaching of nutrition needs to take this into account. Another one literature, " Nannool, " gives a dictim that certain people are not be to be taught. They are :

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1. The drunkards
2. Those who give time to gambling
3. The Lazy
4. Those who take to low pleasure
5. Those who only theorise
6. Those with in durable disease
7. Those who think too high of themselves
8. Those who get angry
9. Those are impoverished of culture
10. Those who do not have knowledge not respect for traditional books and
11. Those who do not fear the thing to be feared and are liars.

Yet in the present day, it is these people who need training, who need education. Hence, the teacher should be such that "He has high standards and ethical principles, good teaching, deeply educated, capable of explaining well, imparting, with a heart soft like flower, wisdom of the world also, as defined in 'Nannool.'

These ideas are to be kept in mind, while undertaking education / intervention programmes. The teaching - learning situation can be explained thus'. Suppose one has much information packed with details, and tries to give all of it in one dose to a group, it will be like dropping a stone in a cup of water. The stone sinks but is kept as such does not interfere with the water. Just cursery lectures are a small plastic tube in a cup of water. It floats, and does not even get wet !

Real training or intervention programme is to have the knowledge prepared suitably in an assimitable form. It needs constant stirring i.e. response and reaction. Highly powdered

salt dissolves inmakes quickly. So also well planned information is imbibed well. A drop of ink goes into the water immediately. Such should be the mode of education/training.

Experience, shows that rural women have many plus points. Look for them, be sensitive about them at appreciate them while teaching them.

The approaches must be :

1. First contact the local leaders and with their help approach the village women.

2. The Balasevikas in these areas have certain status. Introduce yourselves to them.

3. To create rapport make frequent visits to each house.

4. At every one must and appreciate the positive features of the home.

5. Hold interviews with individual mothers allowing her to talk to elicit information, this purpose visit each house atleast three times to gather and get house answers.

6. Avoid material incentive. But medical help through medical doctor is given to the mothers and children and to distribute medicines.

7. Hold group discussions with 4 or 5 women, and discuss general subjects were discussed. Discuss the importance of family welfare, breast feeding nutrition, environmental sanitation, good health and disease.

8. Screen films regarding breast feeding, nutrition, family planning, sanitation, diseases as mass communication.

9. After motivating the target persons through these step discussions, their nutritional problems.

   While suggesting solutions equip some belief, for example Papaya will lead to abortion not be changed. Leave it as such and for the time being and go in for substitute foods.

Generally, male children are better fed than the female children because of the belief that a girl if given rich food comes of age and starts menstruating earlier, and at that time she needs vigilance and protection while getting her married. To change this belief, will take a long time.

In a traditional setting, women are so dependent on their sons for immediate status and the future. Hence utilise the sence, of the village youngsters for these programmes.

MOTIVATING WOMEN TO PARTICIPATE IN NUTRITION PROGRAMMES - EXPERIENCES WITH Tamil Nadu Integrated Nutrition Programme

* *Parvathi Easwaran*

The Tamil Nadu Integrated Nutrition Project (TINP) is a programme undertaken by the Department of Social Welfare, Government of Tamil Nadu and the World Bank. The programme is being implemented in six districts of Tamil Nadu after the success story in the pilot block, Kottampatti. There are 9000 Community Nutrition Centres, one centre for every 1000 population. Each centre has a Community Nutrition Worker, who is the grass root level worker. She has to motivate the women to participate fully in the programme. The critera in the selection of the CNW was that she should be from the same village and should be a mother, so that her approaches would be realistic when she carries out her job functions.

The beneficiaries of this programme were young children, 6-36 months old, and pregnant and nursing mothers.

Approaches adopted

1. The first step was to organise a meeting with the village leaders, school headmasters, and convenors of the Mahila Mandals to brief them about the programme. The Taluk Project Nutrition Officer conducted this meeting. The responses from the village in TINP were encouraging.

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2. The CNW went door to door explaining the programme to mothers, activities in the centre such as weight taking, food supplements, and nutrition education. The after was spent for house visits by the CNW once the programme was launched.

3. Films were screened in the village based on the essential aspects of TINP which were centered around the followlng messages.

   a. Weigh your child every month
   b. Breast feed your child as long as possible
   c. Start supplementary foods from the 4 months onwards,
   d. Increase quantities of food given to your preschool child.
   e. Oral Rehydration when needed,
   f. Vitamin A massive doses,
   g. Deworm your child.

There was an incentive for the mothers in TINP to participate in the programme, namely, a food supplement based on a cereal pulse combination, for 90 days.

The response from the mothers was encouraging to the tune of 90 percent. The non-responsive group was contacted through the other functionaries in the programme, namely, the supervisors and Instructresses. When such approaches did not bring forth the desired results, the following approaches were tried.

1. The women who were in the programme were requested to motivate the mothers, pointing out the beneficial aspects such is the progress in the growth of children in terms of weight Case studies were also presented.

2. Women's working groups were formed by the mothers who were participating in the programme. There were 20-25 members in each of these groups. They conducted meetings once in a month for the women in the village bringing out the various aspects of the TINP, with case studies of their own children. They cited examples such as, "When you buy food articles, you are particular about the correct weight, should you not know the weight your child every month, and know where he is in the growth chart."

3. 'Mother's week' was conducted once a month. The morning session was devoted for the functionaries of the programme to understand the view points of the mothers about the programme. In the afternoon the mothers were motivated to speak about atleast one message of the programme. About 20-25 mothers participated in this programme in each village.

The attendance in these meetings was encouraging. TINP has one communication wing. It has prepared films based on the salient messages of the TINP. The film media was very powerful in that in the villages, the rural mothers, children, men and women enjoyed the films. The messages given in the films were remembered very well by all. In one evaluation visit the training faculty made, they found school children narrating the preparation of Oral Rehydration solution, indicating the different steps correctly.

The other striking points were the dynamism of the women's working groups and the impact of the Mother's week. The mothers who were observers in these meetings in their casual conversation mentioned that they were motivated by the fact that when their counterparts in their own village knew so many things, why not we also?

In TINP, unlike in other forwading programmes supplementary west feeding 90 days and when the children registered the necessary weight gain over that period, they were 'graduated' from the programme. From there on, the CNW tohad follow up, imparting nutrition education to the mothers and took the weights of the children gradually monthly, till the child was 36 months old. The mothers at this point were so motivated that they wanted to know the ingredients in the food supplement given in TINP for 90 days and wanted to learn the method of preparting it at home level. Now these mothers are making their own cereal pulse combinations at home.

In TINP, the motivation came primarily from the dynamic CNW. The training aspect of the CNW was so structured, to equip her fully to carry out her job functions in the field effectively. Hence in any programme, the grass root level workers should be motivated rightly and trained adequatly to make the programme successful.

2. INCOME GENERATION

* *R. Raji*

Women are employed in textiles, electronics, agri-business, sericulture and in many other spheres because they are willing to work for long hours for low wages. More than 70 per cent of the work force in government units happen to be women. The socio economic programme of the Central Social Welfare Board provides grants for entrepreneurs to enroll themselves for organising production units. Based on this a production unit in garments was organised in the campus of Sri Avinashilingam Trust in January 1982. At the initial stage five candidates were employed with an instructress. All types of garments were made in the unit, Preference was given for women and children's wear, repair and renovation. The busy period happened to be between June to September, October to January of the year. due to festive occasions and the demands for new clothing items. The slack period happened to be from February to May when the candidates made readymade items for future sales.

The outcomes of running the production unit revealed the following information.

The income earning capacity of an average worker happened to be around Rs 75 per month in 1982-83 and Rs. 150 per month in 1986-87, when there are full orders.

The part time candidates earned 35-50 per month in 1982-83 and Rs. 50-75, in 1986-87.

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The production unit helps in :

1. Providing employment opportunities to needy women during leisure time.
2. Cater to the requirements of the neighbourhood.
3. Works with K.V.I.C., N.T.C.
4. Can serve as model units
5. Can often readymade garments and
6. Help in repair of Clothing and renovation

The problems of the unit are :

1. Requirement for a regular marketing outlet for items produced.
2. Organisation such as NTC and KVIC need to understand women's employment programmes and extend cooperation by paying reasonable wages.
3. Management of orders if they arrive in a stream posses problems in finding out skilled women for work.
4. Trained candidates leave suddenly purchasing sewing machines and it is hard to find suitable substitutes immediately.
5. Difficulty in engaging candidates during slack periods.

Availing the concession rates offered by sewing machine agents and the loans supplied by banks at low interest rates such schemes have immense scope. Success of such units depend on the satisfaction of customers, and the job and monetary satisfactions obtained by workers. Work undertaken should maintain quality and standards for the reasonable price paid by consumers.

3. MOTIVATING WOMEN FOR POST HARVEST TECHNOLOGY

* *Usha Chandrasekhar*

The nation has made impressive strides in food grain production. However figures estimating food grain losses at various stages of harvest is most depressing. In a recent study reported by the Indian Express of 6-10-86 pests damage about Rupees 5181 worth of crops a year of which food crops account for a major percentage. The rice crop alone is reported to incura maximum damage to the tune of Rs. 1307 8 crores. Again, an estimated Rs 1,250 crores are reported to have been lost annually on account of pest attacks on stored grains. This implies that prevention of the colossal waste of foods, starting from the field, before and during harvest, till the period of storage and ultimate consumption calls for the greatest attention of all concerned. Combined efforts of the farmers and governments and non-governmental agencies involved in the promotion of post - harvest conservation is required to overcome these huge losses.

The characteristic feature of Indian agriculture is that farming is a family occupation in which both men and women participate in all the activities, namely, food production, processing and storage. This situation poses the need for a systematic approach for the prevention of food grain losses at all stages of pre and post - harvest levels. This ambitious task requires an effective educational, training cum extensive campaigns in the rural areas, where the bulk of food grains is produced and stored by both small and large farm families This can be achieved only by providing directly the help and assistance to small and large farmers in reducing losses by use of improved techniques and scientifically evolved practices and adoption of improved and new storage structures.

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While there is no dearth of scientific and research information on these areas, what is lacking is the use of appropriate technology and appropriate training methodologies geared to the activities of the field level situations. Such training programmes must emerge from the felt needs of the community, and form part of the set up, and job chart of the implementors. Above all it must reach the key operators. Such training will involve complete participation of the trainees who are the ultimate implementors at the field level.

It is from this angle, the experiences of Sri Avinashilingam Trust in total improvement of family food grain storage in four different blocks of Tamil Nadu, in a pilot scheme, wherein women were involved in the entire gamut of training are presented. The main objective was to improve the rural family food storage and processing practices. Women hold a key position in farm and home level food production and storage of food grains. Therefore an appropriate training strategy would help them at the farm level, through women extension workers, who in turn, are trained by women who have the scientific knowledge in the subject and at the same time the necessary rapport and experience at the field level. Hence the entire methodology of training in this project centred around women.

In the first instance, an one month's intensive, massive training was given to six women personnel of the supervisory cadre for the women's programme, in post harvest technology as it relates to the problems of subsistence farming families. In the next stage training was imparted to front line workers, namely Mukhyasevikas, Gramsevikas, Balasevikas and other relevant front line workers, to equip them to guide members of farm families in reducing post harvest food losses. Twentyone such front-line workers were given training for four weeks on farm and home level grain storage practices and prevention of food losses. The training of these front line workers was done in such a manner that it not only equiped them for teaching the farm women but they also gained actual practical knowledge in the work assigned to them, and incorporate

the work into their existing job chart. In the next stage, the six trained personnel assisted the 21 front line workers to initiate the programme of assisting the farm families to improve their processing and storage practices in ten villages in the four Community Development blocks selected from Coimbatore, Periyar and Salem Districts of Tamil Nadu. The implementation of the entire programme by the trained front line women workers was done in collabration with the local leaders in the respective villages and was included as part of their regular work, which included the study of actual practices of grain storage in the 10 selected villages, training farm women on scientific prevention of grain loss and storage methods. Further more they had to enthuse women in using the techniques taught in their own farms and family food storage and also in remodelling the existing storage structures or in the construction of modern structures to prevent grain losses during storage. This meant a great deal of planning with the front line workers, even while they were at the training ground, so that they could chalk out their programmes to fit into their regular work in the villages. The time table was visualised week by week, to the extent possible, the dates were adhered to. Finally the results were evaluated in terms of the benefits which accrued, financially and otherwise to the rural farm families and suggestions were made for furtherance of the activity in other Districts also. The important aspect of the programme was the follow up work. The expertise of the trained women were drawn to continue the work in the other villages of the blocks. This unique experience in an area in which a large number of rural women are involved and about which much is not known, has helped to initiate more projects. The feasibility of training front line workers, and fitting the work into there job chart with existing infrastructure, the transmission of the messages of improvement of rural family food storage and processing in selected villages set up, was evaluated. The trained front line women workers started the chain reaction of training the local women and women volunteers through implementation of the action programme planned, creating an awareness among the farm women and their families with regard to the modern techniques of prevention of grain losses and storage after harvest. The fact that a large number of volunteers both women and men have been located in each

one of the ten villages bears testimony to the efficiency of the training programmes, as part of action/propaganda programme conducted by the frontline women workers. The front line women workers proved effective in communicating the knowledge to the farm communities along with their other activities specified by the block. Hence dissemination of such messages fits well with the job chart of the front line women workers. This pattern is recommended strongly as it does not require extra inputs except in the form of training of the existing front line women workers and make available the chemicals and facilities for effective post-harvest grain loss prevention at block level. It is possible to implement such an action programme and create awareness among farm women and involve more farm women in this self- generating action of prevention of food grain losses. Letters of request from neighbouring villages for assistance in the activities of action programme of this project and the report received from certain farm communities from these and neighbouring villages indicate the efficiency with which the messages have been communicated, and the positive reception.

Most of the post-harvest farm activities were done by women or shared by women. Table I shows the responsibilities of farm women in post-harvest operations.

TABLE I

Responsibilities of Farmers and Farm women in Post Harvest Operations

Post harvest operations	Farm men	Farm women	Both
Harvesting grains	-	√	-
Drying grains	-	√	-
Threshing grains	-	-	√
Cleaning grains	-	√	-
Sun drying of cleaned grains	-	√	-
Storing grains	-	√	-
Milling grains	-	-	√
Transplantation	-	-	√
Marketing	√	-	-

The need for giving women responsibilities for post-harvest operations and their betterment in order to maximise the gain is evident. Hence, training of this nature should be given to all women frontline workers, who, in turn, will enthuse more and more farm women to participate in the educational activity and put into practice the beneficial practices to enhance their own produces. If farm women are contacted and convinced, they will be instrumental in convincing the farm men, especially, in financial matters, where women alone do not take the decision but men have a great role to play.

This project action programme has generated interest, not only among farm women but also in their communities and this is an effective method of communicating the message of the need to prevent post harvest losses, without much extra financial input. provided cooperation would come forth from the concerned authorities and policy makers. Training of the front line women workers, by women experts, sets the chain reactions of arousing more women-farm women volunteers to spread the message in motion.

4. WORKING WITH WOMEN'S GROUPS

S. Sithalakshmi

Sri Avinashilingam Trust has organised Women's groups in the rural areas through the NSS, CSS and in projects sponsored by governmental and non-governmental agencies. The following are the special efforts to enable the women's groups thus formed to function effectly.

1. Involving all the leaders and members in decision making

The activities are planned based on the felt needs of the people. They are involved from the planning stage. Considerable amount of time is spent in creating awareness and motivational efforts. Local leaders and influential people are involved in all the efforts.

2. Giving recognition and status

The women's groups have been registered under Bharatiya Grameen Mahila Sangh (BGMS) which is a national organisation to federate rural women's clubs. This gives them a status and also facilitates to function as registered bodies for economic upliftment and social development. The urban groups are affilitated with the Women's Voluntary Service (W. V. S.). Representatives of these women's groups are motivated to participate in national conventions held in other states for examples Hyderabad, Indore etc. The members of the Radio Science Clubs are also invited to participate in camps being organised by the All India Radio (AIR) in collaboration with Research Institutes like I.I.T.S., and industries such as Salem Steel Plant, Hindustan Photo films etc.

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The Women's and youth groups are invited to the college and are honoured. They are given opportunities to meet each other and share their experiences, problems and future plans.

3. Organising leadership camps

The available programmes such as Public Co-operation Courses, Social Defence efforts and motivational camps sponsored by agencies such as the Central / State Social Welfare Boards, Bharatiya Grameen Mahila Sangh, Krishi Vigyan Kendra Shramik Vidyapeeth etc. are utilised to organise leadership training programmes.

4. Establishing linkage with infrastructure

Efforts are continuously taken to foster an integrated approach to these programmes All available infrastructure tapped for the benefit of the women's groups. For example, Adult Education Centres are being conducted under the scheme of Assistance to Voluntary Agencies by the Government of India. Economic programmes have been initiated with the help of State Social Welfare Board, IRDP, TRYSEM, Self employment, Social Forestry, Khadi and Village Industries and other ongoing national schemes. Health and nutrition education is imparted to the beneficiaries. Efforts are taken to introduce smokeless chulahs through the Block and the projects sponsored by the Department of Science and Technology. Thus rural women have been helped to become aware of the various inputs available for their own development.

5. TRAINING PROGRAMMES

N. Jaya

Pre-service, in-service and refresher training, have been organised by Avinashilingam Trust for personnel of alternative supported child care systems, namely,

1. Balasevikas / preschool teachers / creche teachers / Anganwadi workers
2. Teacher Educators/Trainers of Anganwadi workers/ Key Resource Persons and Mukhyasevikas/Supervisors in ICDS and
3. House Mothers/Fathers and Supervisors of children's institutions.

The methods that were effective with the first group, were method and result demonstration. Their evaluations pinpointed that they had enjoyed remarkably practical exercises, and practice teaching. They expressed appreciation for participatory play way method wherein they played different games, played with wooden blocks, puzzles and creative sets and learnt tool manipulation, instrumentation and experimentation. They were able to bring to light their imaginative ideas freely and spontaneously.

As regards the second category, those workers who came with some acquaintance such the programme and their work, preferred the discussion method along with slides or exhibits; study circles, guided library work, field work and work oriented

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camps. The other methods that were effectively handled with the group were project work and experimentation in developing prototype designs of low cost equipment suited to local environment, arrangement of different activity corners.

The third group of trainees preferred individualized instruction, individualized consultation and case study method since the group works very closely with a group of 25 orphan and destitute children under the cottage system in a home like atmosphere. Behaviour modification training and symposia in this context were liked best by them since they face many challenging problems with children in their institutional approach

Since this group represented various models of child care institutions, they preferred also exchange of information and dialogues amongst themselves. These methods and approaches are essential to involve the participants in expressing their thoughts and views. In addition if the trainer is warm, sharply active, sincerely interested in educating the trainee, imparts a feeling that each trainee is remarkably important for the nation towards uplifting children and women, the training becomes highly effective. The success or failure of any training depends upon the way in which the teacher carries herself with striking efficiency and abilities.

Problems encountered in training personnel involved in child welfare

The problems encountered while training these involves were :

1. Funds for follow up activities such as refresher/ reorientation programmes are not sanctioned.

2. In some cases, the grants are released after the training gets over.

3. When come trainees join late, is get the training period stretche

4. Grant issuing transfer orders during the training period.

5 Lack of freedom to follow our sequence of lessons.

Successes

The successful aspects of the training are :

1. The training institution gets a feedback on field problems multifaceted approaches at the grassroot level.

2. The training programmes elicit the total involvement of trainers, establish self confidence and self-assertion.

EXPERIENCES IN COMMUNITY AND SOCIAL SERVICE PROGRAMMES

* *Vijayalakshmi, P.*

There have been complaints from all quarters that modern educational systems are not relevant to the student's life, problems and future. Therefore the young college students are restless, purposeless and lack direction. The problems of youth, even when created by youth, can be solved, if youth are considered as integral parts of the community and involved in all its activities. This is possible only when education is related to the solution of their personal and community problems and association between curricula and community service is established.

The Community and Social Service (CSS) in Sri Avinashilingam Home Science College is an organised effort through which the students could be engaged usefully for the development of the community. The objectives of CSS are :

1. Students take part in nation building activities,
2. Apply their subject matter knowledge to solve day-to-day problems in the community,
3. Make the community conscious of the scientific advancements and help them in income generating activities.
4. Mobilize the resources available in the Community to improve their own lot.

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1. Fault finding,
2. Locating needs and resources,
3. Fixing priorities,
4. Setting up objectives,
5. Outlining the programme,
6. Eliciting people's participation,
7. Collaborating with officials,
8. Carrying out the activity and
9. Evaluating the programmes.

The activities carried out so far are :

1. Nutrition education
2. Health education - Help in immunization
3. Adult education
4. Home food production and preservation
5. Afforestation
6. Temple renovation
7. Small savings campaign
8. Tailoring and handicrafts
9. Family Welfare education
10. Organising clubs
11. Constructing buildings for community use
12. Celebration of festivals and national days
13. and Cleanliness drives,

The administrative network for CSS activities begins with the Principal as the Head. The CSS Co-ordinator comes next and then the subject matter professors - staff in charge for CSS and the students who carry out the work.

Motivating women and children for better participation

Motivation is two-fold for CSS. To begin with the teachers and students will have to be motivated.

A series of meetings and discussions are held for the faculty and orientation programmes for the students so that they are adequately motivated to do the CSS work.

For motivating the women and the community, the following have been helpful :

1. Be very kind and understand their problems of time, money and family
2. Contact the community leaders first and approach the community through them
3. Get accepted by the people first by explaining to them that you mean business and have come to help them.
4. Find out the needs of the community and help them to realize those needs rather than trying to give them our expertize.
5. Judge the right time for any activity so that your activities are appreciated-harvest season-preservation.
6. Be happy and appreciate even if a little progress could be made because total reform is not possible overnight.
7. Help them to increase their income generating activities. and
8. Help them to market their produce in a profitable way.

SOCIAL WORK

* *Pankajakshi Subbaiyan*

Social Work based on the spirit of sympathy, charity and spiritual urge to help one's fellow beings in distress existed in societies from times immemorial. India has a long and splendid tradition of social service. Traditionally bulk of the social welfare activities were organized by voluntary agencies. The voluntary effort is directed towards many kinds of acts like welfare of the needy, neglected, destitutes and handicapped, aged young and infirm. This voluntary effort has been undergoing an evolution from time to time.

Now the voluntary agencies concentrate more on children and women's welfare. The term child welfare means many things to many people. An educationist would look at the child from the point of view of the development of his personality and intellect. A philanthropist or a humanitarian would satisfy himself by providing food and shelter. A doctor or a nutritionist will look at the child from the point of his physical development.

Earlier the Government devoted only a very minimum fraction of their resources for the social welfare. But in independent India under the dynamic leadership of our Prime Minister Rajiv Gandhi, the government spends crores and crores of rupees for these services. To take up these work extension workers services are very much in demand As a part of social planning without social development was incomplete and that any regeneration of the country in social and economic fields must take into account the contribution of large number of voluntary agencies which alone could lend

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human touch and flexibility. Moreover it was not possible for any state government to spare large scale welfare activities. So in order to deal with the massive programmes the Central Social Welfare Board was set up in the year 1953. The kind of official and non-official partnership exists in the board to administer a large scale of social welfare programme was a new experiment, but it has proved successful and now the central social welfare board with its state Social Welfare Boards has expanded like/a banyan tree. One of the main functions of the board is to give financial assistance to voluntary bodies in order to improve expand and develop their programmes for children aged women and handicapped as well. Programmes like creches, balwadis, preschool education vocational training programmes production centres number of socio economic programmes like dairy, bakery, canteen, garment production centres ancillary units to big industries etc. Rehabilitation workshops for the handicapped family councelling centres legal aid centres for women in distress are all part and parcel of C.S.W.B.'s activities.

When implementing these services the voluntary agencies mostly depend on home scientists and social workers. The agencies do not have normally competent persons. In the urge of serving the needy, they start the Institution, but to run it efficiently lies in the help offered by people like you. Child welfare when considered as a broad field taking into its orbit social services and social welfare services necessary for the growth and development of the child, the home - scientists play a predominent role in the field of their education health and in their protection from exploitation from legislation etc.

To evolve a standard set of recreational and educational equipment and out-door games. To provide literature in the form of pictures and story books, to provide charts through which illustration of the nutrition and caloric values of the pulses, fruits, grains and other edible things. Home Scientists

can evolve new methods of cooking, which at the same time economical and also highly nutritive, assist the voluntary agencies in preparing economical budget, so that they could minimise their expenses. In the field of health and hygiene also you can play a very important role. When the point of health hygiene comes, you can educate the voluntary agencies about hazards due to water pollution dust pollution and the necessity to keep the environment clean. New methods in planning the entire programme and new methods in kitchen gardening in the little space available and also training in small income-generating projects can be done by you experts in these areas.

The C.S.W.B. is ready to help any kind of production centres. Vocational training programmes and any kind of socio-economic projects provided they are fessible. The feasibility of such programme can be taken care of the home scientists.

Quiet a large number of social welfare activities for children itself have not yet been organised by voluntary agencies like short, stay homes, foster, care homes, adoption service-school-health service, Nutritional service, health education etc. Most of the deformities are due to mal-nutrition which is well known to all of you, and in the Presence of our eminent nutritionist Dr. (Mrs) Devadas. I need not deal with this problem. In these new areas you can think of their successful implementation to voluntary agencies so that they can do it in a methodical way. By way of organizing pilot projects on experimental nature is another way of helping them. Institutions like Home Science College can conduct such projects and they are doing it also.

With the changes in our social, economic system and the changing needs of our younger generation, stresses and strains of urban life have created mal-adjustment in families. For such people family welfare schemes such as welfare extension programmes, legal aid centres and family counselling centres, child guidance clinics are a must. These are all the areas in which home scientists could help the service agencies.

In the field of taking a survey of the raw materials available in a certain area and to explore the potentialities of that particular area in setting up production units also expects in home science can guide.

As compared to the size of the problems relating to the care, education training, welfare and rehabilitation of the handicapped, little work has been done in our country. Only now an awareness has come. Prevention is better than cure Statistics reveal that most of the blindness is due to mal nutrition and 90% of the mental retardation is due to the consangenous marriages. In these areas the home-scientist can educate the voluntary bodies to take up new programmes and provide proper diet charts and conduct seminars on the problems of marriages between the close relations. Home science colleges like yours can arrange to conduct not only seminars and conferences but also awareness generation camps, wherein you can train rural women as leaders in their respective areas, who can carry the message and mass education is most important in the eradication of social evils. Some periodicals and publications in simple local languages can be brought up by you so that the voluntary agencies can follow them properly.

The Central Social Welfare Board is serving as an effective link between the voluntary agencies and the governmental agencies. If the coordination and co-operation of home scientists with the voluntary agencies can form such link there is no doubt about a prosperous India in the near future.

As the father of our Nation, Mahatma Gandhiji had said 'It is not the mighty ocean that moves the ship but the unseen wind behind it. Like the unseen wind the home scientists can help the voluntary agencies to gear up their activity in the most effective way in the field of serving the humanity.

EXPECTATIONS OF VOLUNTARY AGENCIES FROM HOME SCIENTISTS

Leela Diraviam

The nation is in the midst of a momentous period in the history of our country - as far as Development is concerned. What is history? The history of a country is a continuous and lasting story about everyone of its citizens - the sum total of their failures and success, their aspirations and their achievements, their experiences and experiments in living and so on. Only such a great story of a whole people is worthy of being called the history of a nation. Only such a story will be lasting. This concept can be best illustrated by giving an example. We made history through winning our independence through our freedom struggle. It was a saga of heroism, patriotism, sacrifice and service. It was the heroism, united effort of millions of our countrymen under the great and matchless leadership of the Mahatma that got us our freedom. I was a college student then during that last phase of the freedom struggle called the Quit India Movement. The National leadership was not at the help of affairs during that crucial period, for the entire national leadership was locked up in jail. The enraged people rose as one nation. Come to think of it now, it was a people's struggle which won the country's freedom on August 15th 1947. Just as in those days the air was filled with thoughts of freedom, it is now the thought of Development that is engaging the attention of everyone.

Development is holistic - Its chief aim is to make the necessary changes to better the lot of people. It includes various components, representing the various fact of life, Economic upliftment and furtherance of material well-being.

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Social development and bringing about change in attitudes for living in a just society, a people living harmoniously as a well integrated nation; Political development to fulfill the requirements of being responsible and law-abiding citizens in a secular democracy, intellectual development which includes cultural and aesthetic development, to increase the enrichment and enjoyment of life and spiritual development to cherish values, social ethics, work ethics etc. so vital and also very natural to our country which has always laid emphasis on spiritual values as the basis of our civilization which has with stood the ravages of time through centuries.

Again, Development consists of two components the qualitative and the quantitative. In the four decades since Independence we have been making great and achieving much strides. On the quantitative side - to fulfil the needs of our evergrowing economy and our ever growing population. In spite of all the effort, the quality of life of the poor has not improved to the extent, we hoped. This amount of effort should have achieved much but it did not so in recent years, since our dynamic and youthful Prime Minister took over, there is great thrust given to Development, with a special emphasis on the development of women and children in particular. By 'youthful' I don't refer to the fact of being young in years but to the real and feavour he brings to bear upon his decisions and actions and the optimism and enthusiasm he excides all around. There is a special emphasis laid on Development in the context of taking the country to the 21st century. We seem very often to refer to the 21st century as if we are a whole century away from it while it is just 13 years away, which is but a small nick of time in Nation's History-and we are attempting and hoping to do a great deal by then! Considering that after four decades since Independence, after all our best efforts at development, with the best planning with out many five year plans, after bringing about millions of hectares of avid land into cultivation increasing facilities for education in the shape of schools and colleges professional and general showing primary, secondary and Higher Secondary spectacular growth in Industry, Trade,

Commerce, Transport and communication and so on. We are still no where near bringing about even a reasonably decent quality of life for the majority of our people

Some of the statistics I come across, here and there in newspapers, journals are depressing and discouraging. How frightening and also demeaning to our self esteem it is that over 30% of world's illiterates are in India, and as per the present reckoning the figure is expected to cross the 50% mark by the turn of the century, if we don't take some steps about this problem of illiteracy on a warfooting immediately. Take again, the state of our children 80% of our children who constitute 40% of our population go to bed hungry every day. This statement of fact sounds all the more tragic and pathetic when we at the same time proclaim to the world that we are self sufficient and self reliant in food. When children under 15 constitute 47% of the labour force and contribute to 30% of the family earnings, could we ever imagine that the parents will or can afford to send them to school?

Consider the plight of our women - Half the nation's economy is developed bend sustained by women's efforts, women who form 50% of the nation's population. What is the status of women in our society ? Have all developmental activities since Independence in material and quantitative aspects for which endless statistics can be supplied brought about any signifieant change in the quality of life for the women ? Has it brought about any change in the attitude of men towards women? Or, brought recognition and appreciation of the substantial and unmistakably great contribution towards the progress of the nation?

Globally too, the status of women is no better which is no consolation to us, because the standard of life pertaining in those developed countries is far above ours India as compared to men, women who constitute 1/2 the world population contribute 2/3rd of world's work hours and own only 1/10 of the

world's property. This applies to the status of women taking the whole world into consideration. The lot of women in our country must be infinitely worse probably (they own) 1/100th or 1/500th of the country's property. The Development of women and children in our country is definitely much lower than that of men. That is why in National Development of human resources the development of women and children is categorised as a separate entity and getting top priority in this New Thrust in Development.

In such a large country like laws-with a population of over 750 millions now. The development of all the women and children of the nation before the turn of the centuries their full potential is an union agreeably gigantic task and the government alone cannot handle it. More than in any other endeavour of the government, it is in this endeavour developing of women and children can ordinary enlightened and patriotic people contribute a great share. What is patriotist love of our country but a pride in our nation as a wide and the greatness of its people From now it is so clear that compared to men, women and children are under developed, deprived of many facilities and privileges and designated to a lower status. There is an urgency to raise their growth and development, atleast to the level of being even with that of one man. The urgency of this stupendous task demands that so many other agencies and organisations office and non official like academicians, researchers, scientists, Industrialists, Mass media, educational institutions, Bank Youth clubs and student bodies, and specially voluntary agencies of every kind have to concentrate on this one task of developing women and children to be useful components of our human resources.

I make special mention of voluntary agencies not because I happen to be a member in one of them, but because it is entirely a voluntary task/force with membership. With no other compulsion but the compulsion of comparison to serve voluntarily in some chosen field. They have deficitely one

advantage over others in that. They are already motivated and organized to take up a cause and serve. Voluntary agencies are of different kinds as a task-force it can be bounded as a betterogenous one. There are voluntary agencies, from religions groups, academic and professional groups, and youth wings and women wings of various polition parties, groups working for various memorial trusts voluntary agencies with exclusively with membership of men and so on. Another advantage voluntary agencies enjoy is that they are already. There, working in the field of social welfare or rural development most of them with close linkages with the rural and urban poor. They have already established rapport with the people when they serve, and are most often respected, and loved because of the past service rendered. Their words are needed and people response a certain amount of faith in them.

Today there are lakhs of volunteers, in thousands of voluntary organisation at national, state, district Taluk and village levels engaged in some kind of development activity for women and children. The All India Women's Conference, National Council of women, Bharathiya Grameen Mahila Sangh, YWCA to mention only a few as examples. Today development of women and children is the word which is often heard in these forums of social workers. But a lot of their efforts and effectiveness is lost because their activities often are sporadic or organised. Another drawback is that even within the organisation many of them thrive under one individual whose leadership is so effective and important that the organisation does not enlist the active participation of all its members and overlapsis of projects, programmes in the same are :

The lack of co-ordination between these agencies are some of the draw backs in the working of voluntary bodies. The ineffectiveness and wastage of effort can be easily corrected by coordination and direction for obvious reasons-all these bodies cannot be working for the same causes - but if they could be motivated to have certain inputs in their programmes as essential

components, like the integrated approach development of women and children, it will be a great gain to National development. A stable system in which these voluntary agencies can be partners should be evolved, based as friendly feeling and cooperative effort. This can be achieved if we identify ourselves, with a goal or a cause. Social problems can be assailed most effectively only at tha personal level. That is why the principal interest is vearing more and more to the individual - the human resource. The fervour and dedication which we as a people every section of the community was capable of during our historic freedom struggle days is sadly lackiig today. We are a democracy is measured not by extraordinary people doing extraordinary. Things, but by ordinary people doing ordinary beings extraordinarily well. It is in this light, the work of service the various voluntary agencies is to he viewed.

Having said so much, I have to add one more things there is one thing members of voluntary agencies lack-by and large and that is expertise. It is this lacunae in our programmes and their contents which has to be filled by experts. It is here Home Scientists have a big role for it is this expertise which is most needed for development of women.

To make changes in attitudes, knowledge of the measures a volunteer advocates is required. The measure undertaken itself should be need-based, fulfilling or satisfying in some measure the needs of the community as individuals as families as small groups of families, or the whole village. Whatever the developmental activity whether its'nt improvement of health, nutrition, prevention of diseases, hygiene or sanitation, community education, functional literacy, income generating projects-expertise is needed for it to be effective and effort saving producing the desired results within the targetted time pause. So I will list a few of the ways. Home Scientists can help voluntary agencies.

1. In providing the necessary simple literature for the volunteers themselves the advocates of these developmental measures, should themselves be aware of the benefits acquiring from these measures and understand them well that is a rationalistic, scientific knowledge about those measures.

2. In imparting the methodology of organising the programmes.

3. Teaching Evaluation techniques graphs, records surveys

4. Producing innovative posters, flash cards for disemmination of scientific knowledge about programmes like Nutrition improvement, Energy saving, fighting social evils etc.

5. Adopting a voluntary agency and training them or counselling them about the Home Science input that should go into the developmental work.

6. Use of Media by Home-Scientists. Should get into more coverage.

7. Supply the voluntary agencies with skits and puppet stars or other popular channels of communicating the messages.

8. Determine the minimum package of Home Science knowledge a rural woman or an urban poor woman as a home-maker should know.

9. Standardisation of health records, Growth records. Adult Illiteracy rating etc.

10. Supply menus, diets, recipes for low cost nutritions meals and snacks.

11. Supply the Home Science Literacy input material needed in adult literacy and functional literacy, Lessons for Nursery readers etc.

12. To give suggestions of home science based income generating enterprises for rural women entrepreneurs - food preservation toy-making processed foods-pottery, tailoring Embroidery.

13. Energy conservation ideas.

14 Low cost budgeting and management of family resources

15. Motivating of involving these Home Scientists who are not working inside the home to volunteer as members in voluntary agencies of their preference and contribute their expertise towards development of women and children.

More than the quantum of contribution by Home Scientists it is the high quality of contribution is most needed by voluntary agencies to day. This partnership with a spirit of service in the cause of development of women and children between Home Scientists and the volunteers of voluntary agencies that would give the much needed boost in the results.

It was the great Tamil Poet Bharathi who long before Independence laid the guide lines for National Development in one of his poems which translated into English means. Those who have immense wealth contribute heaps of gold. Those who have little give some coins. Those who lack even that alter some gracious words (of encouragement). By whatever means, contributing whatever you can, this great task, somehow we will survey accomplish. In that spirit, let Home Scientists and voluntary agencies, join hand in hand and explore the means of working together in partnership in Development Services for women and children.

MODERN TRENDS IN TEXTILES AND WOMEN'S ROLE IN CONSUMERISM

* *V. Subramanian*

Introduction

Remarkable developments have taken place in Textile Industry and a number of new types of fibres, yarns and fabrics have been developed. High speed machines have replaced the slow speed conventional ones and the productivity and quality of the yarns have considerably improved over the years. A number of new technologies has been introduced in recent years and today. Twenty years ago, ring spinning seemed to be dominant as the method of staple fibre spinning. Now there are at least 15 different new methods which are available for the production of yarns.

Side by side with the development of new yarns and fabrics, the question of consumer's attitude has also to be considered. Today one observes that a number of new types of fabrics woven with new types of yarns on new types of looms are manufactured and in addition new types of finishes are being given to fabrics. In the midst of this situation, the question is that how does the consumer react to these and how with the knowledge that one possesses on the modern technology will place a key role in the selection of fabrics.

It is the purpose of this paper to discuss the modern trends in Textiles and the women's role in consumerism.

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Recent trends in spinning

It is possible to divide the different yarn manufacturing systems into three main groups, those in which yarn is produced from a) 100% staple fibres b) blend of staple and continuous filament yarn stand c) 100% filament years. These are again further subdivided as per methods of twisting involved as shown in Table 1.

Ring-spinning is the most conventional way of producing spun yarns and it is a continuous process. The one draw back is that the package has to rotate one complete revolution in order to insert one turn of twist.

Open end spinning involves operations where the flow of fibres is broken and twist is inserted at the open end of yarn using a rotor. The rotor is capable of rotating at 80,000 rpm

In Dref system, the twist to the yarn is inserted by fractional contact between the spinning drums which rotate in the same direction. The mechanical rolling off of the fibres over the rotating cylinder introduced twist. The twisted yarn is peeled off by introducing a parent yarn into the system as in rotor spinning.

The first commercial friction spinning machine was known as Dref I machines. In the Dref II a parallelising disc was introduced to the original Dref I machine in the fibre path from the beater to the perforated drums. The disc ensures that the fibres are parallelised in the material.

In the Dref III there are two different drafting systems; in the first drafting unit, the silver is drafted and forms the core of the yarn. In the second drafting unit the sheath fibres are supplied. The core and sheath fibre are thus formed in the resulting yarn.

In the case of false twist spinning fasciated, self twist and air jet yarn could be included. The torque which is available after twisting the strand could be used for self plying the yarn and initially a ST yarn was produced. This has undergone a lot of changes such as STT Selfil etc. which have better stability.

Air jet spinning is suitable for fine counts. The sliver to yarn system is retained and after drafting the material, it passes through two air nozzles which rotate in the opposite directions. This produces a fasciated yarn.

In the case of twistless yarns, the roving is passed through a binder and after giving false twist, it is wound on to a package and is relaxed. A number of spinning system have been developed to produce twistless yarns. Cover yarns are those which have a filament yarn wrapping the fibres.

In the Bobtex-twistless spinning systems, a thermoplatics resin is used for bonding the staple fibre to the filament core. In cover spinning the untwisted staple fibre are wrapped by a single end of fine filament. The binder replaces the twist and holds the material.

In Twilo system, the yarn is spun from 100% staple fibres using a binder solution.

In the tow to yarn spinning, the yarn is spun from a tow of filament of comparatively lower denier (i. e.) upto 10,000 denier. Basically it consists of tensioning the filament upto breaking point by stretching between two pairs of rollers, the drafting effect of which reduces it to the desired yarn count and the twisting is done by the usual ring and traveller assembly. Converters do the job of converting the tow of the continuous

filament yarns into a sliver suitable for the production of staple yarn. Denton and Mclntyre (1) have given a good account of the developments taking place in this area. The systems namely, crush-cut and stretch-break conversion replacing the early Pacific Converters and Turbo staplers have led to significant increase in productivity. The modern converter is a multi-function machine which in processing acrylic tows for high bulk yarn production also heat sets the necessary latent shrinkage into the tow. The stretch break principle has also been applied to the conversion of long staple fibres into short on separate rebreak machines.

Texturing is a process by which a continuous filament is converted to a spun yarn by a variety of methods. There are three types of textured yarns, namely stretch, modified stretch and bulk.

Stretch yarns are produced by false twist texturing an edge crimping methods. In false twist texturing, the multi-filament yarns is twisted, twist set by heat and untwisted in a continuous operation.

Modified stretch yarns are produced by passing the stretch yarn through the second heater zone with overfeeding upto 30%. This modification leads to increased bulk, low extension and low relaxation shrinkage properties. Bulk texturing is done by gear crimping, stuffer box, knit-de-knit and air jet texturing process.

Air-texturing is a quite different from all the other texturing methods as it does not depend for the basic process on the thermoplastic properties of synthetic polymers. It is a purely mechanical process in which yarn is overfed into a turbulent jet of compressed air causing the filaments of the yarn to entangle with each other so that the yarn decreases in length and increased in bulk. The process is assisted by

the introduction of a small amount of water into the air stream or by pre-wetting the yarn. This lubricates the filaments encouraging relative movement in the formation of entanglements. In some cases the structure of the yarn may be stabilised by stretching (to tighten the entanglements) and heat setting. One of the attractions of air textured yarns is their closer resemblance to the traditional staple product due to loops of filaments protruding from the yarn surface. Air texturing is becoming more popular in view of this fact and a number of machinery manufacturers is increasing day by day.

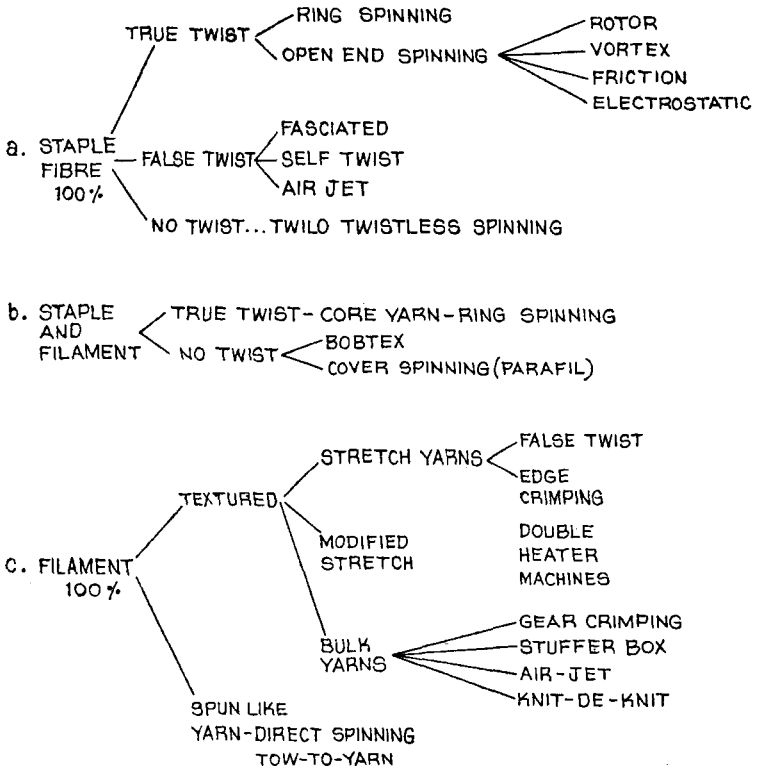
The consumer is very much concerned with the product appearance and expected comfort in wear as well as on the expected durability of the qualities. Today the fabrics are produced using new types of yarns such as open end and air jet yarns; also fabrics are woven on air jet looms and multi phase looms which have a different selvedge. Hence with the knowledge one possesses on the new technologies of yarns, the consumer should be in a much better position to handle them and also to subject them to washes. The superiority of some fabrics, which have been woven from new types of yarns such as textured, open end and air jet, can be studied by producing them on handlooms and the knowledge will be helpful to the fibre producers, fabric manufacturers and government agencies. A great deal of work has been carried out on the handle of fabrics by Japanese Scientists and the conclusions reached by them have been helpful to the Textile Industry. More emphasis is currently placed on the handle of fabrics measured by the objective measurement of mechanical properties of fabrics. A knowledge of the mechanical properties of yarns and fabrics, identification of different types of fibres and finishes and the response of the yarns and fabric structure to different chemical treatments and washings will provide the guidelines for selecting the fabrics and to take care of them.

References

1. M.J. Denton and J.E. Mclntyre 'Invention and innovating in Synthetic fibre and yarn production and processing Paper presented at ' World Textiles; Investment, Innovation and Invention' held on May 9-14, 1985, London England.

TABLE - I

CLASSIFICATION OF YARN MANUFACTURING METHODS



NUTRITION SCENERIO IN THE COUNTRY - REVISITED

* *Dr. B.S. Narasinga Rao*

It was recognised by Mc Carrison at the beginning of this century that faulty diet was the basis for many health problems prevailing at that time in India. Several systematic dietary and nutrition surveys of Indian population in different parts of the country were carried out over the years and results of that survey have identified that the major nutritional deficiencies in our country, both in rural areas and urban slums are : (i) Protein Energy Malnutrition among children leading to kwashiorkor, marasmus and various grades of growth and developmental retardation, (ii) vitamin A deficiency among preschool children leading to nutritional blindness, (iii) nutritional anaemia in children, women and pregnant women leading to poor growth, poor learning ability, decreasing activity and poor pregnancy outcome and (iv) iodine deficiency leading to goitre and cretinism in certain endemic areas of the country. All these deficiency diseases lead to considerable morbidity among the population and contribute directly and indirectly to much of ill-health in the population. We also see widespread B-complex deficiency, particularly of riboflavin and pyridoxine. However, these are not associated with any disability unlike deficiencies of other nutrients.

The underlying causes of these nutritional deficiencies are primarily dietary, ramely, grossly ill-balanced diets and often in inadequate amounts. However, it is also well recognised that non-nutritional factors like chronic infective diseases, diarrhoea, parasitic infection, all due to poor environmental sanitation and personal hygiene also contribute significantly in precipitating the clinical nutritional deficiencies.

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Nutrition knowledge - Updated

During the past few decades newer understanding of etiology of nutritional diseases in our country has helped in designing appropriate measures to combat them. This has been made possible through systematic research in the laboratory, in the hospital and in the field. This new knowledge requires to be widely disseminated in which you home scientists have a pivotal role to play. I shall briefly discuss the newer developments with respect to nutritional deficiency diseases and food science.

Protein Energy Malnutrition

Protein Energy Malnutrition (PEM) has been recognised as an important nutrition problem of preschool age children. Before 60's protein malnutrition was considered to be primarily due to deficiency of protein in the diets of these children and hence provision of concentrated source of protein to such children was advocated as a measure to combat the disease. Only during mid-sixties when systematic studies were carried out on the dietaries of preschool children, it was realised that the concentration of protein in their diet was adequate. But these children were not consuming adequate amount of this diet to meet their calorie needs.There was primarily a energy deficiency and if there was any protein deficiency it was a consequence of food or energy deficiency (2). The average energy deficiency was 300 Kcal. It must be emphasised that the diets of these children are deficient in other nutrients as well, primarily in vitamin A, riboflavin, iron and calcium. This situation is not only true of India, but many developing countries where PEM is prevalent. Based on this finding a more realistic programme to combat PEM was launched. This is currently operated as the Supplementary Feeding Programme in which the children are given a supplementary food based on cereals and pulses or some ready-to-eat processed food providing 300 Kcal and 10g protein per child per day. A well controlled supplementary feeding trial among rural children proved to be beneficial in improving their growth significantly. However, as a part

of community nutrition, this programme had not had the desired full benefit on the growth and development of pre-schoolers. Some of the drawbacks which have been identified on the basis of evaluation of this programme are: (i) operational difficulty for the on-the-spot feeding, (ii) sharing of the food by siblings when given on a take-home basis (iii) because of bulk and other considerations, the supplementary feed often becomes the substitute for their normal diet, (iv) unacceptability of some of the ready-to-eat snacks. I do not think these problems have been solved to make the programme successful and biologically effective. I would like to make the following suggestions to improve this programme : (i) First the supplementary feed should be so formulated as to be amenable for on-the-spot feeding, (ii) the formulation must be acceptable and liked by the children, (iii) since we do not want the supplement to be a substitute, the bulk of the food must be reduced and energy density must be increased (iv) the time of feeding of the supplement be adjusted so that it does not interfere with the child's normal food intake, (v) since these children suffer from other deficiency, particularly vitamin A, calcium, iron and B_2, which may limit their growth response, it may be necessary that the supplementary feed be formulated so as to carry the above four nutrients in sufficient concentrations as to make good their deficit in the diets of these children. All these require considerable ingenuity on the part of nutritionists, technologists, social behavioural scientists and programme operators, all of whom should put their heads together to solve this problem. Ofcourse, commitment of the programme incharge for the supplementary programme and grass root level workers are quite essential. As pointed out earlier that apart from dietary deficiency, other non-nutritional factors play an important role either in causation of the deficiency or worsening of it. Recent studies have shown that diarrhoea and measles are important diseases that worsen PEM. Although causation of diarrhoea was not related to state nutrition, repeated episode of diarrhoea resulted in sliding of children into lower grade of malnutrition. Similarly measles was shown to worsen PEM. This means that the control of diarrhoea and measles is an important part of control of PEM.

Control of vitamin A deficiency and nutritional blindness

Vitamin A deficiency is a major nutritional problem affecting children, leading to blindness. It is estimated that 20,000 children go blind every year due to severe vitamin A deficiency and keratomalacia. Hence prevention vitamin A deficiency assumes a top priority in our national nutrition programmes. Two approaches are advocated. One educating the community to feed children with locally available vitamin A rich foods like green leafy vegetables and yellow fruits like papaya. The more effective alternate programme is the massive dose vitamin A prophylaxis programme which is currently in operation in most states of the country. The programme was developed after considerable research in the laboratory and in the hospital. The biological property of vitamin A that it can be stored in liver for long periods is made use of in developing this approach. The programme involves administration of 200,000 IU vitamin in groundnut oil (a spoonful) once in 6 months for children between 1-5 years. An evaluation of the programme. indicated that it is not well implemented in many states. Several operational problems are identified. One of the problems is the inadequte irregular supply of vitamin A concentrate. Total vitamin A available in the country can meet only 25% of the children at risk. There is a need to augment vitamin A supply in the country.

Like PEM, vitamin A deficiency and eye lesions can be aggravated by diseases of environment, For example, kwashiorkor can aggravate vitamin A deficiency. Similarly, measles can aggravate and increase the chances of corneal involvement 3-4 times among vitamin A deficient children. Hence, control of vitamin A deficiency should also involve control of PEM and measles and also perhaps diarrhoeal diseases since it can lead to loss of vitamin A.

As to improving intake of vitamin A rich foods through nutrition education, several attempts have been made to

educate the community and the mothers. Several approaches with various messages and media have been tested for this purpose but without much success. I think what is needed is a highly innovative approach which takes into consideration the existing belief system, practical difficulties in procuring and feeding children greens and yellow fruits. Nutrition education should not be content with mere transfer of knowledge, but should include practical guidance with regard to procuring and consuming nutritious foods.

Anaemia

Anaemia is another important nutritional problem affecting all segments of population in general and children, women and pregnant women in particular. In the latter groups, prevalence of anemia is 60-70% while in rural males it is nearly 40%. Anaemea in our country is essentially due to iron deficiency. Iron intakes on the basis of diet survey and iron content of foods reported in food composition table do not appear to be low at all. In order to resolve this anamoly the true iron content and iron bioavailability from Indian foods and diets we examined systematically. A re-examination of iron content indicated that iron values given in the food composition table is an over estimate. Atleast a quarter of iron in foods as purchased is contamination. If we take these into consideration iron intake values are considerably reduced. Iron absorption reported earlier on the basis of balance study gave a high absorption of 10% on the average. The iron absorption for meals based on cereals and millets consumed in our country was re-examined using the radioisotopic techniques. This method developed during 70 's is the most accurate and reliable method for assessing food iron absorption in man. We used this method and determined iron absorption in meals based on cereals and millets consumed in India. The absorption ranged from 1-4% on a mixed meal. We have also developed an in vitro method for assessing the iron bioavailability. Based on this new data, it would appear that absorption of iron from our diet

is between 2-3%. If we take into account the true iron content of foods, because of the low level of absorption a good proportion of our people may not be in iron balance. This is more so if energy intake (food intake) is also low, since iron intake will be correspondingly reduced since there is a very good correlation between energy intake and iron intake. Added to dietary deficiency of iron, environmental factors which lead to blood loss like infestation (helminthiasis) and infestation which affect absorption and iron utilisation contribute to causation of anaemia. It is therefore not surprising that anaemia is so high in our population. It is also believed that vitamin A deficiency and riboflavin deficiency which are quite common among our population may reduce iron utilisation for haemoglobin formation. The important approach to prevent anaemia is provision of additional iron through diet or as medicinal iron. In case of children and pregnant women folate deficieny also contributes to anaemia, hence they should receive folate in addition to iron to correct anaemia in them. There is a public health programme of preventing nutriional anaemia through distribution of folifer tablets to pregnant women and preschool children as a part of MCH services. Though the programme is in operation for more than 15 years, it does not appear to have made any impact on prevalence of anaemia among these two vulnerable groups. This programme is under evaluation currently. The report of this evaluation when it comes out may be able to pinpoint bottlenecks and shortfalls in the implementation of the programme. Some isolated studies have however pointed out some operational difficulties and lack of compliance on the part of the target groups.

An alternate approach to improve iron balance in the population as a whole through fortification has been investigated at NIN during the last 10 years. As a result of these studies a successful technology of fortification of edible salt with iron has been developed. The bioavailability and stability of iron in the fortified salt is good and its efficancy in reducing anaemia has been successfully demonstrated

through controlled field trials. Currently there are attempts to manufacture and distribute the iron fortfied salt through commercial channels. Tamil Nadu government has plans to market iron fortified salt through fair price shops in two districts accompanied by a nutritional education campaign. NIN will be involved in monitoring this operation. For the success of both the programmes, namely fortified tablet distribution and iron fortified salt distribution, nutrition education of the community for promoting acceptance of the programme and compliance with the tablet consumption are essential. You should be able to play a role in this important task of promoting acceptance and compliance.

There is also a need to study the possible contribution of vitamin A and riboflavin deficiency prevailing in the community to anaemia morbidity. Some preliminary data indicates that these two nutritional deficiencies may have a role, but this has to be firmly established. If so, besides iron and folate, inter-vention with vit. A and riboflavin, besides infestation control should be included in the package of intervention strategies to control anaemia.

Goitre

The major nutritional deficiency leading to goitre and cretinism is iodine deficiency. Iodine deficiency is endemic in northern India in the sub-Himalayan belt, affecting about 120 million people. Oflate, it has been shown that IDD occurs in other parts of India also in certain pockets, the total population affected being in the range of 170 million. IDD is mainly due to low intake of iodine. Normally, iodine content of water is taken into consideration in identifying iodine deficiency areas and for estimating iodine intakes. Diets also contribute an almost equal amount to iodine intake. It is essential therefore to take into account total iodine intake both through water and diet. Till now, we did not have data on iodine content of foods from different areas of the country, both endemic and non-endemic areas. Such a systematic study has been started now at NIN.

Some items of food are rich sources of iodine like fish, and green leafy vegetables. Educating people to eat such foods will help in improving iodine status of population. Some foods also contain goitrogenic agents which interfere with iodine utilization. Even if iodine intake is satisfactory, the presence of goitrogen in food may increase iodine requirement and hence precipitate iodine deficiency. It is essential to have a knowledge of goitrogen substances in commonly consumed foods in the endemic areas. This will help in assessing the etiology of disease more realistically. Such data are also being currently collected at our Institute.

Control and prevention of goitre has been principally based on providing extra iodine to the population through iodized salt or injection of iodised oil in hyper endemic areas. These technologies have been successfully used in other countries to eliminate goitre. But in India although iodized salt programme was initiated in 1955, the programme had very little impact on goitre problem in the endemic areas due to various logistic reasons : (a) enough iodized salt was not produced, distribution was defective, (b) lack of monitoring of iodized salt distribution and iodine content of salt at the point of consumption. Recently Government has become alert to these problems and have taken steps to remedy the situation. They have taken a decision to iodize all edible salt by 1993. Private manufacturers have been encouraged to produce iodised salt with subsidies and incentives.

However the stability of iodine in the iodized salt from the manufacturing point to the consumer level is not properly monitored. To overcome the possible loss of iodine during transportation and storage, the level of iodine in the iodized salt has been increased from 25 to 40 ppm. What is needed is a technology to improve stability of iodine on storage. We are working on this problem. We have also developed a simple kit to monitor iodine content of salt in the field.

Iodized oil injection is advocated in hyper endemic area particularly for children to prevent cretinism. At present, there is no indigenous production of iodized oil, it has to be imported from France. We at NIN have developed a technology to prepare iodized oil from safflower oil. This preparation is undergoing toxicological and pharmacological evaluation for use as an injectable in man.

Another interesting development in recent years is the development of a technology by NIN for the fortification of salt with both iron and iodine to control anaemia and goitre simultaneously. Extensive laboratory studies have confirmed the stability and bio availability of both iron and iodine in the double fortified salt and its acceptability for cooking purpose. This has yet to undergo community trials before it can be released for general use. There is considerable interest in the double fortified salt in many countries of the world.

The above analysis of nutritional situation in India indicate that the major nutritional problems are mainly due to dietary deficiency of energy, iron vitamin A and iodine. These deficiencies are aggravated by infective morbidity including diarrhoea and measles. How can we prevent these diseases and improve the nutritional and health status of our population? There are two main approaches: (a) improving the diet of the population, a long-term approach, depends heavily on socio-economic improvement (purchasing power), matched by adequate level of production of the protective foods. This is a long term solution and all our economic and agricultural development are directed towards this goal. This approach would take a long time with 40-50% of population being below poverty line, ie. not being able to afford food even to satisfy minimum energy requirement. In the meantime, strategies to reduce the nutritional morbidity by intervention with specific nutrients have been developed. These interventions forming part of the current health or

social welfare programmes in the country. The technologies for these interventions which have been developed are basically sound and are well tested for their biological impact. Yet the impact of these nutritional intervention programmes operating as part of health services, on the nutrition scenario in the country is highly unsatisfactory. We have not been able to reduce or eradicate the major nutritional deficiencies in the country. Why is it so? The answer lies in the poor implementation of the programmes due to : (a) poor awareness among the beneficiaries, (b) lack of commitment and awareness among the peripheral workers, (c) lack of proper supervision by the health authorities, (d) poor flow of materials, (e) lack of monitoring, (f) lack of close integration with other health related problems like environmental sanitation, water supply, immunization, etc. How can we improve this situation and what role the scientists can play in this? With the training and technical expertise, you as Home Scientists possess can help to improve the situation by proper education and motivation of the peripheral workers and the community and by effective micro-level planning for programme implementation.

So far I have talked about major nutritional problems, underlying causes, technologies available to combat them and deficiencies in implementation of these technologies to prevent these major diseases. I would next like to discuss three more related areas where you have a pivotal role to play. These are nutrition education, dietary management of non-communicable diseases and optimum and effective utilization of specific foods in the face of shortfall in their production.

Nutrition education

Nutrition education of the community, particularly the mother has been considered as an important instrument of improving the nutrition of the community. You are all well trained in nutrition education technology. While using

this approach, I would urge you to carefully consider the following points: (a) Nutrition education should not be an abstract exercise with a text book approach, (b) The more use of modern communication technology will not by itself make it successful, (c) Before developing a nutrition education package, first the believes and customs of the community must be studied carefully, (d) Nutrition education package must be tailored to suit each community taking into account allowances, the prevailing prejudices and belief systems, (e) Some of the useful belief systems can be incorporated into nutrition messages, but giving it a scientific meaning, (f) The next step would be to impart the knowledge using most appropriate technology and the most effective methods, (g) After having done all these to educate the community, one should go back to them to find out whether knowledge imparted has penetrated into the community and whether they are using this new knowledge in their practice, (h) If they practice, has it had any effect or change in their health and nutrition status. All the above components consisting of Knowledge, Attitude, Practice and Impact (KAP) should form part of the nutrition education. Any failure at any one of the above steps has to be indentified at the community level and take suitable steps to modify the content and method of communication.

You have an important role in conceiving this entire system of changing the KAPI of the community in a realistic way and make it a success.

Nutrition diet and disease

I have discussed above that ill-balanced and inadequate diets lead to several nutritional deficiency diseases. I also discussed the underlying causes of the major nutritional diseases and measures to combat them. Apart from nutritional deficiency disease, diet and nutrition are being increasingly recognised to act as vectors of other non-communicable

diseases like cancer, cardiovascular diseases, diabetes, obesity and other metabolic and genetic disorders. Diet and nutrition are implicated in the causation and prevention of these diseases. Dietary control and manipulation have an important role in the management of these diseases. In recent years, considerable data have accumulated to indicate that the type and amount of fat, dietary fibre, vitamin A and trace nutrients have an important role in the development and control of diseases like cardiovascular diseases, diabetes and cancer. Recent studies indicate that apart from total poly-unsaturated fatty acids, intake of W3 fatty acid related to linolenic acid have a beneficial effect on blood clotting in cardiovascular disorders. Obesity is related to excess intake of calories. Salt intake, Mg and K intake are important in hypertension. Certain foods containing undigestable carbo-hydrate are useful in reducing serum cholesterol levels and correcting hyperglycemia. The intakes of vitamin A, Se and Zn are known to be correlated with cancer. All these recent knowledge about diet and disease should be translated into action in terms of dietary management of these diseases. It will be your responsibility to utilize this information for providing practical dietary advice based on the dietary habits of the patients. A great deal of skill and judgement is necessary in this exercise. I feel that home scientists and nutritionists are not bestowing sufficient attention to this subject of dietary management of diseases. They should come out with practical dietary management schedules for these diseases to be used at homes, hospitals and clinics.

Also another area within your perview is the formulation of therapeutic diets for use in hospitals and for practicing doctors for prescribing during various diseases. There is a paucity of information in our country on practical therapeutic diets which can be widely used in the context of our sociocultural practices and habits. You should thrive to fill these lacunae.

New trends in Food science

Extending grain availability use

We have seen during the last decade a phenomenal increase in production of cereals like rice and wheat as a a result of Green Revolution. Per capita availability of these also has increased. Production of these grains may taper off and we may have to make increasing use of millets and minor grains grown in vast rain-fed areas.

The production of these millets and minor grains is stagnated or decreased. Consequently and also due to increased availability of rice and wheat consumption of these millets has gone down even in traditional areas. These grains are considered poor man's grains and has a prestige value. Hence their consumption has reduced when the availability of finer cereals increased. This situation needs to be corrected. The superior nutritive value of these millets must be stressed and promote their acceptance and consumption. For this it may be necessary to demonstrate that they can be processed at the home-level and conveniently used in prestige value dishes in place of rice and wheat with your culinary skills. Home scientists have a special role in popularizing these grains through appropriate processing of these millets into ready-to-eat foods.

Apart from millets, there are also other minor grains called pseudo-cereals like rajkeer, buck wheat, barley etc. They are of much superior quality to rice and wheat in terms of content of protein, lysine, mineral and vitamin. You should try to exploit them and popularize them for special use as weaning foods after due processing. They can also be processed into ready-to-eat foods for young children by using latest technology. They can be used also as high quality cereal substitutes even without mixing with legumes unlike other cereals and millets.

Extension of availability of pulses and legumes

Although cereal production has increased, pulse production and per capita availability has gradually gone down over the years. Although attempts are being made to increase their production, it may take long time to succeed because of low productivity of pulses which are largely grown in dry land. Recently, there is increased production of soyabean, and soya flour is available in increasing quantity. You can use your expertise to utilize these flour as a substitute for pulse in many preparations and make them popular. Defatted groundnut and other oilseed flours can be used for this purpose of extending legume availability.

Fats

Fat production and fat availability has also remained stagnant. Per capital availability of fats and oils is only 15g against suggested intake of 25 g. We are spending huge sum of Rs. 1300 crores for import of oils which has not increased to any significant extent the per caput availability and consumption of fat in our country. This enormous drain of foreign exchange should be stopped, Many programmes are afoot to increase oilseed production, but our production cannot reach a level where per capita oil availability will reach 25 g for several decades to come. Hence, it is essential for us to learn to use less oil in our culinary practice. Even 15 g oil along with invisible fat should be able to meet our minimal requirement in terms of EFA. What you can do is to carry out some innovative research as to have our traditional food prepared with less oil without sacrificing the taste and quality. If you can do this you will be doing a great service in meeting the oil shortage in our country.

Conclusions

In conclusion, I would like to emphasise that the major nutrition problems of our country are Protein Energy Malnutriton

(PEM), nutritional blindness, anaemia and goitre. Although we have adequate knowledge and technologies to prevent these diseases, we have not been able to eradicate them due to poor implementation of the programmes. There is scope for improving these programmes and contain these diseases. You as nutritionist and home scientist have an important role to play particularly in educating the community to accept the programme. You can help to train the peripheral workers for better implementation of the programmes. Besides these major programmes and nutritional diseases, nutrition educatiom to improve dietary practices of ths poor community within the prevailing socio-economic constraints is also a responsibility which you have to undertake with innovative approaches. You can also educate the community about dietary management of non-nutritional diseases by providing appropriate and acceptable therapeutic regimes. I feel you have a great role to play in improving the nutrition situation by your intervention at the home level and community level.

DEVELOPMENT OF WOMEN AND CHILDREN IN RURAL AREAS

R. Sowmithri

At the time of the formation of Tamil Nadu Corporation for Development of Women Limited, the Rural Development Department was hesitant to take up the implementation of Development of Women and Children in Rural Areas. Consequently this Corporation was entrusted with the responsibility for implementation and monitoring of the scheme for the Development of Women and Children in Rural Areas (DWCRA) but without any financial involvement whatsoever.

The Government issued orders vide G.O.Ms. 536 of RDLA (IRD II) Department dated 03.04.84 placing this Corporation in overall charge of the implementation of this scheme in Tamil Nadu.

Genesis

During December 1983 this Corporation used to conduct various village level meetings with ladies at all times of the day, sometimes even during night. It was heartening that really good ideas originated from the ladies during these meetings. The ladies disclosed their general problems and some specific grievances. In an initial listening survey it was estimated that in Dharmapuri District there was a peculiar social feature. There were a very high number of destitute and deserted women. Among the women the need for a general improvement in the standard of bring and better wages was almost unanimous.

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It was revealed during the initial survey that while many of the women worked for 18 hours everyday toiling in the hot sun for abominably low wages there were also other women with a lot of leisure time at their disposal.

DWCRA helped organise the ladies who were pursuing their hereditary professions into groups and in places where there no hereditary professions or where hereditary professions were not lucrative arrangements were made to train the really needy and poor women under the TRYSEM programme of IRDP. Efforts were made to co-ordinate production and marketing activities.

Group formation

During the initial stages of the implementation of the scheme there was a lot of resistance from the women to work as groups. Later on after being indoctrinated about the advantages of functioning as a group like better marketing opportunities, better strength in argument for bargaining, the women slowly relented and agreed to function as a group. The awareness among the women increased gradully as they knew that the valuble and vociferous men were coming down the women whenever they were alone and meek.

As the enthusiasm among the women increased they themselves volunteered to come forward to function as groups. The trades and the business activities were chosen by the ladies themselves. Then gradually the Block Development Officers, Gramsevikas, the Assistant Project Officers and the village level workers also enthused and participated constructively in the scheme.

The methodology, the feedback, the stimulants and the co-operation among the officials and departments were also discussed in details, at the meetings which sometimes extended

upto 9 p.m. on some days. The District Industries Centre and the Officers also participated enthusiastically in the scheme and their co-operation was 100%.

In deciding the trade to be chosen the local attitudes, customs and habits the needs of the people, marketing possibility, availability of raw materials various social mores, were all taken into account and scrutinized in detail. The method of monitoring, the possibilities of a reasonable wage, the training imparted to the beneficiaries, etc, were all given primary consideration while deciding the trade.

Progress

Initially there was a delay in the sanction of loans due to the resistance from the banks which were relunctant to sanction loans to unrecognised bodies or groups of women, Various co-ordination meetings had to be held with the bankers under the stewardship of the district Collectors to convince them, to clear their doubts and set their minds at rest about the viability of the scheme and its modus operandi.

But after the release of the loans the implementation of the programme resumed and progressed smoothly on an even keel.

Review

The scheme is being implemented as envisaged in the action plans and the average wage per beneficiary per day is about Rs. 8/-, which is quite satisfactory when compared to their misery and poverty prior to the implementation of the scheme. Very close monitoring and periodic visits by the Corporation Officials helped tidy and numerous difficulties encountered in the implementation of the scheme which included embezzlement of groups funds, marketing problems, unrecovered dues etc.

Wrong identification of beneficiaries wherever discovered have also been rectified and a fresh list of beneficiaries prepared. Monthly review of the scheme and monitoring of the accounts has been a special feature. Periodical meetings with the beneficiaries have revealed and helped solve various problems regarding marketing, raw materials, accounting procedures, pilferages, wage problems etc. These problems have been solved with the help of the Block Development Officer and the Project Officer.

Enthusiastic and committed Block Development Officers have done a wonderful job in DWCRA in the areas of housing, social forestry, selection of cattle and adult education programme which have all given a total thrust to group activities. It has been ensured in all the coordination meetings held that the various other related benefits under the other rural development programmes have also been channelised to the DWCRA groups and its beneficiaries families. One concrete example of such overall, multifaceted development is Avarankuttai Village in Dharmapuri where the tribals in addition to being provided 50% subsidy have also been provided with NREP houses and the women are also given jobs in the NREP worksites.

The undermentioned are a few benefits that have accrued to the DWCRA groups and the beneficiaries families.

1. Houses under NREP
2. Drinking water facility
3. Provision of milch cattle and sheep
4. Provision of nurseries for social forestry
5. Adult education etc.

Training and Seminars

One state level seminar was held at Erode and two district level seminars were also held to provide a better understanding of the scheme and expedite the implementation.

Training of Gramasevikas and Group Organisers

This Corporation also arranged for a training of the group Organisers and the Grama Sevikas at the Block head quarters during December 1984 and January 1985. The training was imparted by the staff of Sri Avinashilingam Home Science College, Coimbatore.

In addition to this, the corporation also arranged for the accounts training with the help of the district accounts officials. This training which was held at the district head quarters helped the group organisers learn about the maintenance of accounts, registers, ledgers and simple accounting procedures.

Besides this during 1983-84 the Group Organisers were also given a training in setting up rural co-operatives.

Multi Purpose Community Centre

Government of India have also sanctioned a scheme for setting up Multi-purpose Community Centres. Under this Scheme, 4 Multi-purpose Community Centres for Dharmapuri District and 4 Multi-purpose Community Centres for Periyar District have been allotted during 1985-86 at a total cost of Rs. 13.20 lakhs. (The cost per centre is Rs. 1.65 lakhs).

Government of India have also allotted 8 Multi-purpose community centres to Periyar District and 7 Multi-purpose Community Centres to Dharmapuri District for 1986-87 at a total cost of Rs. 24.75 lakhs (Rs. 1.65 lakhs per Centre).

TAMIL NADU CORPORATION FOR DEVELOPMENT OF WOMEN LIMITED

Madras - 600 004

Progress Report for the Scheme - DWCRA

Note :

Sub : Development of Women and Children in Rural Areas - Implementation of DWCRA in Dharmapuri and Periyar and Tiruchirappalli Districts - Progress made in the implementation of the Scheme - Regarding.

Ref :
1. G.O. Ms. No. 397 of RDLA (IRD II) Department dated 16.03.84.
2. G.O. Ms. No. 256 of RDLA (IRD II) Department dated 13.9.1984.
3. G.O. Ms. 633 of RD (IRD II) Department dated 19.8.1985.
4. D.O. Letter No. P.M. 12012/21/85 IRD IV dated 7-?-1985 from the Joint Secretary (IRD) Ministry of Rural Development, Government of India
5. G. O. Ms. No. 637 of RD (IRDV) Department dated 11-8-1986.
6. G. O. Ms. No. 891 of RD (IRD V) Department dated 10-11-86 (Trichy District)

Progress

As per the Government Orders 375 groups of women have to be formed in Dharmapuri District and likewise another 385 groups have to be formed in periyar District for the three years viz. 1983-84, 1984-85, 1985-86 and 1986-87.

In Dharmapuri District as on 28-02-87 out of 375 groups only 369 groups have been formed and all the 369 groups are presently functioning.

The details of the target achievement for Dharmapuri District for the 4 years are given below :

Year	Groups sanctioned	Groups functioning	Target No. of beneficiaries	Actual No of beneficiaries
1983-84	20	20	266	266
1984-85	100	100	1911	1911
1985-86	100	100	1753	1753
1986-87	155	149	3100	2960
Total	375	369	7030	6890

The preparation of the action plan for 1986-87 has been completed.

Periyar District

The details of the target achievement for Periar District for the 4 years 1983-84, 1984-85, 1985-86 and 1986-87 are given below :

Year	Groups sanctioned	Groups functioning	Target No. of beneficiaries	Actual No. of beneficiaries
1983-84	20	20	385	385
1984-85	100	100	1965	1965
1985-86	100	100	1935	1935
1986-87	165	165	2629	2629
Total	385	385	6914	6914

All the 385 groups are presently functioning.

Regarding the release of State share, the entire state share of the Government of Tamil Nadu has been released, But the UNICEF share for Dharmapuri District amounting to Rs 9,03,900/- has not yet been released.

For Periyar District a UNICEF share of Rs. 9,36,500/- has not yet been released for the four year 1983-84, 1984-85 1985-86 and 1986-87. Moreover the Central Share of Rs.51,000/- has not yet been released for 1983-84.

In addition to the existing districts of Dharmapuri and Periyar. DWCRA is to be implemented in an additional district namely Tiruchirappalli during 1986-87 where 150 groups have to be formed. Government Orders have been issued for this and all efforts are being taken to form the 150 groups and activise them.

Activities undertaken

The activities undertaken in Dharmapuri include floriculture, mat weaving, poultry, sheep rearing, snack bar, coir making, palm fibre production, horticulture, lime kiln, curry powder manufacturing. also fibre making, basket making, blue metal jeely production, appalam production, polythene cover making, silk reeling, dairying, sericulture, fisheries, brick kiln, bakery, clay doll making, potato cultivation, etc. among others.

Financial Progress in Dharmapuri District

Year	Entitlement Rupees in lakhs				Receipts Rupees in lakhs			
	Central	State	UNICEF	Total	Central	State	UNICEF	Total
1983-84	1.020	1.020	1.360	3.400	1.020	1.020	1.561	3.601
1984-85	5.100	5.100	6.436	16.636	5.100	5.100	—	10.200
1985-86	5.100	5.100	6.436	16.636	5.100	5.100	5 000	15.200
1986-87	7.905	7.905	9.118	24.298	7.905	7.905	7.750	23.560
Total	19 125	19.125	23.350	61.600	19.125	19.125	14.311	52.561

Expenditure Incurred :-

The expenditure incurred for the scheme in Dharmapuri district and detailed as below :

Year	Receipts (Rupees in Lanks)				Expenditure (Rupees in Lakhs)			
	Central	State	UNICEF	Total	Central	State	UNICEF	Total
1983-84	1.020	1.020	1.561	3.601	1.020	1.020	1.561	5.601
1984-85	5.100	5.100	—	10.200	5.100	5.100	—	10.200
1985-86	5.100	5.100	5.000	15.200	5.100	5.100	5.000	15.200
1986-87	7.905	7.905	7.750	23.560	7.905	7 905	7.750	23.560
Total	18.125	19.125	14.311	52.561	19.125	19.125	14.311	52.561

Activities Undertaken

The activities under taken in Periyar district include dairying, towel manufacturing, carpet making, goat rearing, wire bags manufacturing, snack bar, readymade garments making, palm fibre making, artificial diamond making, khadi weaving, paper cover making, silk reeling, lime kiln, be keeping, puffed rice manufacturing, sheep rearing, horticulture, sericulture etc. among others.

Financial Progress

Year	Entitlement (Rupees in Lakhs)				Receipts (Rupees in Lakhs)			
	Central	State	UNICEF	Total	Central	State	UNICEF	Total
1983-84	1.020	1.020	1.360	3.400	0.510	1.020	—	1.530
1984-85	5.100	5.100	6.436	16.636	5.100	5.100	1.561	11.761
1985 86	5.100	5.100	6.436	16.636	5 100	5.100	5.400	15.600
1986-87	8.415	8.415	9.834	26 664	8.415	8.415	8.250	25.080
Total	19.635	19.635	24.066	63.336	19.125	19.635	15.211	53.971

Expenditure incurred

The expenditure incurred for the scheme in Periyar district are detailed as below :

Year	Receipts (Rupees in Lakhs)				Expenditure (Rupees in Lakhs)			
	Central	State	UNICEF	Total	Central	State	UNICEF	Total
1983-84	0.510	1 020	—	1.530	0.510	1.020	—	1.530
1984-85	5.100	5.100	1.561	11.761	5.100	5.100	1.561	11.761
1985-86	5.100	5.100	5.400	15.600	5.100	5.100	5.400	15.600
1986-87	8.415	8.415	8.250	25 080	8.415	8.415	8.250	25.080
Total	19.125	19.635	15.211	53.971	19.125	19.635	15.211	53.971

Group wish target achievement

Year	No. of Groups		Beneficiaries	
	Target	Functioning	Target	Achievement
Dharmapuri				
1983-84	20	20	266	256
1984-85	100	100	1911	1911
1985-86	100	100	1753	1753
1986-87	155	149	3100	2 60
Total	375	369	7030	6890
Periyar				
1983-84	20	20	385	385
1984-85	100	100	1965	1965
1985-86	100	100	1935	1935
1986-87	165	165	2629	2639
Total	385	385	6914	6914
Tiruchirapalli				
1986-87	150	—	2700	—
Total	910	754	16644	13804

Year	Target No. of beneficiaries	Actual No. of beneficiaries
Dharmapuri District		
1983-84	266	266
1984-85	1911	1911
1985-86	1753	1753
1986-87	3100	2960
Total	7030	6890
Periyar District		
1983-84	385	385
1984-85	1965	1965
1985-86	1935	1935
1986-87	2629	2622
Total	6914	6914
Tiruchirapalli District		
1986-87	2700	—
Grand Total	16644	13804

The abstract of the financial progress of the scheme is given overleaf

District	Entitlement				Receipt				Expenditure			
	Central	State	UNICEF	Total	Central	State	UNICEF	Total	Central	State	UNICEF	Total
	(Rupees in Lakhs)				(Rupees in Lakhs)				(Rupees in Lakhs)			
Dharmapuri	19.125	19.125	23.350	61.600	19.125	19.125	14.311	52.561	19.125	19.125	14.311	52.561
Periyar	19.635	19.635	24.066	63.336	12.125	19.635	15.211	53.971	19.125	19.635	15.211	53.971
Total	38.760	38.760	47.416	124.936	38.250	38.760	29.522	106.532	38.250	38.760	29.522	106.532

TASKS AHEAD

* *Dr. R. Subbian*

It is said India is today the sick man of Asia. We are individually intelligent but collectively we are anything but intelligent. India can regain its health and grow strong:

— When everyone puts the nation and nation's interest above party and group.

— When preference is given to talent instead of privilege and accent on calibre instead of accident of birth is brought about.

— When professionals and businessmen realise that there is more to life than success and more to success than money is to be earned rather than to be got.

— When extra effort is put instead of extra leisure and working hours are not turned into tea breaks and chatting sessions.

— When we realise that we should stop our society disintegrating into fracations and augmentation cutting at the root of the integrity of the nation.

— When the leaders and intellechuals have the courage to tell the truth to the people.

— When the electorate realise the entire destiny of the nation is in their hands.

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* Vice Chancellor,
Bharathiyar University
Coimbatore.

— When we realise that there is no substitute for knowledge and integrity in public life.

— When persons are appointed to high public officers because of what they are and not because of other considerations.

— When we realise that national progress can be achieved only by individuals - each and every individuals effort. No state can achieve any progress unless every one of its citizens contributes the share.

India still continues to be the 15th poorest nation in the world. The percapita income is about Rs. 2000 p.a. Half of our population still lives below the subsistence line in the 6 lakhs villages.

The rural folks' plight seems timeless and unchanging. We are second to none in intelligence and the spirit of enterprise. We have all the skills and capability. Instead of becoming an economic power, we managed to remain poor.

As educator and educationists we have not given that education to our younger generation which would enable him to be self dependant, creative or to become an enterpreneur of job creation instead of job seekers. Every body wants a white collar job.

We have too many public servants and too little public service.

It is estimated that about 2/3 of our population are literally illiterate.

Thomas Jafferson had said, "If a nation expects to be ignorant and free, it expects what never was and never will be."

This illiteracy must be eradicated Adult Education-so It must be the endeavour of all that by 2000 A.D. no adult education programme should be there.

The child is father of the man. The quality of educat of children today will determine the quality of life in India tomorrow.

Institutions were started to produce leaders by leaders - unlike today.

The question is where are the leaders of tomorrow? or in other words where are the nation building institution which can produce the leaders of tomorrow? How many educational institutions are there which aim at excellence and which are dedicated and equipped to produce leader of people-personalities whose minds hearts and character have been developed in the whole traditions of our heritage.

Animals can be trained only human beings can be educated. Education requires dedication personal participation and transformation. It involves cultivation of mind.

Anything in moderation is good, even alcohol. Freedom is like alcohol to be taken in moderation. Can we find that (we discarded) the old norms of discipline, decorum, dignity and decency in our institutions. Today the premium is not or what are known but whom one knows. I remember some body remarking that our present day institutions are academic cafeterias offering junk food for the mind.

All 6 to 14 age group children are to be provided free and compulsory education. Tamil Nadu state has taken many innovative steps to implement and fulfil this commitment.

Mahatma Gandhiji alone had the vision to see that division of education at the earliest stage into intellectual, spiritual and vocational had led to the defective and one sided develoment of our children, It did not help them to grow into integrated people.

Therefore stress is laid on the hormonious development of hand, head and heart. True integrated education should aim at developing mind and body with the corresponding awakening of the soul. All knowledge, skill and activities which are necessary for education should center around some useful craft.

Corruption is the greatest solvent of public institutions, poverty poses a far smaller threat. I would like you to inculcate in the young minds under your charge, the importance of moral values and moral education we need moral leadership. The campus of an educational institution is the one place where the virtues of discipline and non-violenee should be written with some indelible link on every student's mind.

The two marks of a truly educated person are the capacity to think clearly and intellectual curiosity.

Education has to transmit civilisation. To do this it must enlighten the understanding and it must enrich the character.

What we need today more than anything else is moral leadership - founded on courage, intellectual integrity and a sense of values.