

**MANAGEMENT OF
DEVELOPMENT
PROGRAMMES FOR
WOMEN AND CHILDREN**

Volume I

**THROUGH
RURAL DEVELOPMENT
AND SOCIAL WELFARE**

Editor : Rajammal P. Devadas



**Published by
SRI AVINASHILINGAM HOME SCIENCE COLLEGE**

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SPECIMEN COPY

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FOREWORD

A nation's greatness depends upon the level of education amongst its women. As Swami Vivekananda has said that a nation which does not respect women can never be great. India was great when the standards of education amongst women were high : when they had freedom, culture and learning, and when they maintained intellectual and spiritual standards. Those were days when Gargi and Maitreyi participated in the most learned assemblies of the land. Those were the days when women like Sita had the strength and will to resist evil. Those were the days when they could face even death face to face like Savitri. In the middle ages due to foreign invasions and a variety of other reasons women lost their freedom. Along with the loss their living has become routine like mere routine, like manufacturing machines for children. In free India all these must change and women must attain their pristine position of courage, respect, learning and purity of life, which alone can enhance permanently their status in society.

Women in the present day face many grave problems but none that cannot be solved by a proper system of education. Inculcation of spiritual values, formation of character based on personal purity are the bases of all education, particularly women's education, A great India requires that at least some men and women should dedicate themselves wholly to serve the country, the poor and downtrodden.

The Avinashilingam Home Science College has been working in the field of women's education for over three decades with these ideals. The conducting of courses on 'Management of Development Services for Women and Children' has given the college an opportunity to train women workers in the various fields of women's development. We are grateful to the Department of Women and Child Development of the Ministry of Human Resources and USAID for enabling the college to

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run these courses under the dynamic leadership of Hon'ble Smt. Margaret Alva, Minister of State for Youth Affairs, Sports and Women and Child Development. We are grateful to all the staff of the Avinashilingam Home Science College and distinguished guest lecturers from outside who have been responsible for the successful running of these course and to Dr. Rajammal P. Devadas the Director of the Avinashilingam Education Trust Institutions whose three decades of hard, continued and dedicated service have made all these possible.

We hope that this publication will help towards more efficient working of the developmental programmes for women and children in the country, and lead to improvement in the quality of living of women, children and communities.

T. S. Avinashilingam

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15-6-1988

PREFACE AND ACKNOWLEDGEMENTS

With the Grace of the Almighty, this publication has emerged from the training course, 'Management of Development Services for Women' conducted by Sri Avinashilingam Education Trust Institutions from October 3 - 16, 1986. This is the first of the series of volumes to be published based on the series of Development Management Training Programmes conducted so far for different categories of officials and functionaries in government and non-government services in the Southern States of the Indian Union.

The idea of conducting these courses emanated from the Department of Women and Child Development, Ministry of Human Resource Development, Government of India and USAID, New Delhi. Dr. Zarina Bhatti of USAID, Smt. C. P. Sujaya, I. A. S., Joint Secretary in the Department of Women and Child Development of the Ministry of Human Resource Development, Government of India helped greatly to bring together senior members in government services and associated voluntary agencies from the states of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Union Territory of Pondicherry.

Sri Avinashilingam Education Trust Institutions have geared their teaching research and extension programmes to the development of women and children. Sri Avinashilingam Home Science College has been creating awareness among the public, specially women in various efforts to alleviate poverty and promote group action in its 50 adopted villages. The vast experience gained thereby, was helpful in the conduct of this course.

The major objective of the training programme was to provide opportunity for senior level officials to share their experiences in monitoring programmes for women and

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children. In addition, the training provided also a forum for orienting the participants in management techniques and strategies required to plan, work, pilot, execute and evaluate development programmes for women and children. Another outcome envisaged was to build up vertical and horizontal linkages needed within governmental departments and between governmental and non-governmental agencies, to optimise the benefits of development projects

If development is to be real it must be total, embracing all the needs of women and children in the community. Equality of women is essential for development. Creating awareness regarding their problems and rights, arousing their consciousness and raising their status are a few among the vast needs of women. The central and state governments and voluntary agencies-national and international have made provision for a large number of action programmes to uplift women. Effective implementation of these programmes, to solve the problems of women and training them for full participation national programmes are the critical needs of the hour.

These ideas have been the focus for action in the Development Management Courses conducted by Sri Avinashilingam Education Trust. Twenty three officials and non-officials from the four Southern States and the Union Territory of Pondicherry participated in the two week's programme. They were drawn from the Departments of Social Welfare and Rural Development and Central Social Welfare Board (Annexure I). The two week's programme emphasised the need for using management techniques in programmes for women and children; how to integrate the services available at the grass root level and how to optimise the outcomes (Annexure II). The course was fully participatory in nature. Various methods were used for training, including demonstrations, discussions, dramatisations, folk songs and dances, symposia etc. Eminent resource persons from different services helped in the conduct of the programme as can be seen from Annexure II. The papers given by the resource persons from the main contents of this book. Out

of the discussions and deliberations, some important recommendations emerged (Annexure III). These recommendations need to be fulfilled.

The Director of the workshop is grateful to :

Dr. T. S. Avinashilingam, Founder President, for his guidance and facilitations.

Hon'ble Smt. Margaret Alva for her dynamic leadership and for commissioning these courses.

The resource persons: Smt. C. P. Sujaya, IAS, Joint Secretary, Department of Women and Child Development, Ministry of Human Resource Development Government of India, Dr. Zarina Bhatti, USAID/WID Officer, Dr. Sarala Gopalan, IAS, Secretary Revenue, Kerala, Dr. Mariamma Varghese, Dean of Home Science, SNDT Women's University, Dr. A. Kandaswamy, Professor of Tamil Nadu Agricultural University, Sri Rajadurai Michael, Consultant, Rural Development, Wardha, Sri A. Anantharaman, Personnel Manager. Hindu, Madras, Dr. K. Chandrasekhar, Senior Faculty Member, Bank Staff College, Ms. Padmasini Asuri, DANIDA, Dr. Godavari Kamalanathan, Deputy Director of the Institution. Dr. Lakshmi Santha Rajagopal, Principal and Professor in the Faculty of Home Science, and Professors Dr. R. Raji, Dr. Usha Chandrasekhar, Dr. Parvathi Easwaran, Dr. Premakumari. Dr. N. Jaya. Dr. S. Sitha Lakshmi and Dr. Thangamani for their contributions.

The course was a rewarding experience to all the members, resource persons and the faculty. It is hoped that the implementation of the recommendations, follow up and feed back will also be equally satisfying.

Reginald P. Dadas

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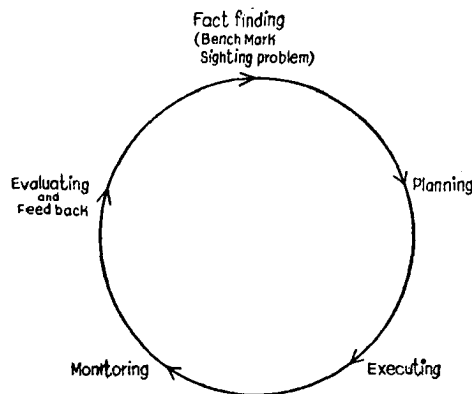
CONCEPT OF MANAGEMENT IN THE ADMINISTRATION OF WOMEN AND CHILDREN'S PROGRAMMES

Rajammal P. Devadas

The words **administration** and **management** are often used synonymously. Administration is the process of determining the aim and objectives of the organisation, whereas management is concerned with the direction and guidance of the organisation's operations for accomplishing such objectives.

Haimann observed that it is helpful to think of managerial functions as a circular continuous movement. They flow into each other and at times there is no clear line of demarcation when one ends and the other begins (Figure).

MANAGEMENT PROCESS



Gullick has outlined the major principles governing public, (government) administration as 'POSDCORB' in which :

- P** stands for **Planning**, that is working out in broad outline the things to be done and the methods to be adopted for accomplishing the purpose.
- O** stands for **Organisation**, that is building up the structure of authority through which the entire work to be done is arranged into well defined sub-divisions.

- S** stands for **Staffing**, that is, appointing suitable persons to the various posts under the organisation and the whole of personnel management.
- D** stands for **Directing**, that is making decisions and issuing orders and instructions for the staff
- Co.** stands for **Co-ordination**, that is, inter-relating the various parts of the work and eliminating over lappings and conflicts.
- R** stands for **Reporting**, that is, keeping both the supervisors and subordinates informed of what is going on, and arranging for the collection of such information through inspection, research and records and
- B** stands for **Budgeting**, that is, the whole of financial administration

For instance, India has been preparing her five year plans, earmarking priority areas, targets and coverage as well as financial provision for the different aspects.

Organisation is illustrated by the sub-divisions: central and state governments, district, block and local administration. Different departments look after different functions. Whenever new functions arise new departments may be created (For example, Department of Non-Conventional Sources of Energy, Department of Environment) or the priority area is assigned to an existing department. (For example, the Nutritious Meal Programme of the Government of Tamil Nadu has been assigned to the existing Social Welfare Department). At times several departments are merged to have a total impact. (For example, Education, Social Welfare, Culture, Women, Child Development and others have been brought under the newly amalgamated Human Resources Development Ministry).

Adequate staffing by trained personnel is essential for sound management. Often, complaints about inadequate staff and vacancies in existing posts are heard. Ever since the introduction of the Community Development movement in 1952, there has been increasing demands on the Department of Rural Development. Consequently a number of changes has taken place in the staffing structure. However, the posts of one Mukhya Sevika and only two Gramsevikas per block have remained unchanged. Women constitute one half of the population, and still there is such gross inadequacy of women staff to cater to women's needs.

Delegation of responsibility is one of the important principles of management. Proper decentralisation of authority and duties would lead to quicker execution of plans and better outcomes. Complaints about undue delays and bottlenecks in programmes and facilities percolating to the target population are common. This is mainly due to lack of delegation. Delegation does not mean disintegration and loose ends. It means judicious sharing of decision making and implementation.

In order to avoid duplication and dual control, Co-ordination both vertically, that is, between different levels of administration and horizontally that is, between various departments and between government and voluntary sectors, is essential. Coordination implies role designation for individual officials workers and overall control by the higher ups.

The resources are limited. The aspirations and aims may be high, but priorities will have to be established because of financial constraints. Thus Budgeting is essential not only to apportion the limited resources among the various sub-heads but also to do it on a phased manner.

Above all, Accountability is imperative. The programme must be monitored effectively and reporting done periodically. This alone would indicate the outcomes, whether or not the targets are reached, the lacunae in the programmes and approaches, and

the factors responsible for the same. It is a happy augury that government departments are thinking of different types of evaluations of their programmes—Self, built-in as, well as external and are attempting to involve voluntary agencies and research institutions of repute in this endeavour.

Today, **Management** has emerged as a broad field of study and a specialized discipline, attracting many young persons. At this juncture, the administrators who are the real managers of vast programmes for women and child development need to be oriented to the various techniques of management, understand the managerial problems and suggest suitable remedies. In this context, the following Objectives are worthy of consideration for a series of training programmes.

1. Understand the problems confronting rural and urban women.
2. Identify the roles the government and voluntary sectors in carrying out programmes for women and children.
3. Explore the possibilities of involving the voluntary sector in implementing programmes for women and children.
4. Assess the extent of utilisation of the available infrastructure by the target groups of women concerned and appraise their implementation
5. Apply management strategies and techniques in planning, implementing and evaluating women and children's programmes.
6. Plan for suitable proliferation of delegation of responsibilities vertically and horizontally at various levels of administration.
7. Evolve suitable training strategies and methods applicable for field level / peripheral functionaries and women administrators and managers at various levels.



MANAGEMENT CONCEPT AND STRATEGIES

*A. Anantharaman**

Management is the word used by people with varied meaning. Management is used as a collective noun to refer to all those who manage within a particular organisation including those help the managers. The word management is also used to refer to a particular activity such as the scientific management. It also distinguishes between managers and operators.

John F. Mee - Management may be defined as an art of securing maximum results with minimum efforts so as to secure maximum prosperity and happiness for both employer - employee and give public the best possible service.

The Management is simply the process of decision making and control over the action of human beings.

Prof. George Terry defines Management is the distinct process consisting of planning, organising, actuating and controlling the performed to determine and accomplish the objectives by the use of people and resources.

According to the definition : Planning is the first step in Management. Planning involves decision making on the basis of assumption that is likely to happen in the future which is uncertain.

Under this function (1) what is to be done? (2) when to be done? (3) by whom to be done? and (4) how to be done? are dealt with.

Towards this purpose, the objectives and subjectives, devising of strategies, determining of policies and drawings of programmes towards pre-determined goals are the steps to be evolved.

* Personal Manager, The Hindu, Madras

To define planning, Charls Summer said "process of planning covers wide range of activities in all the way from initially sensing the needs to that of the final goals".

Planning encompass in itself the determination of organisational objectives, policies, programmes, schedules procedures and methods for achieving the one. Planning is an essential decision making process, since it involves in choosing between alternatives.

Advantages of Planning :

1. Planning increases organisational ability to adopt to future eventualities.
2. It helps to crystalise the concepts.
3. Ensures relatedness among the decision.
4. Helps the organisation to remain more competitive in industry.
5. It ensures a more productive use of organisational resources.
6. Planning makes control easier.
7. It can help the organisation to secure better decision for planning.
8. Planning enables organisation to progress in a manner considered most suitable to achieve the objectives.
9. It increases the effectiveness of the organisation and optimum use of its resources.

One of the most important aspects of the present management process is the art of **decision making**.

The Manager is always in the perpetual choice of making the activity to solve the problems or to provide for the future. He has to weigh alternative process of action before making the decision. The decision involves past, present and future.

Decision making is fundamentally the organisational function.

It has to be done in connection with the planning and objectives.

Decision making can be defined as selection based on some criteria of one behaviour, alternative from two or more possible alternatives.

To decide means to cut off and come to a conclusion. The process of decision making is one which is associated with reasonableness. It is a function or trend or action. A decision maker is always bounded by rationality. The decision making makes the decision maker committed. Once a decision is taken, there is a commitment.

Process of Decision making: The process of decision making related to

- (1) Past - in which problems are developed and information collected.
- (2) Present - alternatives to be selected
- (3) Future - where decision will be carried out.

Under the process of making decisions, following steps are involved in defining and crystalising the problems:

1. Futurity - Length of time.
2. Impact of decision on other functionaries.
3. Qualitative and quantitative considerations.

The decision making mainly depends on how much of information we need for a particular problem.

The decision making depends on development of alternatives for a solution. No problem is without alternatives. Alternatives will lead to best decisions. While considering the alternatives, we have to find out an answer whether any other action should be taken.

There are various types of decisions that is, routine decision, organisational decisions, personal decisions and non-programme decisions.

ORGANIZING

After the general and specific objectives are determined and plans prescribed, the next step in management process is to organise activities of an enterprise with a view to work the plan and ultimately to achieve the objectives. It is, therefore, necessary to ascertain the activities required to achieve the objectives of an enterprise.

The activities are to be grouped appropriately so that homogenous activities assigned together and to be placed in charge of each manager to whom the authority must be delegated and it should be commensurated with responsibility. The need for the organising grows with the growth of the business.

Organising refers to a process or managerial function. Study of organisational structure helps one to classify the principal feature of organisational anatomy and study similarities as well as distinctions. Organiser is viewed as a structure with integrated parts. Organiser is to generate effective action towards pre-determined objectives. By proper organising we get synergism that is, total effectiveness.

Prof. Allen defines organisation as "Process of identifying and grouping the work to be performed, defining and delegating the responsibility and authority, establishing relationship for the purpose of enabling people to work most effectively together to accomplish the objectives.

In organising, the functions to be defined clearly that is, (a) Identifying the activities involved.

- b) Grouping similar activities
- c) Defining responsibility and accountability
- d) Delegation of clear structural relationship
- e) Delegation of requisite authority.

Importance of organising :

1. Encourages specialisation
2. Productivity is increased because of clarity for work and avoidance of duplication.
3. Fosters co-ordination by supplying frame work for helping in various functions in logical arrangements.
4. Aids for expansion, growth and development.

The first step in organising is departmentalisation. Knotz defines department as **Distinct area, division or branch of enterprise over which the Manager has authority for the performance of specific duty.**"

In any organisation, we have functions like production, marketing, finance and administration and they are grouped together as departments. Besides this, organisation could be on products, territory, customary and process-wise.

The next aspect in organising is the span of **management or control**. The span of control of management is how many subordinates a supervisor can effectively manage. It depends on the nature of work, knowledge of the supervisor and knowledge of subordinates.

It is always advisable to have a supervisor to control not more than 5 or 6.

DELEGATION

Delegation means grant or conferring the authority. This refers to the act of entrusting authority by one executive to another with a view to accomplish the assigned task. The existence of an organisation depends very much on the delegation of authority. The delegation of authority is required by the Managers who are charged with responsibility. Delegation extends to executive area of activities. Delegation does not mean surrender or abdicating the responsibility. The manager who delegates is still accountable.

Nature of Delegation: Delegation may be related to a particular task, period, assignment, etc.

Advantages of Delegation: (1) Reduces manager's burden. (2) Develop subordinates. (3) Provides continuity in the organisation. (4) Impetus to expansion.

Obstacles in the way of effective delegation:

- a. Desire for outstanding performance standard. The executive who expects a very high standard of performance would shun to delegate his work.
- b. Inability to direct.
- c. Lack of confidence.
- d. Absence of adequate control system.
- e. Intolerance towards ambiguity.
- f. Dominance.

Subordinates avoid delegation due to

1. Easy way. It is easy to obey than to decide and act.
2. Fear of criticism.
3. Feeling of inadequate resources.

Lack of information makes them not to accept responsibility.

Excessive Workload : (a) Lack of confidence. (b) Absence of incentives. (c) Positive incentive is necessary to accept more responsibility, lack of it may lead to shun responsibility.

Decentralisation : Decentralisation may be defined as position where ultimate authority command or control as well as responsibility placed as far down in the organisation.

Organisational aids : In order to bring co-ordination effectively, the following organisational aids are used:

1. Committee system - Committee is an integrated group consisting of knowledgeable people.
2. Its deliberations are pooling of knowledge of competent persons.
3. It results in co-ordinated team effort. It develops incite among the persons to solve the problem.
4. It also comprises persons involving interest groups.
5. In fact, it motivates participation.

The committee system also has its drawbacks that is avoidance of decision, dilution of truth, high cost and delayed decisions.

Organisational charts and manuals : Organisational charts and manuals are useful aids in gaining insight into organisational relationship that exist in a particular enterprise. Organisational charts help one to visualise an organisation as a whole and identify the work division, assignment of manpower and the lines of formal authority.

Organisational manual is to supplement the chart. These together can provide relative data needed for clear understanding of the organisation and organisational relationship.

Both the organisational charts and manual help -

- a. To understand one's official position in the organisation regarding the job and how he fits in the function.
- b. Avoids overlapping of authority.
- c. Facilitates management development programme.
- d. Provides authoritative information on organisational structure.
- e. Highlights the importance of committee decisions.

Supervision : Organisational objectives to be obtained by the co-ordinated efforts. Towards this, united and continued efforts must be maintained by person to communicate and to execute the actions. This co-ordinated effort is taken over by the functions of supervision. The supervision is the connecting link between the upward and downward functionaries of the organisation.

He has to be given a status to communicate the messages of the management and there should be an acceptance of the management and by the subordinates. He is an important connecting link in the team work of management. He is described as the ears and eyes of management. He carries out the direction issued by the Management to comply with the organisational objectives. For which he should be vested with authority and influence. He is the representative of the Management and workmen and to cater to their needs. The supervision in the organisation should be broadbased like pyramid.

To be an effective supervisor, a person should have the following qualities:

- a. Good at handling people.
- b. Employees should feel free to discuss with him official and personal problems.
- c. They should have confidence in him and accept him to stand up for them at times of need.

- d. To champion their right cause and to handle their grievances.
- e. Above all to be competent in work.

CONTROL

Having planned, organised and co-ordinated, next function of the management is to control. Control is determining what is accomplished. To evaluate the performance and if necessary applying corrective measures.

Fayol defines "Control consists in verifying whether everything occurs in-conformity with the plans adopted, instructions issued and principles established.

It has for its object to point out the weakness and errors in order to rectify them and preventing recurrence. It operates on everything, people and action. Control implies determining and stating, what is to be accomplished, then checking the performance against such standard prescribed with a view to corrective action required to achieve the planned objective.

Objective of controlling is to ensure people's efforts in the organisation, directed towards pre-determined objective. Controlling is the process of integration.

Control involves three basic steps that is

1. Establishment of standards for measuring the performance
2. Checking or appraising the performance against such standard.
3. Taking corrective action.

Establishing standards involves a) Physical standards b) Number of units to be produced per hour c) Cost standards d) Capital standards e) Intangible standards like competence of managers, morale, psychological tests etc. f) Appraisal of performance.

Role of Information: Control could be effectively established by information system.

Information system is by periodical reports (daily, weekly, fortnightly and monthly).

Systematic information, that is, MIS-Management Information System.

The other main aspect is by budget and budgetary controls.

Besides this we have information budgetary control, that is, by statistical data and charts, sample control charts, internal audit system and breakeven analysis.

These concepts could be made effective by understanding human resources by knowing their needs. The needs could be classified as physiological, social and psychological. It starts from physiological needs, food, cloth and shelter and ends by highest psychological needs of recognition, acceptance and self-achievement.

Motivation is another factor which make management effective. Any amount of planning, organising and control will have no effect unless you motivate personnel. The main motivating factors are wages, security of job (legal security physical security, psychological security).

Congenial Association: Credit for work done, meaningfulness of the job, competent and fair leadership, career development, leaders and peers interest and appreciation.

To achieve the organisational objective, we should have effective leadership. Leadership could be classified from (1) Coercive autocracy (2) Benevolent autocracy (3) Manipulative autocracy and (4) consultative autocracy. The best form of leadership is by team management or consultative leadership.

The most important tool in the art of management is communication. Communication is defined as " a means for effectively producing product of efficiency and working harmony". There are many ways of understanding what communication is. It is an act or idea, passing of information etc.

The objective of communication is to share the information about the organisation and of the organisation to establish good understanding and to remove misconception and mystery of the organisation.

There are different forms of communication

1. Downward
2. Upward
3. Lateral
4. Diagonal

We can also describe one-way and two-way communication.

Different channels of communications are (1) Verbal (2) Non-Verbal (3) Visual.

It is the entire responsibility of the Management to have effective communication.

The general principles of communications are (1) Principles of clarity (2) Simplicity (3) Attention (4) Integrity (5) Strategic use of information and (6) Information use of communication.

One should avoid the barriers of communication to have effective communication.

A good communication is to be accompanied by projective listening and to avoid marginal and evaluated listening.

Finally, effectiveness of any organisation could be measured only by use of morale it has. Morale is the state of mind which enthruses the willingness of those who constitute the organisation to get themselves involved in organisational activities.

Morale depends upon the fairness, principle and practice that prevail in the organisation. ●

MODERN MANAGEMENT STRATEGIES

*K. Chandrasekhar**

Management is the guidance, leadership and control of the efforts of a group of people towards some common objective. Basic functions of management are :

- a. Planning the activities
- b. Organizing the resources
- c. Leading or directing the activities and
- d. Controlling and monitoring the activities for achieving the pre-determined objective.

Resources for activities are identified as :

- a. Men and women
- b. Machinery or apparatus
- c. Money or funds and
- d. Materials

The best pattern of management is to ensure optimum productivity of all resources through democratic participative management involving good participation, communication, motivation and co-ordination. There should be favourable physical and psychological work environment. They must have a sense of belongingness to the organization.

The following points were emphasized :

1. In the present world, there are no underdeveloped nations; we have only undermanaged countries.

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2. Nation consists of organizations; not just individuals.
3. Effective management of resources/inputs is necessary at both micro and macro levels - organizational as well as national levels. Hence there is the need for application of modern management techniques or strategies which are identified as the following.

1. Leadership Behaviour

In modern organizations, most individuals have other people working both above and below them in the organizational hierarchy. Thus they have to deal with this phenomenon of superior - subordinate relationships both as a superior and a subordinate. Superior - subordinate relationship is but one form of leader - subordinate relationships. In general leadership styles can be classified into (a) Authoritarian (b) Persuasive and (c) Permissive or democratic styles of leadership.

a) *Authoritarian Style*

Here the leader (or the boss) directs the behaviour of his/her subordinates unilaterally. He/She makes the decision and communicates it to the his/her subordinates for implementation. Thus the communication is one way in nature. If the subordinate is unwilling or unable to carry out the decisions, the superior would resort to coercion.

b) *Persuasive Leadership*

Here the leader makes the decision and tries to rationally convince and persuade his/her subordinates. There is neither complete coercion nor complete participation.

c) *Permissive Styles*

Permissive or democratic leaders consider their subordinate as party to the decision and therefore involve them from the beginning stages of the decision-making. This of course does

not mean that the superior/boss is abdicating his powers as such. This style of leadership would involve two - way communication and in general require more time.

Although we have specifically identified three types of leadership, it would be more meaningful to say that there is a continuum of leadership styles and that there are three points in the continuum. While it cannot be said that one type of leadership is superior to or more effective than the other styles, we can still outline certain conditions under which each of these leadership styles are more or less effective. In general when there is not much status difference between the superior and the subordinate (for example between a manager and the assistant manager as opposed to the manager and the worker), permissive types of leadership would be more effective than authoritarian type of leadership. Permissive styles would also result in higher satisfaction and commitment to the decision and its implementation. If there are a large number of subordinates or when time is a constraining factor (emergency situation in military, for example), then authoritarian leadership may be more practical.

Leadership style does not depend only on the expectations or behaviour of the leader alone. The interaction between the expectations and behaviour patterns of the superior and the subordinate are also important. If the subordinate expects an authoritarian boss and the boss exercises unilateral, authoritarian leadership, then the resulting relationship may be satisfactory to both parties and also effective. If, on the other hand, the subordinate expects to participate actively in the relationship whereas the superior manifests coercive control, then the effectiveness will be in jeopardy.

Another area of concern is the relationship between the satisfaction that subordinates feel and productivity. When the job is simple, like a physical task and where the subordinate could be coerced into doing, then satisfaction may not be directly related to productivity. However, where the commitment and motivations of the subordinate is essential for the fulfilment of the task, satisfaction would be crucial for produc-

tivity. Again, although satisfaction may not be related to productivity in the short term, it is related in the long run.

2. Motivation

Along with the higher status and influence enjoyed by the superior or leader, there are certain requirements and responsibilities the most important of which is motivating the subordinates to perform their jobs effectively. Motivation implies the satisfaction of certain needs (material, psychological, and otherwise) of the subordinates. The famous "carrot and stick approach", what is a good approach will of course depend on the situation, nature of task, type of subordinate, etc. Positive incentives are generally more effective than negative incentives. Negative forms of motivation such as reprimands and threats, lower pay or remuneration, layoff, etc. may act as temporary remedies, but they do not in fact satisfy any real need of the subordinate what he should not do, but do not give an indication of what he should do. Again, in order for the reward (or punishment) structure to be effective, the subordinate must be able to clearly associate the reward or punishment to the specific authority for which it is intended, otherwise it will only lead to a feeling of certain randomness in the environment and hence result in frustration.

Motivation is nothing but satisfying certain needs. Now, human beings have several needs and these can be classified into a hierarchy ranging from the basic needs to higher order needs as follows:

- a) *Physiological Needs*: Food, Water, air, shelter, sleep, etc.
- b) *Safety and Security Needs*: The needs of a person for generally ordered existence in a stable environment which is relatively free of threats to the safety of the persons's existence.
- c) *Social Needs*: Desire for having affectionate relations with other individuals and for having recognized place as a group member. Need to be accepted by one's peer.

d) *Esteem Needs*: Prestige, status, success, self esteem and esteem of others.

e) *Self-actualisation or self-realisation Needs*: The need for self-fulfilment. The need to achieve one full capacity for doing.

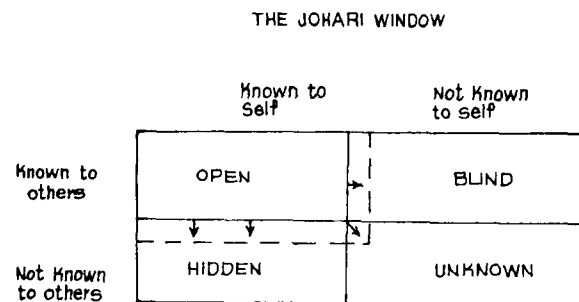
More than the classification, the hierarchical characteristic is important. Once a need is satisfied, then it is not an effective motivator. Thus, as we go higher up in organizations, where money, security, etc. are not motivators, then prestige, esteem, a feeling of self-realization or fulfilment become more important. These can only come through positive rewards and incentives. If, in fact, an individual is working for self-realization as such, then satisfaction of doing a job well, thereby manifesting all his abilities and capacities will itself become the major concern. Then there will be no need for external motivators as such.

3. Delegation of Authority

Delegation is the process of assigning work responsibility and authority to subordinates by the superior so that the subordinate maximizes his/her abilities. Manager's job is to co-ordinate persons' efforts in attending tasks through (i) supervision and (ii) delegation. The superior/leader delegates to subordinate responsibility, authority (especially of decision-making) and accountability. Basically, there are three types of delegation: (i) informal, (ii) formal and (iii) lateral. The superior or leader who delegates authority to subordinate is one who: (a) is prepared to let go authority (b) believes in better future of the lowest cadre (c) believes "capable managers are developed" (d) is able to develop climate of trust (e) is prepared to accept the fact that "others can do as well or even better than I can do" (f) has faith in subordinate and strong faith in himself/herself and (g) is prepared to back subordinate when he/she fails. By delegating authority and responsibility, the following is achieved: (a) satisfaction of the needs of subordinate (b) development of leadership qualities in the subordinates and (c) improvement in productivity and increase in production.

4. Constructive Openness

What is to be an open persons? The Johari window provides a graphic way of looking at personal and interpersonal openness. The window represents one's whole personality.



The "Open" area includes that part of you-your behaviour, feelings and thoughts-which you share freely with others. When you form a new relationship, this area tends to be small. What you share with a new acquaintance is governed by social conventions and limited to things that are public knowledge any way. As you get to know and trust another, you are both willing to share more of yourselves and the open area grows in size.

The 'blind' area includes behaviour you are not aware of although another may be, "Would God give us the gift to see ourselves as others see us?". You find out about your blind area through feedback from others.

The 'hidden' area includes thoughts and feeling that you have not yet revealed to others through your behaviour. You share your hidden area by the self-disclosure.

The 'unknown' area is that part of you or your potential which you have not yet discovered. What helps you to probe into your unknown is experiment and play. Children are experts at self-discovery, simply because they are experts at

play. As people grow older, they often tend to lose their capacity to play, to test and to experiment.

One being 'open' focusses on behaviour (words and actions) and reactions to behaviour (understanding and feelings). When you communicate freely with another about your behaviour, perceptions and feelings, you are being open. When you are evasive, defensive, reserved, or silent about them, you are not being open. Your relationship develops and grows beyond what it now is when you both move into the 'blind', the 'hidden' and the 'unknown', and become more open within yourselves, and to each other. The broken line in the diagram represents potential growth in the openness. Openness, in fact, is sharing and it is a contradiction to thrust openness on another. The other has to be willing to be open with you. Otherwise, openness becomes coercive.

PERT-CPM TECHNIQUES

Delays have become perhaps the most striking characteristic of our society. The loss being caused to industry in particular and the economy in general by inordinate delays in implementation of the projects is heavy. Studies have been made to assess the extent of losses suffered by the entrepreneurs and the society as a whole when the projects are delayed. Normally the delay has been measured in terms of overruns of costs. But at the same time the delay means a loss of production to the society and revenue to the Government, which is usually not taken into account.

The delays and consequent addition to cost per year in respect of some of the industrial undertakings are shown in Table I.

TABLE I
ADDITIONAL COSTS THROUGH DELAY

Name of the Project	Delay (in months)	Cost of delay (Rs. Crores per year)	Final increase in cost of project (Rs. crores)
Bokaro Steel Plant	72	51.72	310.32
Gujarat Refinery	12	27.99	27.99
Panipat Fertilizer	15	27.60	34.05
Donimalai Iron Ore	12	19.28	19.28
Bongaigoan Refinery	17	16.56	23.46
Rajhan Cement	11	12.24	11.02
Bailadilla Iron Ore	60	6.24	31.20
Acrylic Fibre (IPCL)	28	6.12	14.28
OFFP Hardware (BHEL)	21	6.72	11.76
High Pressure Boiler Plant (BHEL)	36	1.92	5.76
Bokajan Cement	24	1.32	2.64
Basic Chemical Unit (HOCL)	100	0.72	6.00

The production lost on account of delayed installation of capacities in the above projects has also been phenomenal. The direct production loss sustained by them on account of delay is shown in Table II.

TABLE II
LOSS IN PRODUCTION

Name of the Project	Production Loss (Rs. crores)
Bokaro Steel Plant	3018.75
Gujarat Refinery	43.00
Bailadilla	76.50
Panipat Fertilizer	47.43
Bokajan Cement	11.25
Donimalai Iron Ore	7.29
Rajhan Cement	4.12

Whether it be the private sector or the public sector, the firm is initially required to obtain a letter of intent which has to be converted later into an industrial licence. That itself takes six months to one year. When the industrial licence is obtained, the entrepreneur has to run to financial institutions for tying up his requirements, get import licences and observe various formalities. A project thus takes six to seven years at least in coming up in this country. Normally, the gestation period should consist of the following:

1. Time taken for preparing market studies and project profile.
2. Delivery period for plant and machinery.
3. Lead time for developing captive sources of raw materials, if necessary.
4. Civil construction and installations at site.

Apart from these, the controls and regulations imposed by the Government clearances which will have to be obtained for carrying out the projects, significantly lengthen the gestation

period. Major among the factors that add to the time span of the projects are licencing clearances, financial arrangements, and availability of physical infrastructure.

PERT/CPM is a planning technique designed to make the project management delay-conscious and to complete the project work according to a time-bound programme.

Programme Evaluation and Review Technique (PERT) was introduced in the science of management in 1958. It was for the polacis for the U.S. Navy that the PERT technique was first adopted to co-ordinate many activities and individual programmes required to bring to completion the complex projects for creating a missile which could be fired under water. The U.S. Air Force later successfully adopted this technique during the Arab-Israel War in 1967.

2. A PERT network is created with three basic components viz. events, activities and relationships. An event or milestone (also called a node) is a clearly identifiable point in time which marks the beginning or completion of a specific task in the project. An activity stands for the time consuming part of a project which must be accomplished before the next event can happen. When all the events and activities of a project are connected logically and sequentially, they form a network which serves the purpose of directing relationships between the basic tasks involved. Events represent the specific achievements within the programme and activities, the time and resources required to proceed from one event to the next.

3. The PERT technique, therefore, requires the selection of specific, well-defined events which may be used as measuring points and the careful estimation of the time required for the activities between each event. This requires that each event must be clearly distinguishable. Further, each activity must have at its disposal an allocation of resources in terms of manpower, equipment and facillities in the network.

4. In PERT analysis, time and cost are attached to each activity and these are management considerations. The determination of time and cost estimates for each activity is as important as properly identifying and sequencing the events. In order to ensure that the allocated time is as accurate as possible, three estimates are made: the most pessimistic (that is the longest time), the most optimistic and the most likely time, considering the conditions that are likely to be encountered. A statistical average of these three times is then calculated.

5. The 'Critical path' connects those events for which the earliest and the latest times are the same, that is, these events have zero slack time. The PERT approach, through its path concept, gives real meaning to management by exception. The concept of network paths, as fundamental in the PERT approach, lays the basis for management action to improve project or programme performance. A path is a chain of sequential events and activities required to move from the starting point of a project to its completion. There may be many paths but from the management's point of view, each path may be worked on concurrently. The path, which takes the longest time for completion governs the length of the entire project. The longest path must be the centre or focus of action to be taken and that is why, it is called the critical path.

6. In the PERT network, the final event with which the project finishes is known as the objective event. A new activity cannot start until the scheduled preceding event has been accomplished. If independent of one another, two or more activities may take place simultaneously. If one activity depends upon another or several others, it cannot start until the activities upon which it depends are all finished. Due to the varying relationship, a network shows a number of more or less parallel paths, one of which is the critical path because it takes longer to accomplish than any alternative path does. As the critical path constitutes the longest time path through the network, any delay on this path would cause

delay in the final event. Non-achievement of events on this critical path would cause the entire programme to be ineffective for its over-all time objective.

7. In project planning, PERT and CPM are characterised by the following:

- a. The application of the technique demands detailed planning and realistic assessment of all time elements.
- b. The process discloses potential bottlenecks and avenues for improvements in timing.
- c. The visualisation of the entire project and of the relationship between events and the timing of activities aids the planning function and improves the utilisation of resources employed.
- d. Management attention is focussed on events which are critical to the project.

8. The PERT technique is not of much use where the project is nebulous but it is valuable for projects which do not involve repetitive events such as mass production. It is suitable only where the element of time is of the essence or where time and costs have close and direct relation. In other words, the project should be one-time-through with associated performance, time and cost uncertainties. In a way, while it does not do planning, PERT forces planning and thereby brings about an environment where sound controlled principles can be used for more effective control. Extensive application of PERT and CPM techniques is obviously expensive. Skilled technical personnel are required to plan networks. Engineering and operating personnel take time to explain activities to planners and to make time estimates. PERT as a dynamic tool can use linear programming and statistical probability concepts for planning and controlling a series of parallel tasks which appear only remotely-inter related. PERT's objective is to determine way by which to maximize the attainment in time of some predetermined objectives. A measure of the degree of risk of is predicted in probabilistic terms to fore-tell the reasonableness of accomplishment on scheduled time.

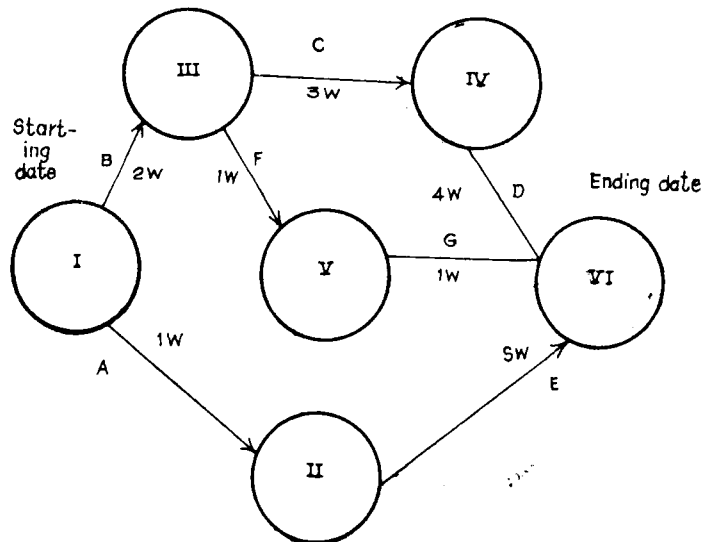
ILLUSTRATION-PERT CHART

The accompanied PERT diagram shows the most likely time to complete the various activities involved in furnishing a room shown in the PERT Table. Thus activity A (select and order sofa) is expected to take one week to perform, while activity E (receive sofa from factory) is expected to take five weeks. Activity E cannot start until activity A has been completed. To complete PERT diagram, it is necessary to complete the earliest expected time called T for each event to occur. This can be obtained by adding all of the activity durations in each path.

PERT TABLE

Activity	Expected time to Complete (Weeks)
A. Select and order sofa	1
B. Select wall colours	2
C. Select and order drapes	3
D. Receive drapes from manufacturer	4
E. Receive sofa from factory	5
F. Select and Buy wall paint	1
G. Paint wall	1

PERT DIAGRAM



The length of the longest path will determine the T_E of the T_E of the last event in the path. The PERT chart is used also in cases where the time to perform an activity can only be broadly estimated or where there are significant uncertainties affecting the time. For example, the time to redecorate a room may not be known exactly. At best the sales representative can only say: "I think it will take about five weeks to get the sofa from the factory. However, I am quite certain that it will not take more than a maximum of thirteen weeks". Under these conditions, the PERT chart can be used to determine the latest time at which the development project can commence and still be quite sure of meeting the deadline. ●

**MANAGEMENT : KINDS, SIGNIFICANCE AND
LIMITATIONS WITH REFERENCE TO WOMEN'S
PROGRAMME**

*A. Kandaswamy**

The setting

Management is an age old science. It has undergone a lot of evolutionary changes to meet the challenges of growing complexities associated with resource utilization for human development. Though, by management, one immediately perceives the idea of production and marketing management in commercial concerns, now it has got a wider application in every sphere of human development-economic, social, cultural and political. Now that organised efforts are on for human resource development to handle and also to involve people in the development programmes, training in Management of such programmes gains significance. Women's development is an important adjunct of India's national developmental efforts. It is a complex phenomenon arising out of socio-economic and cultural diversities and barriers. The change agents-planners, administrators, field level functionaries as well as the beneficiaries (participants) of the programmes themselves need better skill to understand and manage the women's development programmes and the present paper attempts to provide certain basics of "management" in the above context.

Management-Meaning, Concepts and functions

Meaning : Management is 'accomplishment of goals through others'. It may be defined as purposeful utilization of man-

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power, money, energy, technology and materials to accomplish collective objectives-the objectives may be to :

- Produce goods and services
- Undertake construction work
- raise money
- make profits
- achieve economic plans
- maintain law and order
- balance competing interests
- assure national or international security
- conduct research and development and
- audit/evaluate the performance

'Management' is universal in its application

Management is performed by an individual or a group in an organization. Institution building is an accepted philosophy of development. We need to develop local organisations to motivate and secure participatory role of the people in the development programmes. Organization is an association of individuals working together to obtain the set goals. The structure of organization and clear definition of authority within the organization are important for performing management functions. Authority is legal or rightful power given to command or exact actions from others in the organisation. In the development perspective, authority should not be assumed to be a dictatorial or totalitarain power but it should help taking people together to achieve the goal.

In organising an organisation certain principles are advocated in order to make the organisation an effective functional unit. The **scalar principle** consist of a hierarchial structure wherein vertical division of authority and responsibility is made. The **principle of delegation** helps securing results by delegating the authority to lower level to the required extent. The **principle of responsibility** defines the nature and extent of responsibility

of the managerial functionaries such as operational responsibility and ultimate responsibility. By a principle of authority and responsibility a balance is struck between responsibility and authority, that is, the responsibility cannot be greater than or lesser than the authority. The principle of unity of command is advocated to bring harmony and proper understanding in situations where dual or multiple control or command is exercised (eg) if technical control and administrative control over lower level functionaries are vested with two different supervisors there should be a common understanding among them while issuing instructions. The authority level principle implies clear definition of authority at each level in a hierarchial system of administration. The principle of division of labour ensures specialisation and increased output. By observing the principle of functional definitions, the activities expected with regard to the authority delegated is well defined without ambiguities. The principle of separations advocate the philosophy behind audit and inspection or evaluation by entrusting the job to a separate, neutral functional body independent of the one that is to be inspected. Principle of balance brings out a compromise between centralising and decentralising of authority. The principle of flexibility provides for accommodating the changing influences of both internal and external managerial environment. The principle of leadership facilitation creates confidence among the managers by infusing a sense of support for the leadership from the superiors in the hierarchy.

Concepts : The functions of management remaining same, the components or nature of functions vary in management depending upon the organisation's goal. The nature of functions to be performed in executing an adult education programme will differ from those to be done under family welfare programme or nutrition programme. In commercial concerns, business management may involve production management and marketing management which would again comprise of material management, financial management, personnel management, etc. Similarly, management of development programmes, management of research and technology, etc. have their own dimensions of management functions.

Management Functions : The management functions consist of:

- Planning
- Organising
- Direction
- Coordination
- Review (Evaluation) and monitoring
- Motivation

The above sequence of functions are common for management of any programme. Planning is an important and initial stage in management and it involves clear expression of major objectives of the programme and defining the minor objectives and steps in executing the plans. Priorities among minor objectives may also be assigned and the goals balanced for better utilization of resources and skills. Participatory planning is helpful in better execution by involving the persons connected with the programmes. Planning should be a continuous process and it may synchronise with evaluation or review.

Decision Making Managers are to be experts in taking decisions which is a local, creative, psychic exercise where knowledge, thought, feeling and imagination are fused. The basic steps involved in decision making are :

- Diagnosis or defining the problem (well defined problem is half solved)
- Gathering pertinent information which may be quantitative measurements of facts and opinions.
- Examine alternative solutions and select the most feasible and suitable one.
- Carrying out the decision.
- Assuming responsibility for the results.

Direction. Direction is communication by words, letters and similar means. It involves interchange of thoughts or opinions.

Serious mistakes may arise due to poor communication which may result in wrong understanding of message or orders. Distortion of message and communication gaps are to be avoided. The communications are to be channelled through major channel of authority and short circuiting of communications may cause malfunctioning at grass root level. Timing accompanied by time span to act or react is also important. Communication is to be complete, clear and understandable. To simplify communication, standard practice and forms may be developed. Consultative direction which involves consultation with persons responsible for execution before communication will be very helpful for better performance.

In handling communication in women's development, the group that is to be communicated is of significance. The communicators are to be trained primarily for better communication, because they are to largely communicate with illiterate target group situated under different socio-economic environment. 'Participatory methodology' of training is better because one sided communication does not fit into motivation for participation. For this, the communicator needs to know and understand and the people, their lives, their problems, perceptions and aspirations. 'Community theatre' is one means wherein (drama) plays depicting village life are used to train the trainers or communicators. The plays should differ from the traditional ones which are conservative, emphasising much on religious values that are antipeople or antiwomen. The plays must be properly depicting realities of existing causes of poverty and illiteracy like exploitation, hierarchy, justice, equality etc. 'Community singing' is another method of communication for rural women who are accustomed to group singing while on work. The songs may contain themes and messages connected with the development programmes related to women's life and problems. Songs create energy and a sense of unity. 'Literacy Campaigns' are often ill conceived; top down thrust of alien values and ideas don't fit in the given cultural and socio-economic setting. Training in mere reading and writing is of no use unless 'conscientization' of the group to become conscious of the causes of their problems and

misfortunes are achieved. So, the primers that are used in literacy campaigns must depict more of their role as participants in economic activities such as farmers and technicians rather than mere housewives and child rearers. The change agents should not identify illiteracy with ignorance and stupidity because we can find wisdom and talents among the illiterate mass also:

“Full many a gem of purest ray serene
The dark unfathomed ocean doth bear”

(-Elegy on Country Churchyard) by Thomas Gray

The western pattern of communication and development based on urban, industrial and capital formation are unsuitable amidst the great tribal and also cultural and linguistic diversities of the clientele groups. The communicators to be trained in :

Communication skill such as writing messages, preparing audio-visual aids, for rural communication.

General knowledge about rural environment and rural people's general attitudes, values and economic potentials.

Exposing the trainees to rural areas through directed practical study of communication systems of selected villages.

The selection of communicator trainees itself hence become crucial in the interest of rural/women's development. In rural life, one cannot divide sociology, economics politics, anthropology and so on. Hence, formal training and specialisation will be of no use unless one is made to live in real rural setting and comprehend the realities. An expert with no knowledge and perception of culture would be a misfit as change agent.

Coordination. Lack of coordination leads to misunderstanding of responsibilities and people would work at cross purpose

with poor timing. In a hierarchial system of development administration, lack of coordination leads to inefficiency in executing the programmes. The problem is further aggravated in Multi-agency approach for development which results in wastage of resources in the form of overheads and time. Functional responsibilities and delegation of authorities are to be well defined in the hierarchial system and an element of accountability to be introduced for better performance and coordination.

Review and Monitoring. This refers to keeping operations in conformity with plans and effective control and deployment of men, material and money. It amounts to influencing people, setting standards to evaluate the performance, checking and reporting the performance and taking corrective measures if any deviation from set standards is noticed. Separate evaluation and monitoring cells have been contemplated at top level in the administration of development programmes. The process must be time bound so that mid-term corrections are made possible at the right time.

Motivation. It amounts to inducing or enthusing participation by all the concerned individuals and groups in the planned programme. Group motivators appeal to the team spirit. There are positive and negative effects associated with motivation practices. Curse, criticism in the presence of fellow workers, false promises and punishments have negative effects. The motivation practices may fall under four groups:

Recognition
Participation
Competition
Discipline

Recognition

1. Praise the work and not the worker. The employee feels he is being praised and so is motivated to repeat

the good work. At the same time, his fellow employees may be motivated to follow his example. Praise of the worker, on the other hand, may cause jealousy or suspicion of favouritism.

2. Praise the work in the presence of others, not in private.
3. Call each employee by name the first time you see him each day.
4. Show respect for all subordinates, even those who are less informed or less skilled.

Participation

5. Ask advice and help from subordinates, especially in setting goals.
6. Listen carefully to suggestions or complaints, and show understanding. Get all needed facts. Explain your decisions.
7. Be a coordinator rather than a slave driver

Competition

8. Pit group against group rather than employee against employees
9. Compare an employee's performance against some standard, not against some other worker. Comparison with another worker can lead to friction.
10. Announce in advance rewards for winning a competition.

Discipline

11. Hold each employee accountable for specific results.
12. Criticize methods or results, not intentions. In analysing failure, ask questions. Do not accuse, belittle, or compare. The interview should be private.
13. To criticize some specific practice, use the "sandwich technique". Praise some minor point, comment on the point being criticized, praise some related point.

14. In disputes seek what is right, not who.
15. Disciplinary actions should be fair, firm and consistent.

Kinds of Management

Evolution. The practice and management started when people first grouped themselves. The difference lies in the way in which it is practised from time to time meeting the requirements of changes that happen in management environment. The science of management has undergone evolutionary changes and five stages of evolution are identified:

1. *Authoritarian Management* which lasted upto 19th century with family management as the usual form of management.
2. *Scientific Management* (1900) - Scientific investigation and knowledge were introduced and substituted for individual judgement of workers' task. Time and motion study, incentive pay, functional specialisation, planning and scheduling, use of instruction cards, tables and slide rules, standardisation of methods, tools and parts, costing, purchasing by specifications and bids, production control systems and job evaluation and performance appraisal are the salient features of scientific management.
3. *Human relations Management* (1920) - As a result of the awakening of labour during industrial revolution, the welfare of workers was given attention through human relations management.
4. *Results Oriented Management* (1960s) - This came as a result of failure and time consuming management work under scientific management.
5. *Social Responsibility Management* (1970) - A change in the industrial system is but one part of a social revolu-

tion. The signs of social revolution are many and a revolution of rising frustrations is not conducive for a healthy society. Dissatisfaction of youth, poor turn over of employee, racial and class war, society. Dissatisfaction of youth, poor turn over of employee, racial and class war, sexual freedom, abuse of drugs, bizarre technology, antireligious cynicism, rising expectations of poor, communication through man made satellites, space travel, the rise of ecology and the growth of multinationals are some of the signs of social revolution. Deep distrust of political, industrial, financial, educational and religious leadership may aggravate the situation. These fires of discontent may destroy the existing social order and thus the future of "management" is a challenge to the human race.

Kinds : Management by Objective (MBO) involves clear definition of objectives at different levels before the resources are released. This brings better coordination and integration of specialised functions and requires careful training of the personnel.

Bottom up Management Consists of decentralisation of authority and initiative and consequently decision making is quick and realistic. This helps development of personnel through enthusiasm of personal participation.

Management by Exception refers to the management keeping abreast of only certain critical activities the delay of which might prove to be costly, leaving the rest to be managed at mid and lower levels.

Development and Women : Development is a process by which the quality of life of a group of people is attempted to be improved. The concept of development varies with the level of affluence and cultural background. In India, provision of minimum needs of food, cloth and shelter to its teeming millions is the main objective of development. The pro-

grammes under rural development envisage increasing the employment, productivity and earning power of the families. In this endeavour, women's development attains greater significance in view of their key role as workers, housewives and mothers.

The women's development in India is handicapped by cultural inhibitions, traditional values, social taboos, farm-home tie up, child birth and rearing, malnutrition and poor health, illiteracy and poor skill, excessive economic dependency and consequent exposure to exploitative socio-economic power structure, unemployment and poor earning.

Several development programmes in the field of education, health and employment have been drawn and implemented for the welfare of women and children in India. Separate ministries of the Government and the non-governmental organisations are serious at them. The Ministries of Rural Development, Social Welfare, Health and Family Welfare, Industry, Commerce, Education and Culture, Agriculture and Cooperation, and the Ministry of Works and Housing have several programmes wherein women can participate.

Management Training for Women's Services

Management functions need to be tailored to suit the requirements of the special characteristics of the women's development services. The managerial skill of persons handling these programmes depend upon the extent to which they are trained for the purpose. A comprehensive knowledge of women's status in their own diversified cultural and socio-economic setting is essential. The women as a clientele group are a traditionally deprived class in the society and they need motivation of high order. The women's problems especially that of rural women have seasonal dimensions. The seasonality of agriculture, fluctuating fortunes of monsoon agriculture, and seasonal influence on health,

child-bearing, food availability and nutrition in-take complicate the planning, organisation, coordination, control and motivation aspects of management of women's programmes.

Relief programmes for child welfare and mother's nutrition should include programmes to strike at the root cause of poverty itself which is responsible for undernourishment and malnutrition. Men are often unaware of the problems of pregnancy, child care, breast feeding and nutrition and sometimes they resist the development services that would help women.

Intensification of agriculture brings higher demand for labour in general and women's labour in particular. Seasonality of reproduction and seasonality of women's productive labour conflict with each other. The leisure and social functions of dry season motivate conception of women and exhausts the savings of grain and money. The following wet season exacts hard work of planting, weeding, harvesting etc. with lesser food supply, low wages and added burden of pregnancy and household work. Thus, the cycle in which child care and agricultural work compete for mother's time and energy is perpetuated each year and this aspect requires serious consideration in managing rural women's development services.

Further, the fundamental irrationality of sexual division of labour and of current relations of exchange between the sexes are major obstacles of development. Husband's role in easing the work bottleneck of women is disturbing; a daughter shares much of her mother's burden rather than the husbands. Women remain in subordinate labour position and reform of rural institutions with more access for women's full membership and participation and protection of their right to enjoy their earnings and property are needed. This requires education and motivation of both the sexes for mutual harmonious living. The communicator of rural development programmes has a greater and crucial role in managing such programmes.

The seasonal analysis of rural scene would imply proper timing of the rural services such as release of funds, supply of farm inputs etc. The rural campaigns have to be planned mostly during dry seasons when leisure is more.

The health services also should take seasonality into consideration. Sickness in peak season would cause greater loss than that in lean season and hence location and timing of health services should be accordingly planned to avert such losses. Seasonal stocking of rural clinics, preventive and curative priority for diseases of the wet (and agricultural) seasons, locating health services according to seasonal needs, caution in introducing mobile clinics (it may be inaccessible to villages) during rainy season, seasonal staffing and selecting community health workers who do not have farming obligations are some management tips for organising health services.

Conclusion

Women's development services and agencies are on the increase in recognition of the need for their development. There is good sign of women's aspiration for development as seen from increase in higher education and skillful employment. Yet, we have to go a long way. In the context of multilingual, diversified cultural and social setting, particularly in the rural area, specialised training in management is required at different levels of developmental hierarchy. "An expert with no knowledge and perception of local culture would be a misfit as change agent."

WOMEN'S DEVELOPMENT

*Zarina Bhatti**

The issues of women's development are not new, these issues were taken up by our social reformers, mostly men, in the beginning of this Century, as part of the awareness created by the Independence movement in this country. Therefore one has social movements to ban Sati, to improve the plight of the widow, and to spread education among women. This environment, -freedom struggle and of social reform led some women to come out of the confines of their home and they participated in the freedom struggle. We all know the heroic deeds of Aruna-Asaf Ali, Sarojini Naidu and many other such women of our country.

Many voluntary organisations were also established which looked after specifically women's welfare. Upper class women of leisure, gave their time to teach women sewing, cooking and other crafts to unfortunate women, who are widows or abandoned by their husbands without economic means to support themselves. It was all charity, an attitude of pity towards the 'poor little women', 'poor souls', which was relevant at that time.

It is time to move on from this concept of welfare to the concept of 'Development'. The Ministry of Social Welfare of the Government of India has also changed its name from the Ministry of Social Welfare to the Ministry of Human Resources Development. It is hoped that the state governments will also change the nomenclature of their Social Welfare Departments and State Welfare Boards to those of Development. Terminology does affect people's minds psychologically. We do not want 'poor little things' or 'welfare' (not ruling out charity) but 'developing the potential in women and children, enabling them

This is a transcript of address given to the Participants of the DMT. Workshop.

to contribute their mite to the mighty process of development'. This is the need of the day. There is a saying, 'If you give a hungry man a fish, he would still be hungry, but if you teach him how to fish, he will never be hungry'. Therefore whenever one is involved in development work, one must think of oneself as a development worker and not a welfare officer. Being a development worker has a much broader meaning, because a development worker must look at society as a 'whole'.

Many are engaged in the area devoted to the development of women not because they hold a bogey separately for women, but because they are convinced that women's development is essentially for society's development. For example, look at health. Recently some international agencies (donor agencies) like SIDA, WHO, FAO, UNICEF formed an adhoc group in Delhi, to discuss women's problems to see how successful or unsuccessful, the efforts to ameliorate them have been. It was found that statistics, regarding women and health were very scanty. Generally those who are working for women and health, give attention, to women in the child bearing years only like mother's and child's nutrition, etc. More than 90 percent of women who become pregnant are anemic. The nation is spending a great deal of money in reducing anemia yet how is it that more than 90 percent become malnourished and anemic during pregnancy? It is because, there are no programmes of health for women before or after child bearing age. The girl is born and grows up to be 15 years of age without any nutrition/health programme for her. Statistics show that 60 percent of the babies who die between 0-1 year of age die because they are born underweight. They are born underweight because their mothers were severely malnourished. The Infant Mortality Rate (IMR) is also high at 133 deaths per 1000 live births. This high mortality rate must be reduced at any cost. India is sending Satellites to the space. But here below on earth 60 percent are dying! What should be the focus? The focus must be on the mother even before she becomes pregnant. Look at the scene on the other side. A dear girl is born, and the mother instead of rejoicing, cries, every woman and man wants to have a son and not a daughter. So

when a baby child is found to be a girl, discrimination begins even at birth. In the upper class families there may not be discrimination in matters like food. But in the lower class families, mothers give the best to the father, the sons and only the left overs to girls and women! Such socialisation is deeply rooted in the society.

If all the money spent on pregnant women and lactating mothers and on child nutrition, could be distributed evenly and given to women before they become mothers, anticipating that all female children would become mothers one day, without spending any extra money, this is bound to reduce the child mortality rate. This is not talking of 'woman's well being only'. In the villages, I tell the old women or mothers-in-law, "To have a healthy grandson, feed your daughters-in-law well, and also the little grand daughter too so that one day when she grows up into a woman she can in turn give birth to a healthy son".

To look along this new direction, one must have newer directions and methodologies and bring about speedy development. There are still 133 deaths per 1000 live births, and less women than men in the society, which is against nature. Nature has made women stronger than men because they 'produce', and perpetuate the human race. Nature and God have given protection to her for this reason. In sickness also, when a man is sick he gives in more easily than a woman does. Women is able to put up with much more hardships than men. More natural abortions take place in cases of male foetus. So more of boys are conceived but more girls are born, but more girls die due to human failure. It is a medical fact that women do not have as much heart troubles as men. This is nature. And yet in spite of this God given protection, there are less women than men in Indian population. From 1921 until 1971, the census has shown decline in the number of women in Indian population. There were 930 females for 1000 males in 1971 census. Due to health programmes, the 1981 census shows a slight improvement.

The future of the nation, depends upon the health and nutrition of women. Therefore do not discriminate in this aspect atleast. Development workers, social workers, professors, policy makers and politicians must begin to change their attitudes in this direction. It may take a long time. But those who are working for the well being of women should convince themselves of what they are talking about. They are involved in changes of attitudes which is a forward movement. All backward movements must be stopped. For example, the Muslim women's Bill which has recently been passed is a backward step because even the Constitution guarantees equality to all women irrespective of caste, colour, creed and the Directive Principles advocate a common Civil Code. But after Independence, the sense of unity has not grown. There should be a time when the secular state will have a secular law. Instead of moving towards unity, the nation appears to be going away from that goal by enacting such retrograde laws. These unfortunate actions are an indication that society is moving backwards. That is why, the necessity for the social workers and development workers to push forward in the right direction. They can do it only if they are convinced themselves. Their willingness to adopt what they have learnt and practise what they say, will bring about the desirable changes. It is very difficult to go ahead, within established norms. But any healthy society has to move on. For example, one needs to weed out the weeds in order to have a healthy crop. In the same way, some weeding is required in cultures. One must build on the strength of old cultures, all traditions not be allowed to be thrown away, but when weeds grow they have to be removed in order to restore cultural health, we must learn to be selective. In this aspect our women are doing heroic deeds. They have imbibed the age old virtues. Women should now learn to move ahead in the context of today's world and society. They must face and fight all that is unfair in their society.

It must be understood that Women's development is essential for the country's development. Giving them priority is giving India, the priority. Let's take the example of deforestation. Recently there is a realisation about the environmental

degradation. Trees have been cut indiscriminately. Tree means fodder, food and fuel. Women are still going to the forests and cutting the remaining branches for firewood. Without trees the poor are becoming poorer. This is an emergency situation. Therefore we need to go ahead with Social Forestry projects. Our experts say that by 2000 A.D., we will need much more firewood and more fodder. So many more trees need to be planted. In this aspect government has put much money also. All social forestry schemes have three objectives :

1. To increase the production of firewood
2. To increase the production of fodder and
3. To increase the production of food and timber.

Women are directly connected with firewood, fodder and food. In Maharashtra, evaluation of social forestry shows that there is no increase in the production of firewood. The reason is that when trees grow up to a little height, they are converted into money by cutting and selling them. Man does not want to give his wife firewood. The village man had no perception that firewood is the main problem, perception of this need has got a direct relationship to the solution of the firewood problem. On the other hand, not much resources are spent on alternate fuel. More money must be spent on research on these problems.

In the Himalayas, many women slip and fatally fall down because they cannot walk on the mountainous area to gather fuel. Men are just careless about this tragic problem. Therefore women must be involved in the decision making in social forestry programmes. There are two kinds of trees. Those which will give money and those which will give subsistence. Decision making must be done by both the sexes, so that a balanced situation can result. Women care for and protect the trees better. In Derahardren District in Uttar Pradesh the Chipko Movement was started by women. The Ford Foundation organised those women in Mahila Mandals and supported their

movement and gave them responsibility of looking after the trees. They have shown a survival rate of 90 percent, while in the USAID project, there was 40 to 60 percent survival only.

Women should be responsible for projects aimed at the well being of families. Many programmes require the integration of women's participation at all levels of decision making, to ensure programmes' success.

In irrigation, for increased food production, women should manage irrigation. At the same time many problems are created. When there is water, people want to have water for intensive crops like wheat. They want to raise more sugarcane because it is a 'cash' crop. They want to sell it. If women are asked, they will say we will have some rice, some dhal and enough grams to feed the family. Food is their immediate concern. There is no equal distribution of water. Some families have more, powerful men, who take away, most of the water. Isolated experiments give hope like Solanki and his wife, in Maharashtra, who help the villagers to establish 'Pani Panchayats'. There was severe drought in villages near Pune. Mr. & Mrs. Solanki helped the villagers to dig wells and collect the water. They trained the people to detect water, store rain water into ponds and tanks. Thus they introduced irrigation through ponds and trained villagers to manage water equitably. As a result, in a particular season each family had water for six hours of irrigation. Those who had no land could sell their water to the panchayat and to those who had more land. For after all, water is a development input. When you bring water to a village, you are bringing development input. Why should only a few families benefit from this asset? Previously water was given according to one's requirements, enough water for the land areas. Therefore no land meant no water. But the 'Pani Panchayat' gave everyone an equal share in water.

In Indian villages 'seeing is believing'. Hence Smt. Solanki always answers "See the result". If you demonstrate an advantage of any innovation, it would work. Maharashtra and some

other places have proved that not only voluntary organisations but also bureaucracy can play a vital role in bringing about change.

Women have been suffering from many disadvantages for many years. Now that women who are coming out to take up the jobs available have to live with the hangups for sometime. Some people think that it is not fair to put them immediately on par with men. On the other hand, many people in society have high expectations from women. Therefore when a woman makes a mistake, they respond, "Ah! See that is the way women work. Women cannot be extension workers". Many people have complained, 'She wants a transfer to her husband's place! Can any one show any man who has shown no preference of transfer to his home town? There can be many reasons for preference in staying at a place. Of course women desire to live with their husbands. What is wrong in this? All want happy families. Therefore instead of cutting women off, administrators should try to see that husbands and wives live in the same town. What is wrong in this? It is better for societies to have more balanced families.

In Madhya Pradesh, Foresters were persuaded to employ women extension workers. But they said they could not find women because they did not properly advertise the positions which were created for women. When they did advertise, hundreds of qualified girls responded. Finally they employed 27 girls after a written examination. Everytime when the author went to Bhopal, they complained about one or the other women employed, because they had appointed B.Sc. Convent educated girls as village extension workers, made wrong appointments and placed them in villages, far from the motorable roads, making these women walk several Kilometres, to reach the village. Males are provided training, but women were denied this opportunity, because they have children. The authorities did not think of providing day care centres at the training institutes to facilitate women extension workers who have babies.

The author found that most women extension workers were living like parasites on their brothers or fathers prior to finding employment as extension workers as most of them were either child widows or abandoned women. This job fetching rupees 750/- per month helped them to bring up their children well and get them a livelihood. But they could not be sent for training which will increase both efficiency and promotion possibilities, because they have young children. They could have the children in the creche, on the work site itself. USAID spends millions of dollars for training in Social Forestry Rs. 100 per month for an Aya could easily be funded to look after the creche so as to let the working women take the children with them. But we condemn and discriminate against women only because she has child for which, both men and women are responsible, and forget that a child is a social responsibility also.

Development workers face these problems. Are these problems and issues relevant? These issues must be frankly debated and shared in Indian society. Working women are considered undesirable and 'bad' allegations are made that such women 'do not like' family and children. Value is attached to women who do not work outside the home. But how many women in this country can afford to remain within the four walls of the home? An overwhelming majority of Indian women are working for survival, whether on the farm, home, road side or factory.

Indepth studies of women workers and their contribution to household budget are necessary. In Allahabad and other places in Uttar Pradesh almost every home has women, making Beedis (home made Cigarettes). What is the economic contribution of these women. A case study of women Beedi workers and their contribution to the household budget was made by the author. In all, 300 households were surveyed and the economic contribution of women to the budget ranged from 67% to 90%. If women did not make Beedis, families would have starved. These women Beedi workers provided sustenance to their families.

We are making five year plans. Are our planners looking into this reality? Are they trying to make women's contribution more meaningful and provide them with training and advanced skills? Equality of life in the family is needed. When a woman works, she contributes 90 percent of her income to the family well being, but when man earns, only 40 percent of his income goes to his family's welfare. While men are addicted to personal habits like smoking, drinking or buy luxury consumer goods such as a motor cycle, go to cinema, women hold the responsibility in the home. These factors should be taken into account by the planners and policy makers, and adequate policies ought to be made to utilise fully, the potential that women carry for the advancement of Indian Society. It is equally important that in the implementation of these policies, the developmental workers at all levels-be it district, block or village-be aware of these issues and rid themselves of obsolete ideas and attitudes.

EMPOWERING WOMEN FOR MANAGEMENT AND LEADERSHIP

*Rajadurai Michael**

THE PROBLEMS AND ISSUES IN EMPOWERING WOMEN ARE MANY

1. Psychology of ages

- i) Maotse Tung said that Chinese men need to bear the following three mountains
 - a. External oppression
 - b. Feudal oppression and
 - c. Their own backwardness

The Chinese women carry one more mountain, that is,
d. Their men

- ii) A novel based on Amazon women states that they visit to city and wonder how men could wear periods and the city men wonder likewise - wives are described as slave women :
Perceptions and comprehensions get conditioned.

2. Malnutrition

- i) Malnutrition is a more basic to development problem than status and income of women.
- ii Indicator of overall poverty and income.
- iii) Problem compounded by low status of women and female children in our society and proclivity of our women for self neglect and self denial. Boys and men tend to be

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first for whatever there is on the day's menu. Left overs go to the women folk.

- iv) Long process of female neglect from childhood produces disturbed pregnancy and adversely affects child's birth-weight. This imperils health of coming generation.
- v) Women are the ones who handle matters related to nutrition. They cook food and participate significantly in its production.
- vi) Primitive tools and methods for food preparation, preservation and storage are still being used. Two types wastages - dumping in the gutter and dumping in the female stomach.
Tedious hours of work weaken women.
- vii) Women have accurate knowledge of nutrition and value. A poet sang of a mother's "Deadly Decision"

Who goes with out?

Rama the strongest - who may not need it that day !

Bala the weakest !!

Sita who may be expendable !!!

Decide mother - kill a part of yourself

3. Drudgery

- i) Women assume twin roles : producer and house keeper - Both involve intensive drudgery (example cooking)

Life for many women is one of continuous drudgery

- ii) Lack of easy access to drinking water
- iii) Lack of access to cooking fuel
- iv) Frequent pregnancies.

4. Health

Infant Mortality Rate (IMR) maternal health professional help available, rural health infrastructure available and antenatal care provided are indicators of the health status of a community.

Lack of nonformal education regarding nutrition and health care and needs of expecting mothers and infants is another problem.

5. Women's work considered unproductive

Child bearing, child rearing, managing household, cooking, cleaning, gathering fodder and fuel, collecting water, tending livestock and home processing of farm produce are considered non-economic activities. (For example - carrying head loads of jowar and drying them, and grinding them)

6. Tradition

- i) High caste women and those in purdha do not have outdoor work.
- ii) Caste women do not cultivate or do domestic duties. Therefore they cannot carry out bread winning activities.
- iii) Low caste women do all the field work and marketing, besides household chores.
- iv) Poorest class work in other people's fields and home.

7. Adverse impact of advances in market economy, commercialisation and technology

- i) Balance in work participation is affected. It tends to exclude women unlike in traditional agriculture, home crafts and marketing.
- ii) Women's participation in development is mainly participation in economy production.
- iii) Women retain more drudgery centred work. For example, Women do gathering farm yard manure and weeding-men carry loads in cycle, women carry head loads. Men handle chemical fertilizers and plant protection.
- iv) In organised sector also the participation ratio remains steady in plantations, but it is declining in mining and industry.

- v) Overall increasing trends are noticed from 1971 to 1987. But what was the qualitative change is questionable.

8. Effect of increase in incomes

- i) Poverty forces women to be economically active and therefore socialize. This influences their life style, but they encounter problems of illhealth, malnutrition, illiteracy, etc.
- ii) The elite classes withdraw from field work resulting in seclusion. Girls like dowry. Dependence on father-husband-son.

9. Women versus Women

- i) Mother exploits female children entrusting, Child care household chores. Insists on early marriage.
- ii) Mother-in-law exploits daughter-in-law
- iii) Daughter-in-law illtreats widowed mother-in-law.

10. Education-Illiteracy

- i) Male and female rates are high; women's rate is very very high.
- ii) In absolute terms in 1901, 225 and in 1981, 438 millions are illiterate.
- iii) In school enrolment, Males are higher.
- iv) In drop out rates, girls drop out is much more.

11. Legal aspects

Disparities are seen in

- i) Inheritance
- ii) Labour
- iii) Equal wages
- iv) Old age and maintenance

12. Decision making

- i) Women headed households 19%

- ii) In 18-25% of lower income groups women are sole bread winners. Most of them are widows, divorced, forsaken, or with sick or incapacitated husbands. Women then play the role of crisis managers.

In general, education, occupation and income bear close relationship to the status of women.

Strategies

Parent's perception of economic benefit of female children will lead to significant increases in female literacy, increasing incomes through diversification and acceleration of income generating activities for women, deliberate efforts to promote vocational training for women to improve their skills, enlarge employment range and enhancing employment opportunities for women in rural and urban areas would give women their due status in society.

1. Education and training

- Primary education must be ameliorated
- Non-formal education -2/3 enrolled are women
- Follow up and linkages should be forged
- Condensed courses - correspondence courses
- Skill and TRYSEM
- Get women participate equally with men in all activities -
- Do not segregate them

Knowledge is power :

- Ploughing and not only weeding
- All aspects of weaving
- Cycling and cycle repairs
- Tractor driving and Tractor servicing
- Turner, fitter, welder
- Hair cutting and dressing
- Catering-health education

2. Health : Health is Wealth

That health is a state of well being and not the mere absence of illness must be stressed.

Business management principles should be applied Health care for all-Community based health care.

- i) Rectification of injustices and mal-distribution of health care services by a system available and accessible to all.
- ii) Comprehensive human development approach :
 - a. Safe drinking water
 - b. Better agriculture and nutrition
 - c. Sanitation
 - d. Education
 - e. Employment
- iii) Community participation in health efforts is important. This involves motivational process, mobilisation of community people, identifying and augmenting community resources involvement of people at all stages and local responsibility and control
- iv) Framing programmes within available resources, making the whole approach community development based and selfsupporting and sustaining
- v) Training :
 - a. Training programmes must aim at breaking out of existing patterns of training and extreme professionalisation of health care and
 - b. training all echelons of health workers - community health workers, dhais and others.

Women can play crucial role in services as entry point to power and influence in the community.

- vi) Encourage local remedies : Each home can be its own health service

Principles of Primary Health Care

1. Primary health care should be shaped around the life patterns of the population it should serve.
2. The local population should be actively involved in the formulation of health care activities so that health care can be brought in line with local needs and priorities.

3. Health care offered should place a maximum reliance on available community resources, especially those which have hitherto remained untapped, and should remain within the stringent cost limitations that are often present.
4. Primary health care should be an integrated approach of preventive, curative and promotive services for both the community and the individuals.
5. All health interventions should be undertaken at the most peripheral practicable level of the health services by the worker, most simply trained for this activity.
6. Other echelons of services should be designed in support of the needs of the peripheral level, especially as this pertains to technical, supply, supervisory and referral support.
7. Primary health care services should be fully integrated with the services of the other sectors involved in community development (agriculture, education, public works, housing and communications).

3. Nutrition

The important messages to be disseminated and activated are :

•Breast feeding :

 Weaning foods and supplementary feeding

•Providing balanced diet out of locally available/produced food articles

•Mother craft :

 Plan programmes, ensuring optimum female participation in benefits

4. Community organisation and action

 Mahila Mandals

 Functional groups and joint economic activities

 Action groups and action programmes

Group savings
 Services - health, child welfare, (creche etc.)
 Participation in political forums

5. Services for women

These must be manned by women with an integrated approach to family, child and individual.

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HISTORICAL DEVELOPMENT OF WOMEN'S PROGRAMMES AND THEIR MANAGEMENT

*Padmasini Asuri**

An overview of the development of schemes and programmes for women would and could become a compendium, for their management both at the policy level and at the implementation, and could teach many lessons for interested project operators, both Governmental as well as non - Governmental organisations.

If we look at the historic perspective, South India took the lead in organising programmes for women, and this was implemented in Madras which included part of Andhra and part of Kerala. One of the experienced administrators was requested to start similar programme in U.P. When the states were reorganised the programme started from Madras State were adopted in the states of Andhra Pradesh and Kerala. Thus in the Welfare State, Madras (Tamil Nadu), Andhra Pradesh, Kerala and U.P. had started women and children's programme. There were even District Officials to oversee such programmes. The programmes started during that time, saw women as handicapped requiring special attention and specific help.

When the people's movement was encouraged through Community Development, it rather focussed on men. As a late realisation the need for making the women in improving their technical and managerial capacity was thought of and thus the women's programme was started in 1955. This idea of promoting the skills and capability lead to the induction of women village level workers at the grassroot. Thanks to the opportunity given to imaginative persons like Dr. Rajammal P. Devadas, the training of these workers were managed at the National level so

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that this activity, covered the whole nation. The management was not only making policy decisions, but was also emphasising on management information. That was the first time, the women were met as normal human beings and not as mal-adjusted souls. This programme of training was under Ministry of Agriculture but programme development was under Ministry of Rural Development. The supervising cadre or middle level management was under Rural Development while the training of the grassroot workers was under the Ministry of Agriculture. The lesson that the management learnt was that the training should be under one Ministry and thus the supervisors were brought under the fold of Ministry of Agriculture for training.

Realising the gigantic task of managing, implementing and supervising a variety of programmes, the Government of India had initiated the formation of Central Social Welfare Board with non-officials as members of the Board of Management. This Board was to guide, release fund and implement appropriate programmes through voluntary bodies. The CSWB which took the name as CSWB had initiated the formation of State Social Welfare Board with membership from non-officials. Encouraged by the functioning of CSWB and its State units, many non-Government organisations like ICCW and SCCW came into being. Many other national organisations also were formed for promoting activities for women and with women, like Grameen Mahila Sangh, All India Women's Conference, Association of Country Women's organisation and others.

The mid sixties had seen the need for specific motivational activities for women to become participants in both planning and implementation of the programmes and not merely take the role of passive beneficiaries. International organisations like UNICEF were keen to help in the financial support for such efforts. Such an effort led to varied activities, like micro-level planning, participatory planning action-programme and the training programme both for the managers of the project as well as the people themselves. This was, is and will be a gigantic task.

Early seventies saw the leadership of Social Welfare Ministry in formulating programme for women and children like ICDS, promotion of women's organisations at different levels to act as spokesman for the women. This massive programme has been implemented all over the country. The poor women of urban areas also became the focus of attention.

Realising the need for the liberation of women through economic independence and also through the strength of collective utilisation of resources, the Ministry of Rural Development had initiated DWCRA (Development of Women and Children in Rural Areas). This programme was designed to give decision-making skills in women to utilise the resources directed at women and not depend on outside leadership. This was also to motivate the women to articulate their needs, problems, aspirations and become future oriented. Programmes like IRDP of which DWCRA is an off-shoot, thought of reserving a portion of the resources for women alone.

Many other Ministries like, Education, Industries and Commerce also focussed on making women literate, and bring in awareness, as well as promote entrepreneurship in women. Directions were given to bank, cooperative societies, to support these schemes. Many groups have come up to promote women as producer of goods with the capacity to do marketing. Some of them are working on collective bargaining by the women. Even the medical groups are demystifying medical treatment and training the Community Health Workers.

Thus varied schemes have seen women in different roles, had programme designed to strengthen that particular capability. Women's programmes can never be a single type scheme as women need help in a multipronged manner. Different facets of a variety of experiences in the implementation of such programmes, have thrown much light to share, think and decide on. These experiences must be banked from different angles.

Personal experiences can be pooled on the following lines:

1. Name of the programme I am responsible for (specifically to help women and her role).
2. The length of my experience on such schemes.
3. What are the goals of the scheme?
4. What is the role I have-policy maker/middle-level management/grassroot level worker.
5. Your personal expression on the schemes that you operate.
6. The system you have in acquiring full information on the scheme from the policy makers and
7. The approach you have in transmitting the details to the grassroot.
8. How do you monitor the feed-back
 - from the people who are participants?
 - from the grass root level worker?
9. Any specific problems met in the implementation.

WOMEN'S PARTICIPATION IN DEVELOPMENT - A CASE OF DAIRY COOPERATIVE

*V. Kulandatswamy**

The female work-force participation in India has been low. It is a perplexing paradox that the women shoulder large part of the agricultural work and household drudgeries, and yet their contribution to economic development is not properly accounted for. The gender bias in the division of labour between men and women, the ancillary role generally assigned to women due to the misconceived notion of their lower competence, the dependency trap and the cycle of survival which curtail the economic independence of women and the invisibility barrier which camouflage the contribution of women to economic development, are among the proximate socio-cultural factors, responsible for by-passing of women in the development process.

Economic participation and economic independence of women are the two vital factors to be reckoned with in any development programme. Most development projects have two inherent weaknesses. Firstly, they focus the household all the basic unit of assistance/target, which tend to conceal the intra-household inequalities in development. Secondly, even in women focussed programmes, there is very little scope for participants' control over environment. In such circumstances, the income generating projects can force women into position of exploitation and dependency without any development taking place¹. Furthermore, the development induced inequalities render the poorest women doubtly under-privileged, first as members of rural poor and then as women². The problem of integrating women in the development process is therefore, engaging the attention of planners and policy-makers all over the world. In the Reformulated 20 Point Economic Programme, provision of equal partici-

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pation of women in all the development programmes, has been incorporated as one of the components.

Women's Participation in Dairy Cooperatives

Livestock and dairy has been one of the sectors where female work-force participation has been high. Rural poor women perform a large part of the work relating to maintenance of dairy, cattle, milk production and processing. The implementation of Operation Flood Programme and Integrated Rural Development Programme (IRDP) has accentuated the process. According to a recent study, "dairy management utilises family labour to a very great extent and in 31.5 percent of the households, wives of the respondents were reported to be managing the herds³. In spite of the fact that in this sector major work is done by women, the institutions created e.g., cooperatives, training centres, credit facilities, generally exclude them"⁴. Empirical evidences show that, "the income from dairying rarely reaches women directly. Men as heads of the household, market the milk and collect the income"⁵. Women constitute at present a very minute percentage of the membership of cooperatives. The participation of women in management is conspicuous by its absence. This has resulted in one of the glaring dilemmas of cooperative dairying is that it is carried on by women but controlled by men. In order to promote greater institutional participation by women, dairy cooperatives exclusively for women have been organised, as it is found that the women could not participate effectively in a mixed setting⁶. These exclusive women's cooperatives created to encourage women's participation, could not alter the situation in any significant measure, owing to the deep-rooted gender policies of villages in India. The cross-current of socio-economic factors which inhibits the women's participation in Dairy Cooperatives, are discussed below.

1. Female Behavioural Norms

The behavioural norm varies between men and women in Indian social set-up. Women have been assigned a specific role

in family and society and are not expected to participate in public affairs. Women tend to perform tasks within or nearer to households. Any role for women outside home is considered unbecoming⁷. This is a great hurdle for the women's participation in dairy cooperatives and to perform the assigned roles effectively.

2. *Lack of Economic Independence*

In Indian rural economy the ownership of productive assets such as land and cattle are generally in the hands of men. Perforce, the economic decision making lies with men. Decisions pertaining to dairy cooperatives such as obtaining loan, joining the cooperative purchase of milch animals are not women's decisions. The fact that the banks were willing to give loan to women only in their husband's name⁸ reveals the women's precarious economic dependence. Women locked in the cycle of survival are by and large economic non-entities.

3. *Illiteracy*

Illiteracy is a ban on Indian society particularly the rural society. The female literacy rate was only 24.82 percent as per 1981 census. High incidence of illiteracy among women is of great concern to development planners and a serious handicap in any development programme. The case studies conducted in women's dairy cooperatives highlighted that the elected office bearers were illiterates and the assistance of a male member had to be sought for administration, which later proved to be fatal⁹.

4. *Vested Interests*

Vested interests manifest in different forms in Women's Cooperatives. Women's societies are quite often controlled by economically and politically dominant men, who use the organisation for their own exploitative intention. The Women's dairy cooperatives have to face to back lash and manipulation of vested

interests such as private dairies and private milk traders. Sometimes a dairy cooperative is turned into a women's cooperative by simple transfer of members and office bearers from male to female family members and continue to manipulate in several ways¹⁰. There are instances where the women do not actually own buffaloes, but instead take buffaloes on a share basis from the well-to-do persons to become members of the cooperative.

5. Gender bias in Extension

In the present set up women have lesser access to dairy extension, technology, information and credit, which inhibits their institutional and technological participation. Women are not easily contacted by extension workers, because the extension workers are men and their meetings are held in public places. This coupled with illiteracy, women have almost been completely ignored by existing producer training programme, which leads to poor translation of scientific breeding and feeding techniques into action¹¹.

Strategies for Promoting Women's Participation

Deliberate efforts are needed to motivate greater participation of women in dairy cooperatives. A few field tested and pragmatic strategies for integrating women into the dairy cooperatives and to motivate them to participate in management are discussed here below.

1. Intervention

In the absence of potential for spontaneous development, intervention by external agencies like Government, Cooperative Federations and other Non-Government voluntary agencies can play a catalyst role. Such outside supervision and control is necessary particularly in the early stages to overcome the problems of vested interests. These voluntary agencies have a role in strengthening and empowering the women so that the women can themselves become the agents of improving their own situation.¹²

2. Incentives

Women should have direct access to credit facility. Providing enough loan and subsidy to assetless women members and simplification of loan procedures to suit women lonees etc., will motivate women to participate in cooperatives. Case studies reveal that most of the poor women do not have buffaloes and several of them take buffaloes from others on share basis. Therefore, the foremost task is to make them owners of animals.

3. Education

It is necessary to upgrade the calibre of rural women through extension services. It is necessary to cover women also in the extension activities, which must be made women oriented. This can be realised by instituting women's training programmes, creating women development cells in the distinct cooperative Milk Unions and inducting women into the managerial and technical cadres and spearhead team.

4. Legislation

Legal system of cooperatives must be made flexible development oriented and responsive to the women's needs. Provision must be made for assetless women to form pre-cooperatives in which ownership of animal and milk production, will not be a pre-condition for registration of cooperatives. The equal right of women in the household assets and landless property need be clearly defined in the statute. The by-laws of cooperatives should be so amended to incorporate certain mandatory provisions like reserving certain percentage of members, committee members and employees for women in respect of mixed societies and preventing entry of men in the cooperatives exclusively meant for women.

The case studies of Women's Cooperatives conducted in different parts of India bear ample testimony of the fact that

women are capable of participating and running their own co-operative and understand the economics of dairying and management of dairy cooperative, provided there is commitment to the cause and untiring effort on the part of the voluntary agencies in establishing and running them¹³. One of the imperatives of current dairy development policy is, therefore, to make it accountable for women. All organisations which seek to promote dairy and animal husbandry should "recognise the centrality of women's roles in animal care and dairying and should centre their programmes around women"¹⁴.

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**RESOURCES • KINDS, USE AND LIMITATIONS •
IDENTIFYING MANAGEMENT ISSUES AND
APPLYING MANAGEMENT SKILLS TO
OPTIMIZE OUTCOMES**

*Mariamma Varghese**

Volumes can be written on this and I felt doubtful about dealing with task to condense all these in one lecture. I also warn you about another danger - that is talking about management is the great temptation to codify and intellectualise to look at the subject in an abstract way rather than a pragmatic way.

Management is about the real world especially in this context the rural world many of us do not know very well when we talk about management; it is about achievement - the output and it is about change - and it is about the achievement and change today and tomorrow irrespective of the external environment and conditions and Management is about looking ahead and thinking in advance.

The demands placed on the management system are in this context:

Poverty, malnutrition
Unemployment
illiteracy, lack of skill
lack of environmental sanitation and hygiene
large family size
low observance of spacing between children
lack of safe drinking water etc., etc.

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The number of people we have to reach is about 400 million people. This is a great task and the inputs to the system are the resources - which are the supply reservoir for use in the system's specific actions and are necessary in some form to solve every management problem. Resources vary in kind and in potential for meeting complex and unique needs. The input of resources into the system and the output from the managerial decisions and actions involve a continual resource flow. If the inputs are not directing to any measurable output the management system is a failure. That is what exactly happens to our programmes. The financial outlays are there. The inputs are very well defined but the impact of the same is not measured with any accuracy - except, the money spent on and the number of beneficiaries - That is no measure of output. We must see definite parameters of economic growth and quality of living of people.

Now coming down to the topic of resources - the term resources can be viewed in several different contexts - It could be money, land, labour, raw materials, food, water, equipment, building structures, inventory, financial interests, medicine, status, entrepreneurship, skills, attitudes, values, health, time, energy, education, occupation. In other words, they refer to those tangible and intangible components one uses to achieve goals and meet the demands.

The enhancement of the pool of resources is the ultimate aim in our list of objectives, food, work and productivity as formulated and envisaged so succinctly in the approach paper of the seventh plan. Travails of poverty and productivity intertwined inseparably are reflected in our per capita GNP.

ILLUSTRATION I

The reasons are manifold and divergent such as extra-heavy bottom structure of population pyramid and low levels of productivity.

If you look at the resources in India - we are not poor in physical and natural resources - This is one of the reasons it is predicted that India and South East Asia would be striving toward the highest development in the next century - because some of the other countries, USA, West Germany, Japan are already saturated. We have the inputs necessary for growth. But it has to be used for optimum results.

At present, 50% of the people live below poverty line and where only one third of the total population is economically productive for six months or more in a year.

The government has been successively outlaying a sizable portion of financial resources for the upliftment of the rural families through various schemes like MNP, IRDP, NREP, RLEGP, DWCRA, TRYSEM, CRTTC, DST, ICDS, SNP MDM, MSW.

Per capita GNP of some selected Countries

India	260
Bangladesh	140
China	300
West Germany	13450
USSR	4550
Japan	10080
Pakistan	350
USA	12820

Programmes	Resources	Types	Functions	Limitations
IRDP	Targets (1980-85)			
Women 7% of the beneficiary	Total allocation	1500.00	Asset endowment was designed to develop self-employment ventures in a variety of activities like sericulture, animal husbandry and land based activities in the primary sector, weaving, handicrafts etc. in the secondary sector and service and business activities in the tertiary sector. With a view to diversify the occupational structure it has been stipulated that 33% of the beneficiary coverage should as far as possible be in the secondary and tertiary sectors. The assets provided to the selected households were financed .	<ol style="list-style-type: none"> 1. Lack of infrastructure 2. Owing to the illiteracy and weak economic position of the beneficiaries and the existence of a chain of intermedium only a small portion of the intended outlay reaches the actual beneficiaries <p>Employment programme can provide secure wage income to the poor through the creation of durable community assets.</p> <p>The financial allocation and physical targets under the programme were determined</p>
	Central	750.00		
	Achievements 80-85	1766.80		
	Central	901.00		
	Central release	788.39		
	Total Expenditure (1500)	1661.17		
	Total term credit mobilised (3000)	3101.61		
Total investment mobilised (4500)	4752.78			
Total number of beneficiaries				

Programmes	Resources	Types	Functions	Limitations
covered (15)	165.62		through a mix of government subsidies and institutional credit on an average, subsidy credit ratio of 1:2. The capital cost of the assets was subsidised to the extent of 25 percent for small farmers, 33½ percent for marginal farmers, agricultural labourers and rural artisans 5% SC.	on a uniform basis/blocks without considering the requirements.
Percapita subsidy (1000)	100.00			15-20% wrong identification leakage.
Percapita credit (2000)	1871.33			Non involvement and lack of awareness among the beneficiaries, methodology of administration of subsidy, and insufficient investment to meet the payment. A family could receive Rs.3000 by way of subsidy drought areas Rs.4000/- Tribal areas Rs. 5000- resulted in purchase of needed article.

The selection of schemes under the programme has shown an overwhelming bias towards animal husbandry more particularly milk cattle. While this activity has considerable employment and income generation potential this was vitiated by the shortage of good quality animals, artificial increase in prices of animals and absence of linkages and support structures for feed, health cover and marketing. Programme guidelines stipulated 33% of the beneficiaries and tertiary sectors, the actual percentage was much lower - focus was on petty business activities. Life of investment was short and not self sustaining.

Absence of backward and forward linkages, no institutional support for the supply of raw materials and more particularly for marketing.

Inadequacy of banking infrastructure (NW) in certain areas has affected credit flow adversely. Shortage of staff resulted in insufficient scrutiny, delayed disposal of loan applications and absence of supervision and follow up, insistence on security in spite of instructions has resulted in exclusion of the poorer among the target group.

Prescription of unrealistic loan repayment schedules resulted in non production are of assistance and non available of preschool children to beneficiaries.

Group approach was not followed

Administrative weakness is qualified staff required at the block district levels + instructions + vertical + horizontal integration between departments.

ICDS

Variety of foods
social awareness
Better child care
health and hygiene
education
housing
functions

Improve nutrition and health status of children in the age group 0-6 years. proper psychological, physical and social development of the child

Reduce incidence of mortality morbidity malnutrition

Achieving effective coordination of policy and implementation among various government departments, non-official agencies

Enhancing the capability of the mothers to look after the normal health and nutritional needs of the child through proper nutrition and health education Immunization

Balanced diet - production and consumption of protective food. Proper techniques of cooking

To provide large and more comprehensive coverage of women and children medical staff training health equipment, UNICEF

New land for cultivation and for home

Water-lack of protected water supply

bulk stock to supplement in single entry point Reaching the mother and child with services given a single function of Anganwadi workers

Any development as much beyond her capacity

motivate the functioning

11 million beneficiaries

20

SNP
Special Nutrition Programme

MDM
Midday Meals

MNP
Mobile extension Units

Supplementary food to school children

Minimum - Needs Programme

Local low cost food promoting suitable inter habits propagate nutrition action

Programmes	Resources	Types and Uses	Limitation
Development of Women and Children in Rural Areas (DWCRA) 1982	Increase income (15.60 crores) provide support services for multi-purpose community centres for the (taking up income generating activities) purpose of imparting training to workers-appropriate technology ; living quarters for genuism	assistance to individual women or to those organised into homogeneous groups (25.20) to take up economically viable activities-self - employment	Economic viability of the household enterprises Handicrafts in regard to the supply of raw materials, access to credit, facilities for marketing etc.
Household enterprises	Household enterprises	3308 group covering 52170 women beneficiaries weaving, broom, rope making, brick making, pickle making, candle making and baking.	considerable exploitation by middlemen
Dairy and Poultry account for = %	Public invention (required) resources training in skills marketing support		
Handicraft	Traditional skills - (Unutilised labour intensive)	Economic security, social status and credit-worthiness	
TRYSEM CRITC	Minimum 1/3 of the beneficiary under training skills Technology - based on the need would be Rs. 4000 crores prepared	TRYSEM would be for wide-spread dissemination of technology to women	3.27 lakh women 34.8% of total number of beneficiary
DST			

NREP	additional rural employment 300-400 million mandays/ annular durable community assets improve nutrition status and living standards	
	Percapita foodgrain utilized	1620 crores
Education	Rural areas - 77% of the female population lives-Women's literacy level is 17.96% - The resources in this context is very limited. The issues related to education are many and reflect to a large extent the direct link between the problems women face in other areas of their lives and the adverse effect it has on the educational opportunities environment - Area 60-80% among rural women	
Unpaid economic activities	25.39% of the total G.N.P. 16-12 hours 1 day household children	
	Special cell to look after the employment of women and monitor the implementation of Equal Remuneration Act	3 vocational training centre intake of 600 women trainees

The scheme of Krishi Vigyan Kendras introduced for bridging the gap between the farmer's knowledge and available technology also covered women. Eight Home Science Colleges for women attached to Agricultural Universities were set up to provide training and research facilities.

A radical move in the concerted attempt to improve women's status was the decision to confer joint titles on husband and wife in all development activities involving transfer of assets, distribution of land and house sites.

In order to encourage girls into elementary and higher education, a centrally sponsored scheme was taken up for providing financial assistance to educationally backward States for establishing non-formal education centres exclusively for girls. Financial assistance was given for appointment of women teachers in primary schools. Incentives were provided to States at different administrative levels for encouraging girls to enroll in larger numbers. Text books for elementary and high schools were evaluated with a view to vocationalising higher education.

Nearly 73 per cent of the total non-enrolled children in the 6-11 years age group were girls. In the age group 11-14 years, only 38 per cent of girls had been enrolled for formal education. The drop out rate for girls both at the elementary and secondary levels of education continues to be high. To boost enrollment in the primary classes, early childhood education centres for children in the age-group 3-6 years were set up as adjuncts to primary schools for the first time in the Sixth Five Year Plan in rural and backward areas. These centres also provided creche facilities for younger siblings of girls attending primary schools. The scheduled caste/scheduled tribe girls continued to receive higher rates of post-matric scholarships as compared to boys. Other incentives to girls included free clothing and free tuition. To give additional fillip to higher education among women, separate universities for women have been established in the States of Tamil Nadu and Andhra Pradesh.

Special programmes were taken up for women in adult education centres, providing education in subjects like health, nutrition, child care and family planning. The curriculum also included skills like teaching, sewing, embroidery and building up of awareness and functionality through discussions and literature. The enrollment of women under the Adult Education Programme in December, 1984, was reported 2.89 million, the coverage being about 52 per cent of the total enrolment. Besides, 4,62,000 women were also covered under the programme "Functional literacy for Adult women" implemented by the Ministry of Social Welfare.

Under the scheme "Science and Technology for Women" a wide spectrum of activities were taken up. Projects were sponsored for development of smokeless chullahs, use of solar cookers, setting up of bio-gas plants, and devices for improving the water purification system. New programmes which had a bearing on the overall economic development of women and reduction in their drudgery have been identified comprising improved agricultural implements for farming in hill areas, better methods of sheep-rearing and wool-spinning devices for women. Several technologies were developed in the areas of transplantation post harvest activities' fish-cum-paddy culture, and in the cashew and coir industry, Research and development activities were taken up to minimise physical discomfort to orthopaedically handicapped women while working on handlooms.

Added impetus was given to the training of women in instrumentation technology for repair and maintenance of electronic equipments in offices and hospitals. In certain areas of West Bengal, tribal women were trained in making blocks from stone chips, in bamboo craft and rope making. Tribal women were also trained as rural health workers in Maharashtra. With a view to training women in identification of herbs of medicinal value and cultivation and preparation of standardised medicinal formulations, experiments were conducted on vegetable gardening in courtyards and on rooftops. Studies were undertaken to assess the incidence of bronchial asthma and skin diseases amongst women engaged in sericulture.

A report was brought out on "Occupational and Environmental Health Problems of Indian Women", containing detailed information on the health hazards to women in different occupations. Also, a film "Science and Technology for Women" is under preparation.

A number of technology demonstration-cum-training centres at selected local points all over the country were set up by National Research Development Corporation (NRDC) to provide expertise and resources to women entrepreneurs in respect of new technologies relevant to their daily needs and economic enterprises. Low-cost industrial technologies were also developed, relating to food products, post-harvest operation, domestic aids for pure drinking water, educational toys, low-cost latrines and improved chullahs. A number of projects on agro-waste compaction, machines for converting agricultural waste into fuel and other technologies relating to food, chemicals, drugs and pharmaceuticals, energy and fuel, building materials, were taken up by NRDC. A compendium on appropriate technologies for women developed by NRDC was also published.

A major step was taken by the University Grants Commission (UGC) to provide a boost to women's participation in the field of science and technology by enhancing by 10 years the age of eligibility for women scientists to receive research fellowships.

Various measures have been taken to improve women's health and nutritional status. Nutritional intervention to the most vulnerable groups of women, namely, pregnant and nursing mothers belonging to the weaker sections, were given high priority. Under the Integrated Child Development Services (ICDS), special nutrition was provided to pregnant women and nursing mothers. At the end of the Sixth Plan, more than 1.2 million such women were receiving benefits under the programme.

Provision was made for expanding maternal and child health (MCH) programmes including training of local dais. In

order to induct local women as auxiliary nurse midwives (ANMS) the educational qualifications for their training were relaxed to the seventh standard if girls with requisite educational qualifications at the higher level were not available. The upper age limit of training for ANMS was also raised. Prophylaxis programmes against nutritional anaemia of pregnant and lactating mothers were implemented. Iron and folic acid tablets were distributed to more than 72.5 million pregnant women and nursing mothers. Tetanus Toxoid was administered to about 36 million pregnant women.

Under the family welfare programme, the couple protection rate was expected to have reached 36.6 percent by the end of March 1985. It is worth mentioning that the female infant mortality rate had fallen from 148 in 1972 to 115 in 1980, whereas the male infant mortality rate fell from 132 in 1972 to 113 in 1980. The fall in mortality rate of female infants has been more rapid as compared to males. However, the rate of infant mortality is still too high (though there are considerable inter-State differences and needs to be reduced drastically. The sex ratio which had persistently been declining upto 1971 had shown a slight rise in 1981. In the 1971 Census, the sex ratio was recorded as 920, but this rose to 933 in the 1981 Census. The maternal mortality rate of 4.17 per thousand live births during 1980 continued to be disturbingly high.

A number of schemes were taken up in the social welfare sector to benefit destitute and needy women. By the end of 1984-85, voluntary organisations were assisted in the construction of 344 hostels for working women. Nearly 3000 women were given training in skills in modern industries and provided employment under the scheme 'Employment and Income-generating, Training-cum-production Centres for Women'. Condensed courses of education and vocational training courses were organised by a number of voluntary organisations benefitting 1,11,000 women. Under the socio-economic programme, 3589 units were sanctioned with a coverage of 47, 011 women. The scheme of "Assistance to women in distress" covered only 9,260 women through 267 vocational courses in non-traditional trades with the aim of making these women economically independent.

For creating increasing awareness of the role of women in development and the need for improvement of their status various media units under the Ministry of Information and Broadcasting presented appealing programmes on social and economic problems and other related issues faced by women.

To mould public opinion against atrocities on women, a number of interviews and discussions were held with legal experts, social workers and officials of women's organisations. All India Radio, in collaboration with different State Governments, and assisted by UNICEF, organised twelve radio workshops on maternity and child care. The various Doordarshan Kendras also included in their programmes messages pertaining to the status of women. Audience programmes for rural people and industrial workers were also telecast. The Press Information Bureau took up a programme of mass education and information to promote positive social attitudes towards women and motivate people to fight social evils like dowry, child marriage, drinking, etc. A booklet entitled "Status of Woman" was published by the Directorate of Field Publicity. The song and Drama Division of AIR took up programmes for women's upliftment. The Film and Television Institute of India prepared programmes highlighting women's problems and development schemes for them.

Management Issues

There are several management issues related to all these programmes - There are innumerable programmes and opportunities as we have seen earlier. When we appraise the performance we often find the expenditure is incurred but whether the objectives are achieved or not would remain a big question.

That is the real world of management. It is about achievement - today and tomorrow irrespective of the external environment and conditions. The biggest problem is unemployment and poverty - A bold plan for full employment coupled

with economic growth - an action oriented programme with the main accent on fuller utilization of our human resources through an integrated programme of agro-industrial development. Mobilization of rural labour should go ahead hand in hand with providing of facilities to women into smaller means.

Another issue on poverty alleviation programme is that it should be viewed in the wider perspective of socio-economic transformation. Direct attack on poverty cannot be sustained and would not yield the desired results, if the overall growth of the economy itself is slow and the benefits of such growth are inequitably distributed. The economy should be brought out and there should be sustained increase in output.

The demand for goods and services produced by household enterprises should rise significantly in response to the overall increase in income in the country, the viability of these household enterprise depends on this - otherwise a lot of assets would be generated without sufficient marketing output - The cycle will not be complete. Any poverty alleviation programme should supplement the basic plan for overall economic growth.

The economic betterment of the poorer sections cannot be achieved without social transformation involving structural changes, educational development, growth in awareness and change in outlook, motivation and attitudes.

Improvement of literacy and education both brings formal and non-formal means and the imaginative use of various mass media for community useful information and knowledge as well as for changing the outlook of the people by instilling in them the equalitarian spirit, the urge of self confidence in achieving self-betterment through co-operative endeavour are essential for speeding up the process of socio economic transformation.

Infrastructure

Although the policies are laid out idealistically, if the infrastructure is poor and the level of awareness is low, there is no benefit accrued by the proposed expenditure.

Administrative machinery has to be strong both in terms of the qualified staff required at the block level and district level with respect to vertical and horizontal co-ordination and integration between departments.

Are our banking infrastructure adequate for the smooth flow of credit and disposal of loan for the women entrepreneurs.

No institutional support for the supply of raw materials-particularly for marketing.

Resources

Tapping the vital productive force forms the crux of the task of achieving economic growth and social progress. The process of development can be accomplished only by energizing and motivating man into the dynamic and creative life force of society. Teeming millions do not constitute economic resource. What is required is skilled manpower.

The problem of poverty in our country is poverty of skill, not poverty of physical resources. It could be management competence, design capability, research talent, supervisory ability and labour skill. Nations are not rich or poor as such but are so characterised because of developed or undeveloped human resource in terms of competence, talent and expertise. The wealth of any organization lies in the skill of the people and the effectiveness of the organization in utilizing skilled man power.

All literacy programmes without training for a job would be a waste. We cannot have 100% education.

Human Capital Formation

What is required for the rapid development of a backward economy is more production, using the available resources, badly required goods and services for satisfying the consumption needs of millions of people starving for more food, cloth and thirsty for more services of doctors, postmen etc. For the necessary productivity, only two courses of action are available.

- 1) increasing the number of working personnel
- 2) increasing the per capita out put of working men/women-higher productivity.

Uneducated and untrained manpower will have low skills, abilities, competence, capabilities and expertise. Low productivity in India in various sectors of the economy agriculture, industry and service establishment is a direct manifestation of the low skills and competence. Education and training build skills, abilities, capabilities, competence and expertise into raw manpower and convert them into assets.

Our educational system envelopes 112 million students, out of that 43 million are women. All the same the system does not prepare them for any productive work. This has landed in the paradoxical situation where we face the inability to use educated and trained manpower fully, whereas we want many more educated and trained people with skill, ability, capability, competence and expertise to produce more and more badly needed goods.

Techno-productive orientation to education

It takes the work of 30 peasants to send one person to the college. If he attends a 5 year course he consumes 150 peasants (passport to city life).

Leo Tolstoy wrote - I sit on a man's back choking him and making him carry me and yet assure myself and others that I am very sorry for him and wish to ease his lot by any means possible except getting off his back. The educated fortunate one should go back to the people who after all have paid for his education.

This brings us to the problem of employment opportunities for women. Probably no issue has been more discussed in recent years than women's employment in part due to the evidence that it has been so adversely affected by the development process. It is an IMP issue because it is the surest way to enhance the nourishment, health or education of the children. One of the largest hurdles in even initiating employment oriented programmes and policies for women has been the cultural bias or assumption that women's employment disrupts their traditional roles and therefore the social structure.

What type of employment then needs to be promoted? Experience has shown that at the implementation stage, policy makers and programme managers frequently take the easy way out and fall back on poorly remunerated and highly exploitive occupations which can offer the chance of employment to large number of women and children with relatively little investment required - paper rolling, match making, tailoring and handicraft. This is largely because they have little experience in or knowledge of how to develop more enhancing programmes for women. It is worthwhile therefore to spell out some of the more important principles which have been found in many of the more innovative and successful programmes for women. First it is important to identify the work that women already do and to devise their strategies which support and enhance them in this work. Access to small amounts of credit at low rates of interest has been found to significantly enhance the earning potential of women engaged in small-scale retailing activities and those who must borrow to purchase raw materials or the tools of their trade. Co-operative purchasing in bulk, providing technical advice in

design and tools and providing links to secure market can make a major difference in the earning power of those engaged in productive activities. In some cases research in appropriate technology can increase production or reduce the physical toil of women engaged in hard labour. (Improved handcart design). Co-operative production and marketing in some of the more exploitive industries (e. g. paper making, incense making, bidi rolling) has succeeded in increasing women's earning in some cases mainly by eliminating unfair accounting practices and the large cut-enjoyed by middlemen. In the agricultural sector multiple cropping and the introduction of new crops can benefit women if there are crops which utilise women - intensive labour.

The green revolution has led to increased demands for casual labour, dispossession of small land holders from their land and consequently pushing out women from such small land holdings to become wage earners women continue to toil in labour intensive jobs like rice plantation, cleaning, storage of grains in post-harvest operations, picking of leaves and fruits, handshelling groundnut. Women get limited job opportunities in modern occupations due to lack of training.

An emerging phenomenon in the rural scene is the single parent rural family due to the migration of men to urban areas. The woman has to assume the role of head of the household and responsibility for the support and care of children and also, of the elders in the rural family. Her income is inadequate to meet the family's needs - consequently there is tension in the family as remittances from the men folk are mostly irregular as also meagre given the high cost of urban living. In this context, another important issue is that supplementary income opportunities need to be thought of as supplementary income of the women and not of the family. When this principle is applied, it can raise a women's income up above the subsistence level without interrupting work which she is already doing (raising goats, poultry). The increased income would be a source of nourishment. This issue is increasingly important for working women among the poor who are the sole earners.

Another issue related to employment is just how women can be given needed benefits and production? Related to this is the question of how to regulate wages and condition in the unorganised sector which is largely beyond the reach of the government. Principle of equal remuneration is extended to all sections but (without trader union) it is not implemented. Another issue related to this is denying opportunities for women because of the biological nutritive role.

Child care, has been raised by all nations. It should be treated as a basic need rather than treated as special benefit. It has been observed that a great need for flexible and alternative kinds of arrangements, since child care needs as well as expectations and ability to pay very considerably. It has been suggested that attaching child care services to schools would help to reduce the drop out rate of girls as well as promote employment opportunities of women.

Issues related to education are many and reflect to a large extent the direct link between the problem women face in other areas of their life (seclusion, child care and employment,) and adversely affect educational opportunities of girls. On one hand how to get them to school and make them stay in school. Parents discriminate girls in the matter of science education with them majority of them being engaged, in agricultural and allied fields. An exposure to science and technology, aimed at and for the benefit of women has yet to come about.

Lack of awareness of the people about various legislations and programmes being implemented for the benefit of women (management information system),

OPTIMISING OUTCOMES

- * Recommend an appropriate structural mechanism to ensure that they are planned in an integrated manner and effectively implemented.
- * Strengthening proper training and orientation of the local administrative machinery within the framework of an integrated administrative organization.
- * Take up group oriented activities for beneficiaries through the promotion of cooperatives, registered societies, informal groups etc., mainly to overcome the limited absorbing capacity of the poorest households.

In such situation, economizing of input especially in the provision of services are fully realised while at the same time group initiative and effort of the poor are promoted.

Intensify the process of integrated economic development and provide training for people who would like to take one or many of these cottage industries/cooperative farms with a provision for reclamation, tractorisation, irrigation and improved methods of cultivation.

- * The mass media will have to be geared for increasing awareness among the rural poor and for disseminating information, non formal education and functionaries skills and knowledge required by them.
- * Utilize the traditional skills in starting small scale industries.
- * Cost effectiveness and minimisation of packages and unproductive efforts are to be curtailed.

- * Different poverty alleviation programmes including the Minimum Needs Programme should be integrated with one another. For example, endowment of land under land reform measures can enable a family to grow fodder for the animal given under IRDP. Development of houses under NREP both in turn integrated with the IRDP by developing worksheds and production estates around the housing complexes.

- * Select projects suitable to the condition.

Identification of target groups is necessary.

To achieve a balanced sectoral coverage under decentralised planning at the district level with the objective of drawing up project and sub-sectoral profiles based on the local potential and the ongoing sectoral plans and programmes.

Training youths under TRYSEM should be provided on the basis of actual need and requirement.

Composite Rural Training and Technology Centre (CRTTC), Mahila Mandals ICDS and voluntary organisation would have to play an important role in stimulating voluntary effort and in ensuring that services reach the intended group.

To improve the the nutritional status, coordinated efforts have to be made in income generation, equitable distribution, provision of safe drinking water supply, immunization, expansion of health care system, creation of awareness about personal hygiene and control of communicable diseases.

To inculcate confidence among women and bring about an awareness of their own potential for development as also of their rights and privileges, women should participate actively in socio-economic development activities - improving existing skills of women and imparting new skills in programme of farming, training, fodder production, post harvest technology, application of

pesticides, budding and grafting, farmer's training in horticulture, fisheries, poultry, dairy and social forestry.

Industry

Public sector undertaking would be persuaded to sponsor ancillary industries in collaboration with the states level agencies dealing with development programme for women to provide employment opportunities - Entrepreneurs Development Programme.

Village and Small Scale Industries

The scope of the specific training programmes for women entrepreneurs should be widened.

Creation of Promotion of Equal Employment Opportunities for Men and Women

Equal Remuneration Act will be strengthened.

Relaxation of age limit. Programme on Science and Technology for women would be further strengthened to identify formulations, sponsor and implement research and development demonstration and extension programme with special explanation.

In the field of science and technology stress would be laid in evolving devices to reduce the drudgery of women, so that the time saved is utilised for devotional activities. Training and retraining should be ensured for many S.T. related programmes.

Efforts should be made to reach 100% coverage in elementary education. Priority would continue to be given

to women in teacher's training programmes to increase the availability of trained women teachers.

Non-formal elementary education for 6-14 years on new value system in the community regarding the role of women in the family and community.

Open Learning System

Technical and vocational education through rural polytechnics sports and games would be encouraged

A proper monitoring mechanism should be there to ensure optimal utilization of facilities meant for women.

Social welfare programmes by the very nature will not succeed unless the local communities and beneficiaries participate fully and extend their cooperation in all stages of implementation. They would have to be involved in identification of local needs and prospective beneficiaries.

There should be a socio economic survey to identify the needs of region and resources available in the locality. Community councils should be formed with representative of local people and governmental agencies. Steps should be chalked out for improving health and sanitation, literacy and recreational facilities for providing general education as well as training in skills for setting up workshops and vocational training centre - promotions, self-employment motivation Since all wealth is created by human being, motivation is crucial to economic development. To the extent we can motivate the largest number of people, the results would be.

Motivation:	Valueness	x	Expectancy	x	Instrumentally
	↓		↓		↓
	how strongly		personal		causation of
	one desires a		assessment of		one's
	certain		probability		objective
	goal		of one's		↓
			efforts result in		super pre-
			the achievement		ference
			of preferred		↓
			outcome		promotion

Large number of people in India are poor when they do not get food, they are not motivated - Food had to be produced. Political philosophers should not prohibit people from producing what little they are doing. This will be self-defeating since the many people whose standards of living has to be raised will suffer in the process. Motivation of men must be to work not to stop work. Nothing should be done which impedes development of people into better and more productive human beings. And it will be senseless not to utilise the trained and developed man power already available in the country. In the process of developing wider sections of people, those already developed should not be throttled and demotivated. If they are not properly oriented, their orientation has to be corrected by education, legislatives and other processes. The endeavour of change agents should be to utilise the available resources in furthering the change process.

New Values, Attitudes, Methods

The gap between profession and practice is nowhere so wide as in India for which also the reasons are mainly attitudinal and behavioural. If one have not achieved higher productivity, an array of national characteristics, traditional values, deep rooted beliefs, patterns of behaviours, attitudes of mind, approaches to problems, work habits and job methods which are at the root of low productivity have to undergo a drastic change. The strategy to increase productivity in India will

nave to be designed to suit our past tradition and present condition. When we appreciate that national progress is only the sum total of individual effort and that the government can achieve nothing without, the energies of the citizens being fully unleashed.

In order to develop economically, a nation needs mental resources, material resources and the will to progress. India has the first two but not the third. We have the wish to progress, we have yet to develop the will to progress.

The tendency to pass the buck and shirk decision can under a different set of conditions be converted into participative decision making process which will win concurrence and commitment to objectives by consensus. Let us try to exploit our traditions to our advantage instead of decrying it.



RESOURCE MANAGEMENT WITH FUEL ENERGY MANAGEMENT

*Lakshmi Santha Rajagopal**

Resources are means which are available and recognised for their potential, in meeting demands. They are the supply reservoirs. Any resource whether available in abundance or in limited quantity, is to be managed effectively to get the maximum benefit.

The material resources disappear fast due to mismanagement. Conservation should be the key word to extend the availability of any resources. The careless, thoughtless haphazard use of resources results in their fast depletion. Conscious management of resources is one step towards growth and prosperity of the nation. Therefore one should be resource-minded.

Waste, which is considered as an unwanted material often turns out to be a resource, if put to use in an appropriate manner. Descriptions given by scientists reveal, that substances which are considered waste can no longer be 'waste' but only utilities deferred. There is no material which can be called 'waste' since every material can be put to some use or other as cattle feed, manure, construction adjuncts or as fuel.

When not utilised, the accumulated wastes occupy space, increase collection and processing charges, affect public health and degrade natural resources. Hence appropriate utilisation is the immediate need.

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Anaerobic digestion of organic wastes produce methane in an oxygen deficient atmosphere, using the oxygen atom from wastes. This technology known as biogas technology is an appropriate technology with far reaching benefits in the techno-economic perspective of developing countries. Scientists view that biogas technology can be applied on a mass scale for preserving both environment and resources and disposing of the sewage in a scientific and useful manner. Biogas is a useful substitute for the conventional fuel.

Energy plays a pivotal role in human development and welfare. To the consumer, it is the commodity he buys as gasoline, electricity, kerosene or firewood; to the engineer, it is the heat for industrial furnaces or the motive force that powers machinery and to the economist, it is the key ingredient in national prosperity. Fuel energy is of great concern to every one.

To women, a good cooking fuel is a boon. The qualities required of any fuel are as follows.

1. Inexpensive-within the means of the family
2. Available and not scarce
3. Easy to ignite
4. Easy to use / handle
5. Safe to use
6. Should burn well
7. Minimise time taken for cooking
8. Should be clean ensuring cleanliness of the person handling, utensils used and the area of use.
9. Easy to store
10. Should not harbour pests

Several studies have been conducted by the Sri Avinashilingam Home Science College in different localities, particularly in the adopted villages with regard to fuel management practices of families. The studies have revealed that the home makers face a number of problems related to the fuels they use. The following are some of the major problems faced by the families surveyed; (1) Scarce (2) High Cost (3) Soot deposition (4) Difficult to clean the utensils used for cooking (5) Difficult to ignite (6) Does not burn well (7) Necessitates frequent attention (8) Emits smoke (9) Requires constant feeding (10) Results in waste of fuel and (11) Involves pest menace.

To help homemakers to have a convenient fuel in an efficient hearth, efforts were made in the Sri Avinashilingam Home Science College which involved comparison of different types of fuel and fire places, developing biogas plants and producing biogas, evolving designs for utilising Solar energy for cooking and heating water and evaluating their uses in an experimental set up and extending useful information to the families.

Biogas has several advantages as per the homemakers using the same. The consumers reported that it is a clean fuel which conserves time and energy of the user in cooking and cleaning utensils and the place of preparation. Further it promotes health by keeping the environment sanitary.

Absence of technical assistance when in trouble, was the major problem stated in addition to the high cost involved in getting the floating metallic drum repaired.

Solar cookers though found useful, were not accepted totally by all the families. The weight of the cooker, the need to transport in and out, the difficulty faced in cooking food when it is cloudy were the major drawbacks reported.

Due to the viability of the 'Chula' using firewood concerted efforts were made in developing an efficient smokeless chula. The following were the steps involved:

1. Available designs were studied and a suitable design for a 'Smokeless Chula' was developed after a series of experiments.
2. Potters in adopted villages were oriented with the design.
3. Families were motivated to adopt smokeless chula through the following methods:

Mahalir Manrams in the village were contacted to act as a forum for conducting group meetings and demonstration of the use of 'Chula'. The members were enthused to attend meetings and participate in programmes chalked out. Science Clubs formed in the villages were put up and demonstrations were conducted. Fieldtrip to college was undertaken to show the Chulas in operation.

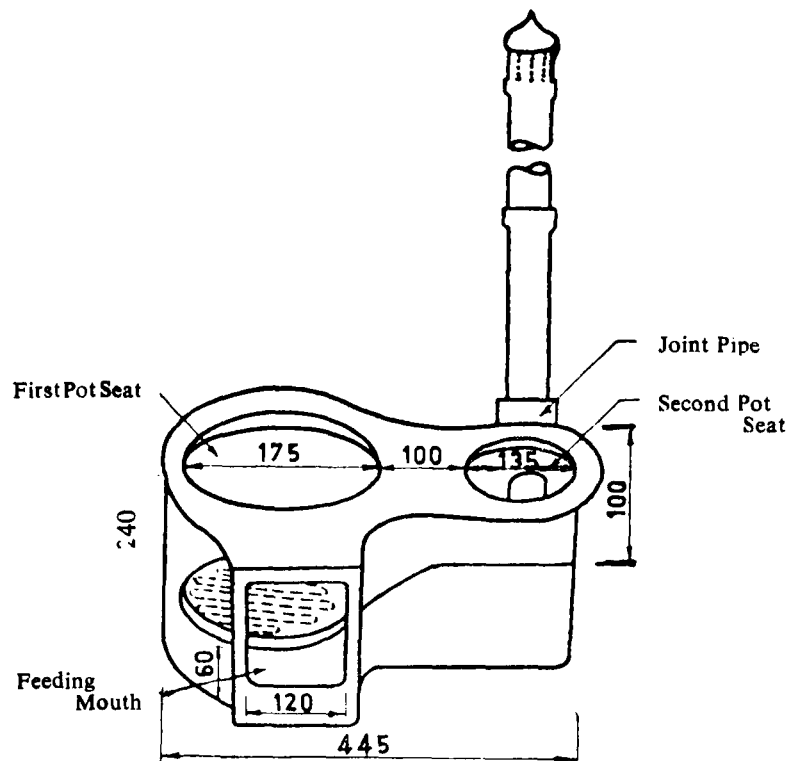
4. Selecting families for introduction of Smokeless Chula based on their interest and enthusiasm in accepting the new device.
5. Introducing smokeless chula in the selected houses and evaluating the use of the chula by the users.

The Smokeless Chula thus designed was named as 'Avinashilingam Chula' (Fig). The Chulas were introduced in 200 houses in the adopted villages. The advantages of the Chula as reported by the homemakers were :

Possibility of

1. Use of twigs, other cropwastes.
2. Kitchen clean at low costs
3. Smokefree kitchen

4. Soot free utensils
5. Saving time in cleaning utensils
6. Giving more attention on family members
7. Saving of time and fuel in cooking
8. Ease in maintenance
9. Retaining heat
10. Getting leisure time for other productive activities
11. Reducing Tension
12. Preparing two items at one time.
13. Enhancing health
14. Providing job opportunities for artisans



AVINASHILINGAM MODEL SMOKELESS CHULA

Over and above these, the consumers considered smokeless chula as inexpensive and durable. Around 18 percent of saving was noticed in firewood consumption while the saving effect in time consumption was around 30 percent.

Another venture which was undertaken in the field of fuel was preparing briquettes with 24kg paddy husk and 15 kg saw dust. From the 39 kg of raw materials, 47 kg of briquettes were obtained.

The advantages noted in the use of briquettes as household finds are given below:

1. Easy to store
2. Occupies less space since bulkiness is avoided
3. Less fuel consumption
4. Easy to light
5. Smoke free kitchen
6. Facilitates fast cooking
7. Bye-product-used as a cleaning agent
8. Burns well with good flame
9. Conserves time

The cost comparison indicated that one kilogram briquettes costs 60 paise while one kilogram of firewood costs Re. one. If proved effective, briquetting can go a long way in easing the critical fuel situation in the families.

Successful studies have been done in introducing Hay box for completing the cooking of rice and similar items and mud coolers for storage of vegetables which effected conservation of time and money.

Home Science colleges can help effectively towards the welfare of women. Community oriented and need based research should be undertaken and findings should be utilised for uplift of families. By frequent contact with the peoples, awareness can be brought about.

The Colleges should evince continuous is enthiasm in the transfer of technology.

Instil interest in the community for the continuous use of a technology. A close relationship with other research institutions for improving the quality of research.

Home Science Colleges can go a long way in serving the nation.

MANAGEMENT OF NUTRITION INTERVENTION PROGRAMMES

Rajammal P. Devadas

Nutritional feeding programmes are an integral part of national development efforts. Various steps are being taken by the central and state governments to overcome the prevailing malnutrition through organising nutrition intervention/feeding projects. Today, numerous such programmes are in operation in the different States and Union Territories of the Indian Union. They include :

Special Nutrition Programmes (SNP)

**Applied and Modified Applied Nutrition
Programmes (ANP)**

Integrated Child Development Services (ICDS)

School Lunch/Meal Programmes (SLP or SMP)

**The Chief Minister's Nutritious Meal Programme for
Children in Tamil Nadu (CMNMP)**

Creche Feeding Programmes

Family and Child Welfare Feeding Programmes

Maternal and Child Health Feeding Programmes

Vitamin A Prophylaxis Programmes

Iron and Folic acid Prophylaxis Programmes and

**Feeding programmes operated by CARE, CASA, CRS and
others.**

From July 1982, Tamil Nadu is operating the unique nutrition programme known as the Hon'ble Chief Minister's Nutritious Meal Programme (CMNMP) for all children in the state, from 2+ to 14+ years of age. This programme has brought under one umbrella all the many feeding programmes in the state. It caters a hot meal on all days of the year to children 2+ to 10+ years of age, and for 200 days to children 10+ to 14+ years of age. Old age social welfare pensioners are also included in the programme.

When much massive nutrition intervention programmes are mounted at enormous expenditure from the state exchequer, it is important that the implementers apply management techniques in the planning, execution, monitoring, supervision, evaluation and feed back of the programmes.

Problems in Nutrition Intervention Programmes

The factors which are essential for the success of nutrition intervention programmes are: adequacy of resources, good management along scientific basis and peoples' cooperation. However, because of loopholes in planning, organisation, and monitoring, several nutrition intervention programmes do not achieve the expected results. There are many bottlenecks and problems which block the effective functioning of the programme. There is need for coordinating the monitoring the intervention programmes efficiently.

There are problems in administration, in approach, in establishing rapport and motivating the community, in changing this food habits overcoming prejudices, lack of properly trained personnel, lack of dedication and lack of community support and involvement. In order to overcome these problems, sound management principles must be applied and proper management strategies evolved.

I. Steps in Management

The purpose of sound management is to achieve the objectives of a programme by the planned use of resources over the specified period of time. Good management of nutrition intervention programmes consists of a series of the consecutive steps.

The nature and process of good management

Step 1 :

Assessing the present situation of nutrition.
Collecting and analysing baseline data pertaining to the selected community

Step 2:

Planning the programme
Defining the objectives
Selecting the indices for measurement
Organising the activities, resources and budget and Timing

Step 3 :

Implementing the programme
Supervision
Monitoring
Coordination and
Introduction of adjustments

Step 4 :

Evaluating the programme
Evaluation of results and activities
Cost - effectiveness

Step 5 :

Suggestions for continuation, expansion or extension

Step 1 : Assessing the existing situation

Assessing the existing situation is the first essential step in planning a programme. The exact nature and causes of local

food and nutrition problems must be studied. This is done by collecting and analysing baseline data regarding the existing situation (food, nutrition and related areas). Such a study/assessment would help to decide on the steps required to solve the problems, locate available resources and provide the baseline for later evaluation.

The types of information needed are those relevant to the needs of the community and programme, representative of the situation to base valid conclusions, drawn from reliable, recent sources.

The sources of information are: food balance sheets, household food consumption and food expenditure surveys. If these sources are not available, surveys must be conducted using checklists. The resulting information must include

- a) The beneficiaries; their residence characteristics, distribution of vulnerable groups, 'at risk' children, other individuals and families and estimation of the number of potential participants.
- b) Nutritional status of 'at risk' groups
Nutrient intake of 'at risk' families
Infant Mortality Rate (IMR)
Common illnesses prevalent and their types
- c) Other characteristics of 'at risk' families
Large family size
Low family income
Mothers working outside the home
Average number of pregnancies and live births
Age groups of children
- d) Living conditions of 'at risk' families: Environmental hygiene, Type of housing, Ventilation, Water availability and sanitation
- e) Local foods availability, Seasonality, Prices
- f) Feeding habits of the 'at risk' groups=
staple foods, methods of their storage, methods of

cooking and feeding,
 Types of fuel used and food items cooked, Sources of.
 Food preferences, taboos
 Food distribution within the family,
 Special foods given to vulnerable groups or with held.
 Breast feeding / bottle feeding.

- g) Utilisation of health services
- h) Reasons for malnutrition.

Step 2 : Planning the programme

Prerequisites to successful planning are the presence of :

- Strong political support
- Good planners
- Adequate economic resources
- Committed administrators
- Stable institutional structures.

The following are essential for successful planning. Well conceived plan and dedicated implementors with willingness to learn from experience.

Planning should include :

- a) Well defined objectives
- b) Organisational structure
- c) Selection of indicators
- d) Location of feeding centres
- e) Selection of beneficiaries
- f) Food management
- g) Health inputs
- h) Nutrition and health education
- i) Selection and training of organisers
- j) Supervision
- k) Community participation and
- l) Record maintenance and

a. Objectives

The objectives of the programme must be defined clearly. The United Nations Declaration of the Rights of the Child (1959) and the Indian National Policy for Children (1974) provide the objectives which any perspective plan on Child Development can hope to set. The function of these objectives would be to initiate programmes of a preventive nature which will help minimize the needs for social welfare services to the extent possible. Spelt out in specific terms, the objectives of any nutrition intervention programme for children and mothers should aim to :

- i. Reduce significantly the infant, child and maternal mortality and morbidity rates.
- ii. Improve the nutritional and health status of children and mothers.
- iii. Provide to children below six intellectual stimulation through preschool education.
- iv. Promote proper emotional, physical and social development of the child.
- v. Strive for the speedy and full realization of the goal of universal elementary education and reduce the school dropout rates.
- vi. Protect children against neglect, cruelty, hazards and exploitation.
- vii. Meet the educational and rehabilitation fees of the physically, socially and mentally handicapped children.
- viii. Strengthen the family as a basic social unit and to enhance the capability of the family specially mothers to take care of the child and
- ix. Promote community action in the field of child welfare and development.

b. Organisational Structure

The personnel involved, their job description and flow of work, specifying the supervisory and monitoring aspects must be worked out well in advance to cope with the task assigned.

c. Selection of Indicators

Indicators should be selected to monitor the activities and evaluate results. The various activities, funding, executing and supervision and monitoring should be organised in such a way that best use is made of the available resources, budget and time. The common indicators of malnutrition are weight-for-age, height for age, weight for height and mid arm circumference.

Step 3 :

Implementing the programme through good supervision, monitoring and local coordination, in order to :

- Achieve the programme objectives
- Maintain programme quality and
- Adjust, if necessary programme activities.

The strategy for implementation of the programme should include decisions on :

- Extent of coverage
- Eligibility criteria
- Survey of selected areas
- Selection of local institutions
- Location of feeding centres
- Selection and training of organisers of centres
- Appointing local committees for centres
- Promotion of community awareness
- Dissemination of programme information
- Registration procedures
- Attendance records and other documentation
- Adequacy of quantity and quality of food
- Ensuring proper utilisation of benefits
- Community participation
- Supervision of centres by the implementors / sponsors
- Health and educational services for children.

Implementing should include surveillance of the

Population/community
Data collection
Data transit
Data processing
Interpretation
Responses and planning
Responses implemented
Improvements

Step 4:

Evaluating the programme is necessary to discover to what extent the objectives have been met and to measure programme quality and cost effectiveness. Evaluation must be built in and concurrent. A valid yardstick and parameter must be decided before starting the programme for evaluating its outcomes in terms of the objectives set. In order to evaluate the nutrition intervention programme, the specific objectives and planned inputs must be compared against the achievements. For this purpose, baseline data are necessary. Indicators and measurements are the tools to measure progress. The following areas must be examined.

a) *Inputs*

Costs, activities, resources.

b) *Achievements*

Programme quality
Performance of resources
Programme effectiveness
Cost effectiveness

Step 5: Suggestions for continuance, strengthening and publicity

Management of an intervention programme is a continuous process. Programme activities must be monitored day by day so that correction(s), if any needed can be effected then and there. Evaluation provides the basis to make future decisions on the continuation, expansion, extension or phasing out of the programme.

CATEGORIES OF NUTRITION INTERVENTIONS

There are four categories of Group Feeding (nutrition intervention)

- a) Supplementary feeding of vulnerable (at risk) groups
- b) Institutional feeding in schools camps, hospitals, hotels
- c) Feeding of workers, and
- d) Emergency feeding in disasters such as flood, fire, earthquake etc.

The food given may be locally available and/or donated from outside (food aid).

There are two types of food distribution in nutrition interventions :

- a) Take home distribution
- b) On-the-spot distribution

Requirements

The main operational requirements for group feeding are :

- a) Transport
- b) Storage
- c) Preparation
- d) Cooking

- e) Serving
- f) Consuming
- g) Education and demonstration
- h) Hygiene control and
- i) Recording and reporting.

Group Feeding (Supplementary feeding) Programmes

The components associated with Group Feeding (Supplementary) programmes (GFP) are :

- a) Provision of safe drinking water
- b) Provision of suitable food formulations (snacks)

Prevention of Malnutrition

A nutrition policy which acts on need, supply and demand will affect everyone in the country, including children. Consideration of vulnerable groups should be part of this policy, and special measures should be designed and preference must be given to them.

1. Direct Preventive Action

At Family-Home

On the child

On the mother and the family

On housing and home hygiene

Outside Family-Home

In the MCH and health centres

In the other community services

Creches ICDS Anganwadis and Kindergarten

2. Indirect Preventive Action

Measures which benefit the young child, in particular, can be targeted directly at the child or indirectly through his family, which controls his environment and feeding. Special preventive programmes aimed at the child can be carried out in the home or through service facilities responsible for young child care: health centres, maternal and child health centres, day care centres (creches), community centres and schools.

This type of action includes campaigns to improve the child's diet through continuation of breast-feeding, consumption of protective foods home-prepared and industrially processed protein-rich foods and distribution of food to children at risk. Programmes to educate mothers in purchasing food and planning meals within their means, with particular reference to the special nutritional needs of their young children, also contribute to improving the child's nutritional health. Immunization will increase the efficiency of biological utilization of food.

Expansion of the family's purchasing power will alter demand for food, enabling the family to take advantage of improved supply. Purchasing power is dependent on family size and possibilities of earning money; thus family planning programmes, vocational training programmes and better employment opportunities can increase the family's food budget. A more hygienic environment and better housing conditions can improve biological utilization of food. Food needs can be affected by health and hygiene education; better health services; campaigns to improve drinking water supply, drainage and waste disposal; and eradication of infectious diseases through immunization.

All these special measures aimed at improving the nutritional status of the young child must be supported by provision of appropriate buildings, equipment, supplies and staff and their efficient services. The child must not be viewed in isolation, but as a member of the family, the community and the nature. Wherever children suffer from malnutrition, the strength of the nation gets depleted. The control of malnutrition cannot wait; it calls for immediate action by policy makers, to arrest the waste of human potential. Food needs, demand and supply are the keystones of a food and nutrition policy. Through coordinated adjustment of these factors, hunger and malnutrition can be wiped out.

Child in 2000 A. D.

When these efforts are fruitful the child of the 21st Century will be healthy and wholesome. He will receive the benefit of

programmes designed to optimise his nutritional, health and personality status. Fewer children with proper spacing will characterise the future family which will be in a position to fulfil the basic needs of their children.

The children born in the year 2000 A. D. will have twice the chance of survival because better and more comprehensive programmes for maternal and child health would have reduced the infant mortality from 120 to 60. About 85 per cent children will have received immunization against Polio, Diphtheria and Tuberculosis and the life expectancy will have increased to 61 years.

Access to better medical facilities, less babies with low birth weight, immediate attention to sickness, immunization against tetanus for mothers, and availability of safe drinking water in rural and urban areas will mark 2001.

In the year 2000, the technology and distribution systems of supplying nutrients would have been improved. Nutritional supplements are expected to reach 95 per cent of the children and mothers who would have also received iodised salt, iron, folic acid and vitamin A. Protein Energy Malnutrition would have been wiped out totally.

The needs of destitute children will be taken care of through community based programmes instead of institutions services. Efforts will be made to reduce the incidence of juvenile delinquency by strengthening the family economically and socially. Children will have the benefit of promotional services. However industrialisation and urbanisation would continue to add to the problem of juvenile delinquency. Adequate legal and welfare measures implemented through effective infrastructure would ensure better facilities for care, treatment, education, training and rehabilitation of children who come in conflict with law.

The incidence of child neglect and child abuse would have been checked through statutory measures, programmes of parent and community education and counselling.

Thus child in 2000 A.D. will have better opportunity for survival and physical, mental and emotional growth on an integrated basis,

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ROLE OF UNICEF IN CHILDREN AND WOMEN'S PROGRAMMES IN INDIA

*Kiatichai Pongpanich**

UNICEF's mandate is clearly defined to take care for better welfare of children. The efforts made in UNICEF's assistance to the Government's developmental programmes, is, therefore, geared towards the benefit of children, their survival and development. This has become the commitment, the obligation and the objectives that UNICEF aims to achieve since its establishment in 1946 till now.

Such aims are not easy to achieve when so many millions of children in the world even today die of various causes. The high mortality rate has not yet been satisfactorily brought down despite a lot of effort. We still have a long way to go in tackling the children's problems. There is need to promote public awareness to realise children's problems and their priorities, to their growth and development as competent and healthy new generation.

Children are the main direct target beneficiaries while in the meantime one cannot ignore the closest person to them, the women, the mother who bear the responsibility of being the principal provider of care and support for infant and children. Drudgery laid upon women have, however, give a lot of constraints to them on account of the dual economic role expected of them in the home as well as the outside obstacles to their learning and earning capacity, near total lack of leisure, unequal access to health and nutrition, insufficient legal protection and negligible political participation. All these problems to name a few, have drastic impact toward growth and development

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of the child. It is for these reasons that women have also been included as target beneficiaries along with the children. This forms the basis for involving women in UNICEF supported programmes.

Objective and priority

The main objective and priority is to improve the quality of life of children, all of which are relevant to child survival and development and match with national policy and objectives of the countries under cooperation with UNICEF. This has been clearly spelt out in the signed country programme of cooperation at each period. The Plan of Operation for 1985—'89 between Government of India and UNICEF exhibits the following

Objectives:

- Obtain full commitment of public opinion to programme goals and thereby achieve public participation in implementation, especially of those programmes that empower people to act on their own on behalf of child survival, protection and development. To these ends, action plans for public information, social communication and awareness building, have been designed ;
- Assist increased production of protein and calorie rich foods and make them available at low prices to the most needy and encourage fortification of foods and overcome nutritional deficiencies like iodine, iron and vitamins, action programmes to improve training and education in nutrition and to fortify basic foods are included in this plan;
- Promote through all available channels and programmes the improvement of infant feeding practices in line with the International Code of Marketing of breastmilk substitutes adopted by the World Health Assembly in 1981; this

implies a role for all government agencies and for non-Government groups of all kinds. It also implies action schemes to improve maternal nutrition, attention at delivery, early and sustained breast feeding, improved weaning practices, changes in hospital practices, changes in medical education and training in all categories of workers associated with parents;

Promote food supplementation to the vulnerable; especially infants by improved weaning practices; and pregnant and lactating mothers; and children under 5 years of age to prevent malnutrition. This plan of operations specifically supports activities in these connections;

Support universal elementary education and adult literacy by promoting the quality and relevance of learning, the lack of which explains the high drop out and non-participation. This plan of operations supports specific actions in early childhood learning, non-formal approaches to education of girls and women, improvements in curricula and in mass learning techniques through radio and television; accelerate the progress towards the goals of the Alma Ata declaration on primary health care which will promote access to health for all people. Within this approach, this plan of operations aims at achieving universal coverage of all children under twelve months of age by immunisation against diphtheria, measles, poliomyelitis, pertussis, tetanus and tuberculosis by 1990, by yieldings on the existing infrastructure as well as by using all available channels;

Concurrently, diarrhoea management using oral rehydration therapy, improved attention at birth and better sanitation are to be promoted as part of a combination of convergent health related services;

Encourage birth spacing through services to reduce infant mortality, along with services for family planning. Parents are likely to limit family size if they are confident

that their two or three children already born will survive. This plan of operations suggests delivery of these mutually supporting services together;

- promote rapid application of available technology on the problems of children including physical and other impairments;
- support locally acceptable technological improvements to reduce the drudgery of women including the daily effort to obtain water and fuel;
- expand and accelerate training at all levels for developing child related services in health care, pre-school and primary learning, nutrition, sanitation, water supply, as well as in the integrated delivery of these services and in social development management;
- in line with national policy and the programme of action of the UN Decade for Women, women should play an active role in all of the action programmes outlined in this plan of operations. Such roles are as planners, designers, implementors and users.

In the pursuit of the above and allied objectives, priority is given in the Plan of Operations to those activities which :

- have the most direct, cost effective impact on child survival protection and development;
- strengthen the status and involvement of women in development programmes and pay special attention to women and children in under-served parts of the country ;
- give emphasis to two-way communication as a stimulus for development, to training and extension activities;
- promote community involvement and action, and have a multi-sectoral, multi-disciplinary approach to child development.

Strategy and scope

To achieve the above objectives and priorities, UNICEF has adopted multi-disciplinary approaches in line with the national government's priority for a wider possible participation in a series of inter-related and mutual supportive services. Involvement of voluntary organisations and other non-governmental agencies will be encouraged to participate wherever possible in activities under the plan of operation. The Basic Service Strategy and the primary health care approach will be applied in carrying out programme activities under this Plan of Operation.

- In keeping with the strategic aim of converging services for the benefit of the children, the principal focal points under this plan of operations for such convergence will be the Integrated Child Development Services, the Urban Basic Services, the programmes for Development of Women and Children in Rural Areas and Social Inputs in Area Development. These identified programmes, catering to children and women in under-served areas, will receive priority attention for allocation of resources by the Government and by UNICEF.

- Every attempt will be made to increase the use of existing facilities and manpower, which appear, to a wide extent, to be underused. This will include mutually supportive relations and actions between the indigeneous, traditional services and the organised modern services.

- Immediate interventions to enhance child survival protection and development (such as breast feeding, oral rehydration, immunisation, growth monitoring and other essential technologies) will be introduced in a coordinated way and as a persistent priority, wherever possible and at all stages of ongoing and new programmes.

- Simple cost effective and locally available technologies, useful in reducing the degree of dependency of families and communities and in enhancing their self-reliance will be preferred as a rule, for incorporation in programme under this Plan of Operations.

- Accelerated effort will be made in selected, under served population, specific well defined areas to achieve full and effective service coverage in priority concerns (e.g. primary education, immunization, disease eradication). In a similar approach, convergent services (e.g. ICDS, DWCRA, UBS and SIDA) will be concentrated in appropriate areas and in a coordinated manner to derive their full synergistic impact. These area based experiences and achievements provide the springboard for scaling up operations, from project to programme and towards nationwide universal coverage.

- Steps will be taken prior to, or atleast simultaneous with the launching of projects, to prepare the community for the service through information, education and communication. This social preparation will include demand creation, community involvement and participatory monitoring and evaluation. Such monitoring and consequent evaluation will cover not only programme inputs and outputs but also programme process and impact.

- To improve on the monitoring of basic services and programmes for children the establishment of state-wide and nation-wide monitoring systems will be encouraged. At the national level, semi-annual meetings of the National Coordination Committee will be held under the chairmanship of the Secretary to the Government of India in the Ministry of Human Resource Development, with the participation of senior staff from the Planning Commission and each Ministry, Department or agency sharing responsibility for programmes under this Plan of Operations and UNICEF.

- A series of working groups will be established on specific themes of multi-sectoral concerns to ensure active pursuit of programme objectives and to enlist the widest possible participation in implementation. To start with National Working Groups will be established for the following programme concerns :
 - iodine deficiency disorders;
 - iron deficiency anaemia;
 - expanded programme on immunization;
 - mass media and visual communication;
 - monitoring and evaluation.

- As actions develop within this plan of operations, other working groups or task forces may be formed to deal with inter-sectoral programmes and problems affecting children. This follows the stated policy of the Government related to the priority that children are to have in the Seventh National Development Plan.

Programmes

Under the current plan of operations 1985-86, UNICEF is supporting the following programmes :

On Convergence Services

1. Integrated Child Development Services
2. Urban Basic Services
3. Women's Development
4. Social Inputs in Area Development

On Technical Services

5. Education
6. Health
7. Nutrition

8. Water and Environmental Sanitation
9. Prevention of childhood disability
10. Support of Destitute Children

On Awareness and Capacity Building

11. Development Information
12. Programme Communication
13. Monitoring and Evaluation
14. Development Support Activities

Management

In carrying out the above programmes, UNICEF in India has Zonal Offices located in various parts of the country to cooperate with State Government for administration and implementation of each programme. These UNICEF Zonal Offices are in New Delhi covering middle and north India, Calcutta, Bombay, Lucknow, Hyderabad and Madras. There are also State Offices in Chandigarh, Jaipur, Patna and Bhopal to look after programme in each respective state.

UNICEF, South India Office, located in Madras, is responsible for administration of UNICEF assisted programmes in Tamil Nadu, Karnataka, Kerala, Union Territory of Pondicherry and Lakshadweep. The office is under the overall supervision and coordination of the UNICEF Regional Office for South Central Asia located in Delhi.

CRITICAL APPRAISAL OF ACTION PROGRAMMES NUTRITION AND HEALTH

*G. Kamalanathan**

Nutrition is a growing science, a dynamic science and a developing science. It relates to a changing media namely the body which adapts itself to new environment and in a state of flux. Hence study of nutrition, impact of better nutrition, needs constant monitoring.

Of the various Action Programmes, the one widely prevalent is massive feeding programmes such as the Integrated Child Development Scheme and the Honourable Chief Minister's Nutritious Meal Programme of Tamil Nadu. Hence the topic of today is confined to feeding programmes in general. In feeding programmes human approach is crucial. Through science and technology, food production has increased. Knowledge of food processing has been gained. Consequently food availability is in the increase. An analysis of Food consumption data and Nutritional status collected from Andhra, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal by the National Nutrition Monitory Bureau, indicates that there has been an increase in average calorie (Energy) consumption level in rural population. Energy consumption is not the end at all. It is only an indication but the indication is encouraging. Growth profile of pre-school children has also shown improvement. Data collection in 1980 indicates that Andhra Pradesh and Karnataka are in the satisfactory situation in respect of energy, whereas Kerala is improving in the situation namely progressing in adequate quantity while Tamil Nadu had shown a decreasing trend.

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One of the important criteria of Nutrition is growth status. Hence growth monitoring is an important component of appraisal.

Growth Monitoring

This is an essential and indispensable component for assessing, evaluating and strengthening nutritional programme. Recording the physical weight of growing children is an acceptable method for growth monitoring and evaluation. The growth is crucial parameter in infant and in pre-school stage as this is the stage for rapid physical development.

Growth as reflected in height and weight is the most commonly used indicator of nutritional status in children. Although there are variables related to growth, the most commonly used single measurement is body weight. Height is also a sensitive indicator of growth, but it is relatively insensitive of rapid changes in nutritional status. In the pre-school age group, which is more prone to malnutrition in developing countries, the child loses weight easily, but not height. A slowing in the rate of growth as indicated by height, cannot be demonstrated within a period less than a month.

Millions of children are weighed every month all over the world for growth monitoring. Hence weighing of children needs care and attention.

As the initial weight of the child is small, the change though in terms of gram weight is small, from the average percentage of total weight of child, it is enormous. Hence accuracy in weighing is very essential. One of the sociological dimensions in the developing countries is the co-operation of the mother, which is possible only if process of weighing is tearless. If the child cries, the mother is reluctant to subject the child to measurement. In Human Nutrition, human approach is important. A quick assessment helps to save time as data collection involves enormous number of children.

The method and the measurement employed in anthropometry can vary greatly in number and complexity of instrument. Hence the choice of suitable balance is crucial. Criteria for the Instruments are : accuracy, simplicity of use, inexpensiveness, ready portability, sturdiness to withstand severe handling and well calibrated. The types of Balances used in weighing are action Beam or Lever and Spring Balance.

Accuracy of Beam or Lever depends on the integrity of thin knife-edge balancing part of fulcrum. They are of familiar type supplied by UNICEF for young children measuring upto 10 kg. with sensitivity of 100 g. In this balance if the personnel is careless the beam will hit the head of the child.

Hence a spring type where direct reading is possible should be used. The personnel should be trained to record the readings. Always two members should be involved - One to read and the other to record directly in the growth chart. In spite of all our Anganwadi programmes, ICDS, still growth monitoring is not given the importance it should be given. We are doing some experiments using simpler equipments - one such is the 'TALC SCALE' which is simple - easy to calibrate, transport and is having minimum oscillation.

Recording the weight of children, reading the curve intelligently are important aspects. Training is most essential to teach the workers that weight gain is good and loss is dangerous.

Immunization

Academically one of the easiest methods to prevent atleast 30% of the child death is immunization. Tuberculosis, whopping cough, polio and measles can be completely eradicated by this. Yet 100 per cent coverage is not there. Why? Lack of information about immunization, non-availability of the vaccine, not within reach of all homes are the impediments.

Evaluation by various agencies has shown that coverage rates could be doubled and in many cases trebled if parents made use of existing services and those bringing their children for the first vaccination were also to return for the second and the third. An atmosphere must be created that there is a demand for immunization. If parents are informed of the great advantage about immunization it will be the first step. Immunization must be available at all times and places convenient to low income working people.

The medical personnel must be absolutely sure about their equipment, sterile condition and quality of the vaccines.

All functionaries must encourage parents to keep record of immunization of their child.

Dissemination of information is the best approach.

Improved Infant Feeding Practices

“Invisible malnutrition” — This is the new problem where signs of malnutrition are not seen, but effects are noted. The growth is not as it should be. The children fall sick often. They are unable to absorb micro nutrients.

Weaning Food is the answer to these problems

Excellent weaning foods have been evolved. But they have not reached the target group. In our college we have Kuzhandai Amudhu. Combination of 3 parts cereal, 2 parts of pulse, one part of groundnut and two parts of Jaggery is the proportion to have an ideal food. Method of preparation is simple. Cereal such as ragi is roasted. Bengal gram dhal and groundnut are also roasted to golden colour. They are powdered and mixed with powdered, unrefined sugar - ‘Jaggery’. This is a simple method homemakers used to. Still this knowledge has not reached the people. Mothers are still not aware of quantities of food to be fed. Mothers are not aware of the

variety of greens available as field produce. Basic reasons for this is that our teaching aids and teaching methods - communication have not been upto date, effective or continued. A good demonstration of preparing weaning mix will educate mothers about its utility.

In methods of cooking, use of a hay box will reduce fuel consumption by 30%. A hay box is a wooden box with straw/hay, as an insulating material. The size of the box should be such that, it will be possible to stuff 4" width of hay around the vessel used for cooking. The box will be lined at the bottom and sides with 4" width of hay or Straw. The cooking vessel will be fitted amidst this hay. A hay cushion will be used to cover the vessel. In the vessel water and rice are added to required quantity and allowed to cook for 10 minutes. This vessel in which rice is cooked is closed tightly with a well fitting lid and immediately transferred to the hollow in the hay box, and closed with the hay cushion. The straw around the hot food vessel preserves the heat and rice continues to cook. After 45-60 minutes the rice will be completely cooked. Water is absorbed. Rice will be fluffy. Grains will be separate. The rice can be kept hot for 2-3 hours. Uppuma, Kali can also be cooked thus.

Education component after intervention is crucial. But it is now meagre because of dearth of personnel. There is also lack of follow up. Ours is a land of paradox. In an over populated country, we do not have enough personnel to teach, to demonstrate and to help all because of the lack of educated people!

Avoiding 'Adhocism'

In our target oriented administration, many programmes are on adhoc basis. Personnel are hired and relieved to complete or rather undertake certain projects and leave it when the period is over. There is no follow up of work undertaken, due to time lag between the project planning and execution. Opportune moments are lost. "ADHOCISM" gives a sense of artificiality.

Integration

Various developmental programmes should be integrated. This is a major clue to success. Health and Nutrition are inter-linked. Education is vital for better Environmental Sanitation and Hygiene.

Energy saving methods of cooking and Management are associated factors. Integration between pre-school and primary School, Maternal Health and public health medical facilities all can be successful only if approached in an integrated manner. The public-voluntary agency and the governmental machinery should all make concerted efforts.

Above all integration between the values our country-stands for and the ways of promoting it needs strengthening. Here talk of Human values-dignity of labour, economy-conservation-These are not practised to the extent needed. Much of our food problems will be solved if we avoid wastage. Food -specially food-in harvesting storing, in preparation and in the plate. In our own circle how much plate wastage is noted. Even good food, when one wastes food, he deprives another of a morsal. Do we practice this in our daily living? Do we sparingly use water? Avoid it being polluted? Are we careful in use of energy? Do we use our time working? These are questions we had to ask ourselves.

Training

Nutritional knowledge is rapidly expanding - In-service training is very much needed in this field for all-Administrators functionaries Home makers and Nutritionists. We need improvement in knowledge of inter-relationship between nutriants-adulter-ents, how to detect, then growth monitoring-and use of new foods.

Use of newer media-better Audio-Visual aids-modern innovative methods could be learnt only through attending Training Programmes.

Community Participation

One of the weakest links in Nutritional programmes is community participation. Basically due to poverty, lack of awareness and wrong types of propaganda - community does not come forward to help in Nutritional programmes. Even among the educated members, there is a slackness. Only through organising women's clubs, awareness training camps, community participation can be developed.

Self Appraisal

Each one of us, the educated members of the community specially the nutritionists should turn the torch inwards - Have I served the community as nutritionist? - Have I given my message right? - Do I live upto my own expectation? Am I always conscious of the needs of the others? These are the questions we need to ask and if the answers are yes we are in the right path.

**THE TRIVANDRUM EXPERIMENT : THE
INFRASTRUCTURE OF MAHILA SAMAJAMS
FOR SUSTAINED EMPLOYMENT OF WOMEN**

*Sarala Gopalan, IAS**

Introduction

The efforts made to use the existing infrastructure of Mahila Samajams (women's groups) to organise employment programmes for women in the Trivandrum District, the role played by the District Administration to launch the programme; the involvement of the agencies with the task of development in promoting the programme ; and the response of Mahila Samajams and women to these efforts are discussed in this paper. Gearing up the District Administration to generate economic development activities was the crux of the experiment.

The Trivandrum Experiment was launched in 1974 in Kerala State. The problem of poverty and lack of employment was pressing. Possibilities of wage employment were becoming more remote for the increasing number of educated and literate women. Therefore, the only solution seemed to be creation of self-employment opportunities or employment opportunities by co-operative efforts in small groups.

The District Administration initiated the Experiment. The strategy was to use the infrastructure of Mahila Samajams (women's grass-root groups) established under the Community Development programmes. Available agencies of development like the nationalised banks, the public sector corporations, etc. were called upon as partners for the effort. The major task involved in the Experiment was to bring a shift from the concept of

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welfare which had embraced the Mahila Samajams' Community Development programme to one of development. Both the functionaries in Community Development and the Mahila Samajams are to undertake economic development activities income-generation. This was achieved by linking Mahila Samajams with developmental agencies, using the personnel available in the District Administration, the skills developed and inputs and raw materials available in the region, and establishing linkages with markets within and outside the district.

The outstanding landmarks were the strengthening of the Mahila Samajams; converting them into registered bodies, exposing them to commercial activities and increasing their capabilities to take up wider developmental activities. Other achievements included establishment of the Trivandrum District Union of Mahila Samajams and a central showroom - Vanitha - for selling the finished products. Mahila Samajams were able to build a series of linkages with the various other organisations and were organised by the commercial banks as agencies sponsoring women for bank finance under self-employment programmes. They have acquired greater recognition under the series of rural development programmes introduced in the country and the State, enabling women to have greater participation in them.

The methodology adopted for study comprised desk research; interviews with selected individual participants and group discussions; discussions with officials; a detailed survey of ten Mahila Samajams - their activities and achievements; and a sample survey of beneficiaries from different Mahila Samajams to ascertain the programmes' impact.

The Socio - Economic Scenario and the New Approach

The 1971 census categorises only 33 per cent of the population as 'main workers' for all India and 29 per cent for Kerala. In the 1981 census, these percentages had changed slightly to 33.44 percent and 26.54 per cent respectively. The employment ratio

of women in Kerala came down in 1981 while it generally improved for all India. Apart from the inadequacy of investment for generating adequate employment, one of the other reasons contributing to the higher unemployment ratio has been its higher literacy level.

Employment of Women - Problems

Aside from agriculture, women's employment has been largely in traditional industries like cashew, coir, plantation and handloom. All of these have been yielding them low levels of incomes and everywhere, lower than the men's. Women's high literacy posed a further problem. Educated women are disinclined to take up the traditional jobs, even if more opportunities were available there.

TABLE I
General Socio-Economic Indicators

	All India	Kerala
1. Population (1981)	658 million (339.8 million males 318.2 million females)	25.4 million (12.48 million males 12.92 million females)
2. Area	2.98 million sq. km	38.9 thousand sq. km
3. Density of population per sq. km (1981)	220	654
4. Percentage growth rate of population (1971-1981)	24.43	19
5. Sex ratio (1981) (no. of women to 1,000 men)	935	1,034
6. Estimated annual live birth rate (1979)	33.2 per thousand	26.1 per thousand
7. Estimated annual death rate (1979)	13.9 per thousand	6.9 per thousand

	All India	Kerala
8. Infant mortality rate (1977) per 1,000 births	130	47
9. Literacy rate (1981)	36.12 per cent (46.72 males) (24.81 females)	69.17 per cent (74.03 males) (64.48 females)
10. Distribution of workforce (1971)		
Primary Sector	68.68 per cent	48.49 per cent
Secondary Sector	13.98 per cent	25.93 per cent
Tertiary Sector	16.74 per cent	26.58 per cent
11. Per capita income (1980-81) (at current prices)	Rs. 1,537	Rs. 1,312
12. Per capita plan outlay plan :		
I (1951-52 to 1955-56)	Rs. 38	Rs. 31
II (1956-57 to 1960-61)	Rs. 51	Rs. 49
III (1961-62 to 1965-66)	Rs. 92	Rs. 101
Annual Plans: (1966-67 to 1968-69)		
IV (1969-70 to 1973-74)	Rs. 142	Rs. 156
V (1974-75 to 1977-78)	Rs. 338	Rs. 267
Annual Plans. (1978-79 and 1979-80)		
VI (1980-81 to 1984-85)	Rs. 872	Rs. 726

13. Number and area of operational holdings

	Number (‘000)	Percentage	Area (‘000ha)	Percentage	Average size of Holdings (hectares)
All India	81,555	100.0	163,325	100.0	2.00
Kerala	3,501	4.3	1.719	1.1	0.49

The National Extension Service Programme

The National Extension Service Programme was initiated in 1952. Its aims were to:

1. assist each village in planning, carrying out an integrated multi-phased family and village plan directed towards increasing agricultural production;
2. provide minimum essential health services and improve health practices ;
3. provide required educational facilities for children and introduce an education programme for the adults;
4. provide recreational facilities and programmes;
5. improve housing and family living conditions; and
6. provide programmes for village women and youth.

The objectives of the Community Development Programme were generally welfare-oriented. However, it was realised that to appreciate the problems of the rural communities and develop the right attitudes for overcoming them, it was essential to involve people, including women, in the process of development. The main organisation envisaged for achieving the task was the *Mahila Samajam*, to be registered as a legal entity. Some of the *Mahila Samajams* were registered under the Charitable Societies Act; others under the Co-operative Societies Act; while some remain unregistered. Registration under the Co-operative Societies Act was compulsory if the groups were to receive loans for productive activities.

The Community Development Programme was implemented through the National Extension Service Blocks (NESB). Each National Extension Service Block was divided into ten circles, each circle being under a village extension officer. Each NESB was given a female social education officer in charge of the women's programmes. Conceptually, a village extension officer was responsible for at least one Mahila Samajam. In course of time, the NESB administration provided two village extension officers to assist the social education officer in implementing the women's programmes.

Activities for Mahila Samajams

The Mahila Samajams recognised two activities as most essential for the community: the nursery schools and the tailoring classes for women. The NESB provided grants from its Social Education Fund to purchase sewing machines, play equipment and musical instruments. Some of the Mahila Samajams also organised children's groups, *Bala Samajams*, to cater to children's hobbies. Overtime, the Mahila Samajams became more recreational centres; tailoring was the only activity that smacked of development.

In 1958 an effort was made to organise women's industrial co-operative societies under the auspices of the Mahila Samajams. A post of extension officer for industries was created in each Block for this purpose. Industrial projects included activities such as hand pounding of rice, oil extraction by using indigenous oil expellers, etc. However, units were started as a means to fulfil targets rather than as a way to provide employment and generate income. There was no proper linkage to the markets and finance, management training was not carefully planned and implemented. Thus, the majority of the co-operatives failed to create employment for rural women. By 1963, almost all the ventures were extinct.

Shifting Emphasis

Special emphasis for women's programmes under the NESB lost its thrust when the post of the social education officer

was abolished and the position of the female social extension officer was designated as chief extension officer. Of the former two extension officers, only one was retained in each Block. The extension officer's main task was to talk to women on nutrition, cleanliness, hygiene, kitchen, gardens to monitor the preparation of compost pits and to organise group discussion and demonstration classes on nutrition.

Within this framework the Applied Nutrition Programme was started in 1963 covering five Blocks in Kerala including the Trivandrum Rural Block. Later, this programme was extended to 58 Blocks and subsequently to 105 out of the total 144 Blocks in the State. Conceptually, these developments reinforced women's identification with the provision of better nutrition to the family. Development of women in terms of their economic status lingered behind.

The Trivandrum Experiment

A new approach was necessary to revive the original one of development.

Creation of employment avenues was the crying need of the hour. Institutional programmes for increasing employment opportunities, particularly with the nationalisation of the scheduled commercial banks, assumed importance. However, its outreach was poor. The gap between employment seekers and the employment avenues was widening. The gap had to be bridged by harnessing the existing organisation of the District Administration and giving a thrust to its developmental role. This was the crux of the Trivandrum Experiment. The core of the Experiment was to utilise the organisation of the District Administration to promote and monitor the implementation of development programmes for women. The District Collector, as the head of the Administration and development programmes, was charged to bring about a new direction to the programmes by introducing women into the mainstream of development.

The strategy adopted for the implementation of the programme was to : use the Community Development Agency provided through the block development officers; use the existing infrastructure of financial institutions such as commercial and co-operative banks; utilise the marketing organisations like the Handicrafts Development Corporation of Kerala, the Handlooms Apex Co-operative Society and similar organisations; and act as a catalyst to secure assistance for the Mahila Samajams from established organisations like the Central Social Welfare Board, Khadi and Village Industries Board.

The employment programmes to be organised in the Mahila Samajams were to depend upon :

1. The women's skills arising from the traditional activity prevailing in their locality; and
2. The skills acquired through programmes of social education or by imparting new skills currently provided by the existing institutions

Time was of essence

The main task under the experiment was to orient the Mahila Samajams in income-generating programmes by identifying viable economic projects within the area's economic environment. It was necessary to identify the project's participants ; the financial resources; the markets and marketing channels and to organise the inputs required for production.

To implement this programme, the special officer for economic programmes was added to the District Collector (this came as a gift in the International Women's Year) whose task was to co-ordinate the activities of the District-level Union of Mahila Samajams (created a year after the initiative was launched), motivate and organise the women, prepare the necessary papers for the banks, etc, and, later to monitor the programme. The State Government supported the post.

The Trivandrum Experiment evolved gradually according to opportunities. A pre-planned blue print of the whole project was neither laid down or a prior scientific base-line survey conducted. The experiment started as employment programmes for individuals or groups of individuals based on the skills already acquired by them. Crude indicators like training in tailoring, a craft or fruit preservation, availability of interested persons, and availability of a capable functionary served as parameters for selecting an activity of the implementing Mahila Samajam. As the process gained momentum, ideas that did not seem practical were abandoned; modifications and refinements occurred as necessary. For example, after putting five sewing machines on individual bank loans to employ ten persons, it was found that they needed working capital to buy thread, buttons, etc. and pay some wages until garments were finished. Funds were arranged for this through the bank.

It was essential to identify viable projects which did not require long periods of training, where raw materials would not pose a problem and markets be easily available. To begin with, half a dozen lines of production like the following were identified:

- (i) garments
- (ii) fruit products like squashes, jams, pickles, etc :
- (iii) processed food like papads, etc ;
- (iv) handicraft items like papier mache, screwpine articles, fibre articles. embroidery, paintings, etc :
- (v) bamboo mats and baskets, and
- (vi) fish nets.

Mahila Samajams with the relevant human material capacity were identified. The District Administration decided to start with about 20 units on an experimental basis. The District Women's Welfare Officer was to monitor the activities

It was quite a herculean task to motivate the Mahila Samajams. They were not used to loans. They had handled only grants. Secondly, they were used to welfare activities, particularly, implementation of feeding programmes and running nursery schools. Thirdly, they were not commercially oriented and therefore afraid of making losses. They did not want to take risks.

It was most essential that the block development officers who had to play a significant role in promoting this programme at the grass-roots level had the right orientation. They had to be receptive to their new role as catalysts for development and have the initiative, interest and determination to push the programme forward. Therefore, the initial concentration was on those Blocks where such personnel were available.

The Programme Takes Shape

The whole nexus of banks financing women's enterprises gradually developed.

Attention was devoted to the first bunch of enterprises. These were carefully nursed. Four garment-making units were set up in 1974—75, five more in 1976—77, seven additional ones in 1977—78 and one more in 1979—80. Gradually, others were initiated: fruit and vegetable preservation, weaving, carpet making, fish net making, food processing, catering, etc. (Table 3). Some activities, for example, fruit preservation, experienced difficulties because of poor management and had to be abandoned. However, the number of Mahila Samajams has been growing from 557 in 1974 to 1,178 in 1984.

TABLE 3
STATEMENT SHOWING THE NUMBER OF INCOME-
GENERATING VENTURES UNDERTAKEN BY MAHILA
SAMAJAMS. (1974-80) WITH ASSISTANCE FROM - BOOKS

	No. of Mahila Samajams	Amount Rs.	Benefi- ciaries (No.)
1. Garment making	17	80,275	136
2. Fruit and vegetable preservation	5	37,150	35
3. Kora grass unit	1	3,000	5

4. Provision store	5	35,500	30
5. Weaving unit	2	8,000	6
6. Straw picture	1	2,000	5
7. Curry powder	1	10,000	10
8. Fibre products	6	40,000	35
9. Bamboo products	1	6,000	5
10. Cotton carpet making	1	5,000	6
11. Coir mat weaving	1	3,000	5
12. Canteen	1	14,000	15
13. Fish net making	24	103,575	337

With that initiation of a few enterprises by the Mahila Samajams, the necessity for a central organisation with some financial flexibility was strongly felt. At a conference of the Block-level officers and representatives of the Block Union of Mahila Samajams in January 1975, it was decided to establish a district-level organisation with marketing and promotion responsibilities. The District Union of Mahila Samajams was born comprising of the individual groups. The members were to participate in the Union's share capital but contribution to shares was limited to ten of Rs. 10 per share for each member. Altogether, 234 Mahila Samajams became members by participating in 1,330 shares (ranging from 1 to 10 shares per member).

The Union was managed by an executive committee comprising of 12 representatives from the Mahila Samajams, six Block Development Officers, the Assistant Development Commissioner and the District Women's Welfare Officer with the District Collector as Chairman.

Training Programmes

The major lacuna that seemed to surface in most of the income-generating projects was the lack of adequate refinement in the production for effective marketing. Often, the products

were rejected for not satisfying the quality standards required by the marketing organisations. Under the auspices of the Trivandrum District Union of Mahila Samajams, a number of training programmes were organised. The Union relied on training facilities available in the district and the funds at the disposal of the Mahila Samajams and the District Union were relied upon.

With improvement in their tailoring techniques, women built the required linkages with shops, schools and other marketing outlets in the public sector.

Another area requiring attention was management and finance. It was acknowledged that some units had suffered financially for want of this expertise. A brief course on preliminary accounting methods was thought necessary. The training course was organised with the help of the Small Industries Service Institute, Trichur. Twenty functionaries of the Mahila Samajams were selected to undertake a one-week course in June 1977.

The women's lack of salesmanship was acknowledged. The District Co-operative Training College conducted courses in salesmanship. Two courses of 15 days duration for 30 women were conducted.

Marketing Arrangements

Marketing was the weakest link in the development of the production units. While great effort was made in linking women to markets, it soon became clear that a permanent market was necessary. To begin with it was planned to start at least one selling outlet at the level of the Taluk headquarters and one at the District headquarters as permanent showrooms apart from participation sporadic exhibitions, sales shows, etc. The share capital of the District Union of Mahila Samajams provided the seed money.

Case Study of Sreevaraham Vanitha Samithi

The Sreevaraham Vanitha Samithi was established in 1954 for promoting the development of women and children with special emphasis on helping the poor and needy. It is managed by an executive committee comprising of 19 member selected every year. The executive committee, in turn, elects the president, vice-president, secretary and the treasurer.

1979 was the Samithi's silver jubilee year. It wished to earn the distinction of starting a new activity. The Central Social Welfare Board was trying to introduce financing of ancillary units to major industrial undertakings to provide sustained and regular employment to women. The Kerala State Electronics Development Corporation (KELTRON) was willing to undertake the experiment of ancillary units based on women's groups. With the intervention of the District Union of Mahila Samajams and the Kerala State Social Welfare Board, the Sreevaraham Vanitha Samithi was selected as one of the three ancillary units to KELTRON.

The Board and KELTRON prepared a scheme for starting the ancillary unit employing 14 persons with an investment of Rs. 42,220. KELTRON was to give training for a period of six weeks in radio assembly, testing, etc.; KELTRON would also provide the components for radio assembly and finally take back the assembled radios for marketing. The unit was to deposit a security amount against the value of the components supplied.

The unit started functioning at a slow pace and had to overcome a number of bottlenecks. It took almost four years to become firmly established. Setting up a non-traditional type of enterprise for women was no bed of roses, Despite the technical and financial support, the machinery required for starting work was not easily obtained. Though the scheme provided a training for six weeks, that did not seem adequate for

the girls to perfect their skills of assembly with speed and quality. The remuneration did not seem adequate for the supervisory levels. The unit experienced irregular supplies of components and constant power cuts. But gradually, the problems were solved. A capable and qualified senior technical supervisor was appointed and given the complete control of the unit. Two additional ITI qualified junior supervisors were appointed for testing, etc, to increase the speed of radio assembly. The finances were managed by a manager-cum-accountant for the purpose by the Samithi.

The Samithi has been engaged in other activities:

1. Nursery classes — nearly 200 children belonging to the poor classes
2. Baby creches — 50 babies belonging to the poor classes
3. Craft Training Centre — 25 girls belonging to the poor classes
4. Pre-school pilot project — 100 children belonging to the poor classes
5. Women and children's library — nearly 100 members
6. Children's theatre
7. Health clinic
8. Moral education classes for children
9. Dance and music classes, occasionally
10. Seminars on topics of interest to women
11. Training programmes for women and children
12. Feeding programmes

Analysis and conclusions

The case studies have highlighted some of the benefits to the women which the Experiment brought. It will have been seen that most of the Samajams were initiated during the era of welfare. The activities centred round running nursery schools, providing education in nutrition and hygiene. However, with the new approach of State support, emphasising employment, the Samajams provided a good organisational base. The Samajams played a crucial role in shifting the women's orientation, bringing to the fore the central position of grass-roots organisation in improving the employment conditions of women. Nursery Schools were not a social end in themselves but were seen as a way of enabling mothers to give more time to productive activities. Education for women was seen as a way of broadening their outlook, sharpening the sense of solidarity and arousing or increasing awareness. Therefore, Samajam's members and young women benefitted both economically and socially. Through access to income-raising activities, the women's/girl's families increased their incomes. These may not appear impressive to people outside the milieu but to families at the subsistence level, an additional few rupees should not be laughed away. The programmes also helped the children. Thus, a more integrated development has been taking place.

The Experiment has shown that efforts embracing poor people especially, need various linkages to power structures to make them successful. The Trivandrum district collectorate was able to use its official linkages to open horizons to the women. Many government or government-related bodies, NGOs banks were mobilised to support the women's efforts through seed capital, training, market organisation, etc. At that poor level of existence, this support is crucial. Marketing difficulties have been encountered; some have been overcome; others

not. Again, this is where linkages to bigger institutions is helpful to poor women. The local markets are easily saturated; bigger enterprises can easily push them out of business. Marketing strategies have to be clearly worked out but women may need external support to secure some markets.

The case studies have shown the role of individuals as catalysts. It is often feared that women from better-off classes have a tendency to dominate. This may be so generally. The cases have demonstrated that this can be done but the catalysts have to emerge from the locality. In these cases, the catalysts were born and brought up in the area; they worked with the women, some had experienced poverty; others had daughters with possibilities of unemployment at the end of their training. Thus, their commitment arose from a shared or known experience.

In sum, the Trivandrum Experiment shows that welfare-oriented organisations need not be brushed aside. They can form the basis for more economic-oriented activities. It has shown the way rural women have integrated view of problems and development and therefore do not separate social and economic spheres of their lives with clear lines. It has shown the value of linking efforts to institutions of financial, political and technical power. It has demonstrated that given the right approach and commitment, better-off women can play a non-destructive role among the less advantaged. ●●

MANAGEMENT FOR WOMEN'S EMPLOYMENT

*V. Ramachandran **

Equality in gender means many things to many people. To the Economist it is equal opportunity for an unequal, biased handicapped, discriminated group that is women the world-over. From birth to death and beyond this discrimination can be discerned. It is built into the very language itself. A few illustrative examples will bear out the point.

Man as a verb, operate, work, staff, serve on etc., Nobody can expect to be understood if he says, 'woman' as a verb.

Manhood	— adulthood, maturity,
Manpower	— Big-enormous, challenging,
Manpowered	— Muscle powered,
Man-eating	— Meat eating
Man-hour	— Work hour,
Middle-man	— go between liaison,
Right-hand-man	— Assistant,
Man-hole	— Utility hole,
Man-hole-cover	— Sewer cover,
Cameraman	—
Caveman,	
Chamber maid	
Delivery man,	

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Draftsman	— Newsboy-Repairman,
Gateman	— Paperboy-Signalman,
Lineman	— Newsman-stuntman,
Mailman	— Pressman-Workman

There has to be an effort to replace these types of sex-biased vocabulary with sex-neutral terms like,

Businessman - by manufacturer, retailer, importer.

Business - can replace - businessman,

Entrepreneur - speculator-capitalist

There are difficulties around awaiting you.

Fisher can confuse fisherman.

Driver can be sex-neutral.

'The crown' can be equivalent to King and Queen.

'The Bench' to Judges of both sexes.

Gatekeeper to watchman

Housekeeper to Chambermaid,

Charwoman-Office-cleaner.

Draftsman-Drafter,

Signalman-Signaller.

I think, the point is well known.

Now, let us see the working population 52.5% of the male working population are working, whereas 11.9% of woman alone are shown as working. If only we can just stop and think about this all, we can see that the women work lifelong, harder, longer, and without brake than man if only the chores of house-keeping, child-bearing and child-rearing is also considered, as work of an exceptionally important character.

A third type of discrimination is in the most popular of arts, 'The Film World' children are even now married off. Child widows are denied their childhood and womanhood. The classified Matrimonial advertisement is a lucrative business.

Born in the same family, breathing the same air, sharing the same roof, but the women in due course branch off into domestic chores and develop as a shadow of their male peers, inferior in strength intellect, intelligence, and negative personality. The burden of the theme of many box-office hits in this type of popularization of an already very popular system.

Bride-burning and dowry-deaths are as frequent and as numerous and perhaps increasing rather than decreasing. More of it than less.

As per the census of 1981 the break up of women workers by various categories of employment shows :

Agriculture	— 29.6%
Agricultural labour	— 50.5%
Animal husbandry and fisheries	— 2.3%
Coal mines	— 0.4%
Cottage Industries	— 4.7%
Manufacturing industries	— 1.5%
Construction	— 0.6%
Commerce & Trade	— 1.4%
Transport & Communication	— 1.5%
Services	— 7.5%
Total	<u>100.0%</u>

These figures show that women are confined to the more arduous and less paying jobs like agriculture, and animal husbandry, fisheries, cottage industries and construction, whereas all the prestigious and high-pay jobs are monopolised by men.

Agriculture still continues to provide a livelihood to the largest masses of women, and has absorbed an increasing proportion of women workers, with declining opportunities all over the

spectrum of employment. But even in this sector their status have undergone, significant decline. The absolute number of women in agriculture has declined less precipitate from 3 crore women to 2.5 crore women between 1911 and 1981. But whereas 1.8 crore women were classified cultivatory in 1911 only 92 lakhs women remained cultivators in 1971. At the same time women agricultural labourers increased from 1.28 crores to 1.57 crores.

This is a sure index of deliberate impoverishment of women and less of employment rather than their improving rights and participation in economic activity.

Thus out of 80% of women workers engaged in agriculture only 29.6% are cultivators whereas 50.5% are agricultural labourers.

This trend is evident by another set of figures also :

WORK PARTICIPATION RATE 1961 AND 1981

	Rural		Urban	
	1961	1981	1961	1981
Male	58.3	54.3	52.4	49.7
Female	31.4	23.9	11.2	10.6

Among female participants the decline is all the more marked in the case of women in view of their tiny overall participation rate. 7.5% as against 4% in the case of males.

In recent years the female unpaid family employment rate formed 41% to 49% in areas involved in such employment. Therefore, more work is done 'unpaid' than 'paid' by women.

With the indiscriminate chemicalization and mechanization of agriculture female employment is the biggest casualty in the order.

- a) machines tend to replace work traditionally done by women,
 - b) men are generally trained to operate the machines.
- Further 'female' dominated special economic functions like,

- a) hand - weaving,
- b) oil pressing
- c) Dairying,
- d) rice-pounding,
- e) par-boiling,
- f) fish curing,
- g) tobacco processing and bidi-making,
- h) leather

are all rapidly getting mechanised.

And the workers engaged in these income earning activities losing their jobs, go unreported in news papers as well as in census reports. They simply go as non-working, householder-women.

Illiteracy among women is trotted out as a reason for their incapacity to be trained as machinists or machine operators. This has happened even in such simple machines like sewing machines and winnowers.

If it is the case of purchasing small labour saving machines, men as holders of capital and borrowers of loans are invariably the purchasers and controllers of machines. In such a situation rather than face unemployment and possible destitutions, women gravitate into poorly paid agricultural labourers but others have to be content with household work or unpaid home making chores.

This situation is aptly brought out in a bulletin from Thailand.

'We know
 There are women our sisters,
 Who are beaten, raped and harrassed,
 tortured, sold and burnt,
 Where'.....where are the human rights?
 And we,... ..women
 are just staring, unconcerned at what is known to us".
 The story is sadder in the modern sector.

TABLE APPENDIX
Employment coverage and production value in small Industry Sector, 1979-80, 1984-85 and 1989-90

Industry	Lakh persons			Compound Rate of Growth, percent per annum, between		Production value Rs. in crores at 1984-85 prices		Compound rate of growth, per cent, per annum, between (8) and (7)
	1979-80 (actual)	1984-85 (actual)	1989-90 (actual)	3 and 2	4 and 3	1984-85 (actual)	1989-90 (actual)	
1	2	3	4	5	6	7	8	9
1) Khadi	11.20	14.58	20.00	5.4	6.5	170	300	12.00
2) Village Industries	16.13	22.41	30.00	6.8	6.0	759	1,700	17.5
3) Handlooms	61.50	74.66	98.13	4.0	5.6	2,880	3,680	5.0
4) Sericulture	16.00	20.00	24.25	4.6	3.9	317	510	10.0
5) Handicrafts	20.30	27.40	35.80	6.2	5.5	3,500	5,400	9.1
6) Coir	5.59	5.90	9.23	1.1	9.4	101	170	11.1
7) Small scale Industries	67.00	90.00	119.00	6.1	5.7	50,520	80,220	9.7
8) Powerlooms	11.00	32.19	35.32	24.0	1.9	6,423	7,020	1.8
9) Others	25.00	27.86	28.27	2.2	0.3	1,061	1,100	0.7
Total	233.72	315.00	400.00	6.2	4.9	65,730	1,00,100	8.7

Source : Government of India, Planning Commission, "Seventh Five Year Plan", 1985-90, Vol. II, New Delhi, 1985
Our column (1) is from Column (2) of Table 4.1 (p99) and our columns (3), (4), (7) and (8) are, respectively, from columns (6), (7), (4) and (5) of Table 4.2 (p103) of this source.

The highly mechanised coal mines at Meghahataburn in Singhbhum District in Bihar has thrown 5000 contract labourers half of them women - all old employees for years, out of employment.

Large areas of land in which women work are submerged under dams or lost for big factory sites. The owners of these lands get nominal compensation. The labourers working on them lose their jobs and migrate to now here. Ukai dam on Tapi River affected 52,000 people. Srisailam involved a hundred thousand, sixteen thousand by Pong-dam in Himachal.

Nearly, 40,000 families living on a type of Grass in the Himalayan Foothills by making ropes and Bamboo bridges across streams, cots and chairs have nothing to do now. This free grass is now selling at Rs. 110/- per quintal locally whereas the paper mills get it at Rs. 35/- per quintal.

The same is the case with Bamboo.

In short, women's considerable contribution to Indian Development as artisans, as agricultural workers, plantation labour, in the cottage industries like spinning, weaving, knitting and lace work has never been recognised. Many a thoughtless projects have rendered hundreds of villages with thousands of women totally unemployed and hence robbed them of their social status as contributors to the family income. Dependence on wage labour are rising in rural areas and their real wage rates are falling. Incomes are crashing. Accompanied by a real stagnation in the urban employment opportunities due to indiscriminate mechanization and elimination of human labour in many well established establishments, pressure on unorganised work is increasing. Lopsided rural development work ends up in more distress than less of it; after colossal effort, is the story of many types of development work without a geographical identity, Geographical operation scheme, and geographical responsibility. Development without the people is highly wasteful and exploitative is a lesson which is always missed.

Employment as a means of eliminating and expanding production and therefore purchasing power in the masses has always been provided a back seat in almost all developmental activities in almost all the developing countries. This is a strange situation and a stranger road to welfare and an equalitarian system.

In our seventh plan document itself growth of employment is a last goal. Both the rate of growth in employment and the rate of growth of production in the seventh plan are lower than that in the sixth plan. Even in this exercise 35.32 lakhs persons are shown as likely to be employed under "powerlooms" and 98.13 lakh persons in Handlooms which is on the face of it a fancy. Both are at loggerheads and not supplementing each other. Each is encroaching upon the other's domain.

Khadi & Village Industries are also in the same illusory state. Actually the numbers engaged in Khadi are static if not on the decline because of a type of technology and a climate management which itself absorbs all the technological advantages. Most of the village Industries are in a state of paralysis because of keen product competition and prices competition. But even if these seeming side of things are ignored, that the plan itself is providing little scope for growth or expansion is a pointer to the direction in which the wind-blows.

This sector is important because it accounts for one-half of production value and four fifths of the employment in the Industrial sector. This sector comprises of 9 sectors viz. 1) Khadi, 2) Village Industries, 3) Handlooms, 4) Sericulture 5) Handicrafts, 6) Coir, 7) Small scale Industries, 8) Powerlooms, 9) Others.

Of these the first six are grouped under traditional Industries and the next two under modern Industries.

The total of production of this sectors as a whole comes to around Rs.65,730/-crores per annum (1984-85) prices. Of this, 12% is contributed by the traditional sector. But their share of employment is however 52%. Therefore, their wages must necessarily be very very low compared to the Industrial sector of the small scale Industries sector as a sub-group. Out of 315 lakh persons about 163.80 lakh persons are by employed these traditional Industries having a production value of hardly Rs. 7890 crores. Therefore, the per capita production of wealth in the traditional Industries of this sector is hardly Rs. 481/- per head per year or very nearly 1/5th of the per capita national income or less than half of the poverty line level. Therefore, as a means of eliminating poverty and as a means of development these are hardly sufficient either in numbers or in productivity. They can at best keep a holding operation until something better and more paying comes across these islanders trapped in a trap of total lack of opportunities.

The compound rate of growth of employment in these sectors was 6.2% in the sixth plan and the compound rate of growth in this sector is lower at 4.9% in the seventh plan period.

There is a table given is page number 154 paper. It shows that 7 of the 9 industries show a rate of growth targeted in the seventh plan lower than the rate actually achieved in the sixth plan. In 5 of these industries the difference is smaller. It is substantial in powerlooms, in the case of which actually a very heavy dose of deceleration is indicated (from 24% the growth rate is to be pegged to 1.9%) In Khadi, Handloom and Coir there is an acceleration of growth rate but very, very slightly.

The first six Industries which shared with the sector, the tendency of a lower rate of growth of employment in the seventh plan accounted actually for 9.5% of the value of production and 70% of the employment coverage of this sector in 1984-85.

The seventh plan envisages an increase in production value from Rs. 65,730/- crores in 1984-85 to Rs. 1,00,000/- crore in 1989-90 for this sector, that is at the compound rate of 8.7% per annum. Against this, the rate of growth of employment in the seventh plan in this sector, as seen above, is substantially lower at 4.9% per annum almost 54% lower than the one achieved in the sixth plan.

This tendency is shared by 7 of the 9 Industries in this sector of lower growth rate of employment and higher rate of production value. Except in the case of coir, in all other industries this difference is quite substantial. These seven industries account for 85% of value of production and 66% of the employment coverage of this sector as a whole in 1984-85.

The remaining two Industries namely handlooms and powerlooms apparently share the opposite tendency of higher growth rate of employment than growth rate of production. But the difference is only slight even then. And in computing employment the entire family is likely to be shown as employed in the work rather than as dependents.

Food, work and productivity are supposed to be the priorities of the seventh plan. These two priorities seem to be totally forgotten if and when viewed from a statistical point of view. Certainly it provides some "food" for 'thought' on 'work'. Employment as work seems to be eluding an elitist contraption called planning. There is of course more people on these activities at the end of the plan than at the beginning.

But the employment increases much less than the value of production and hence of investment as well.

This type of increase is what some economists call "Jobless growth".

In that sense seventh plan envisages a sort of "Jobless growth"

It is in this context that we are here collected to devise ways and means of increasing work opportunities and income generating schemes to prevent the further deterioration in the opportunities provided for women in the Economic Development and Growth of the Country.

If we wish to break out of age old vicious circle of sex generated discrimination, and gender based deprivation, a whole series of barricades have to be dismantled, beginning from Educational discrimination and will be ending with sex-based job and work reservation for women. If reservation for S/C and S/T class students can claim statutory reservation in admissions to professional colleges and jobs why not "women" as the biggest and most numerous group discriminated against for centuries by man.

Why not an equal share?

There is more serious discriminations under the surface, in the very act of reproduction and its control. Laperoscopy is a sex based selective method directed against the women rather than men. Test tube babies is another. Dowry : Abortion is a third. Female infanticide is yet another. The discrimination is all along the line. All these have to be dismantled not an easy task. Even life insurance is a risk to women than a protection.

Therefore, more of gender biased solutions to a gender neutral problem will add rather than reduce the degree and variety of discriminations. Women will have to fight for equality and an equal share.

This means the present type gender biased management structure is changed. This as a principle can be achieved through two different routes. 1) By the organization of producers and 2) by organization of consumers. There is absolutely no rhyme or reason for an Industry like food production and food processing to be managed by man. It is a function well served by the women individually and collectively. Similarly if women and children are taken together, they form the overwhelming majority of food consumers' also. So the consumption functions also is best served by being managed by women.

So is the case with the management of charity, the law and the household. From Avvai, Maithreyi, Sister - Nivedita, Mother Sharadamani Devi and Madam Krapuskaya - there is a galaxy of women who have lived a life of sublime supremacy. Models of motherhood, towers of strength and equity.

There is no reason similarly for a predominantly women oriented work like textile production, textile processing, garment making and textile trade to be dominated by man to the exclusion of women.

So also is the case with Home-making. The male can remain homeless and still continue without deterioration in any of his abilities. But the women can hardly do so. Therefore, for the female, home is an essential base for very life. Out of the 'Home flows all other endeavours. Therefore, "Home making" and "Home management" can be very apt sectors of management which can best be left to the women for management.

Just for a diversion the "Khadi", work as organised today is heavily manned in all its essential production functions by the women. But the entire management structure is dominated by man. This is a rare instance of when and where Gender biased management structure perpetuates Gender oppressive management.

The case for the management structure being changed from top to bottom and the whole structure being reserved for the exclusive benefit of women is hardly questionable on grounds of capability.

These examples are given not to incite jealousies, but to work for liberation, self-actualization by self-management and self-reliance. The sheet anchor of all these self-achievements lie not in absolute selfishness, and self-centred calculations but in group action, and group achievements.

Therefore, if any change in the breakthrough from apparent domination and discrimination of the weaker sex by the stronger sex is to be achieved it has to begin with the self-management of Industries by the workers' themselves. Self-management must precede self-actualization, self-reliance and self-respect. The key lies at this time in the mind of the men and women of this country.

A whole series of hurdles will have to be overcome and a whole series of battles fought not only in the management of enterprises but also in organising its production, processing, distribution, and consumption functions. Whole areas in which women are best qualified to record outstanding success in management, but which are at present totally in the hands of temperamentally unsuited dominators.

The home, the school, the nurseries and medicare centres are best left to be managed by women. So is the case with small scale industries and cotton garments, whole series of jobs for which women are best suited. Some day it must happen. We can bring that day near, by giving the appropriate orientation of approach.

AN APPRAISAL ACTION PROGRAMMES WITH CREDITS PROVIDED

*S. Bhatji**

Women are equal partners in development with men. Their potential in the development process cannot be undervalued, the inequitable practices that relegate them exclusively to narrow traditional rôles cannot be prolonged - Mc Namara (1977). By denying them this equal partnership we are denying both, them and the society the benefits of their potential.

Perhaps the Indian Women's greatest contribution is through home, husband and children as elsewhere. As Helen Hunt Jackson says "A woman who creates and sustains a home and through whose hands children grow up to be strong and pure men and women is a CREATOR second only to GOD". But this unpaid household work is invisible and does not form part of GNP accounting though in industrial societies it is estimated to range between 25 to 30% of GNP-Clermont (1983).

Women's participation in the market sector is microscopic in nature, considering their numbers. The large masses of women are absent from the efforts made at involving them in the process of national development both at the grass roots as well as at the decision making levels. Women first need opportunities for their own development, before they can play an effective role in the development of the society or the nation.

One of the development indicators that can reflect the improvement in women's status is their employment status. Since the emphasis is on realising women's contribution to

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the economy with a minimum of geographic mobility, the self employment of such women needs to be made a realisable goal. In this the finance, technical skill training, understanding the needs of the people to give proper direction to production and making marketing easy, are the major factors to be reckoned with. This paper seeks to highlight some of the studies undertaken in and around Coimbatore District, to study the help extended by the Commercial Bank to women for self employment.

Prior to nationalisation, banks in India were indifferent to the needs and development of the rural areas. They were mainly urban oriented and catered to the needs of big industrial houses and industrialists. Important sectors like agriculture and small scale industries were deprived of the services of the banking sector. Thus there was a concentration of both economic power and financial power in the hands of a few. One of the dimensions in banking since nationalisation was provision of cheap finance to the resourceless people as a means to augment their income. Commercial banks have introduced various schemes such as Lead Bank scheme (1967), Differential Interest Scheme (1970), credit guarantee scheme (1971) etc. to help the weaker sections of the rural community. Thus the banking system has departed from the beaten track of "Class banking". It has to a large extent, tried to meet the credit needs of the people in rural areas by providing them with cheap and timely credit facilities. However the banks in general have not been in a position to meet this challenge completely. The major problem faced by the banking system in the rural areas are the high degree of risk involved in investment, ignorance of the people, overdues, lack of infrastructural facilities etc. As a result the progress achieved by the banks are often tardy and in some cases insignificant.

The entrepreneur is an important person to be reckoned with in the present set up. In a developing economy the rate of economic development crucially depends on the number and ability of entrepreneurs available to it. Availability of physical

inputs and the ability of the entrepreneurs to utilise the resources optimally is important. The applicants under self-employment scheme have been found to take to enterprise, in many cases, out of frustration due to failure to secure jobs. Half heartedly and in haste projects are selected without planning and preparing a workable and realistic scheme taking into consideration the possible constraints that may have to be faced. The entrepreneur must have ideas, a strong will and courage to think innovatively clearly and ahead.

Banks have an added responsibility in that they must be able to locate and assist people with entrepreneurial talent under the self employment schemes. Only then the twin objectives of employment and output creation could be simultaneously achieved.

Government has been following a policy of encouraging small industries to provide fillip to self employment. The banks have come into the picture in this regard, under the various special employment programmes of government to provide employment to weaker sections. A spate of criticisms have been levelled against the functioning of banks such as lack of enthusiasm about the programmes, not overcoming security consciousness, not providing loans for working capital, inability to locate eligible entrepreneurs etc. Banks in turn speak of their being pressurised into giving loans to people of doubtful credit worthiness, clients' propositions not being bankable, this utilising the loans for consumption purposes and lack of seriousness in repayment etc.

An appraisal of the role of Banks (culled from a few academic studies) as the chief financial institutions in this regard, are given below, along with a few studies where some information on the economic status and background of women entrepreneurs emerged as an incidental issue.

In a study on an analysis of the role of a nationalised Bank in promoting self employment, Ramathilagam and Jayanthi, V. (1980) found that 23.50 per cent of the self employed persons, financed by the Ondipudur Branch of the Canara Bank were women.

In another study on, "Self employment opportunities extended by a commercial Bank to rural women", by Jaya and Kalaivani (1980), it was found that the Banks role in increasing the family income of the rural women were not reached in adequate numbers under the anti poverty programmes like the IRDP.

Shaila Elizabeth George and Jothimani studied self employment ventured by rural women with the help of commercial Banks in Coimbatore district (1983). Their study covered 100 women beneficiaries (who had drawn their loans from the Bank of Baroda and Canara Bank in Coimbatore City). They were engaged in tailoring, vegetable vending, cattle rearing, basket weaving and miscellaneous activities. Eighty three percent chose the particular venture since it was easy to manage and 14 per cent selected traditional occupations. The loans amounts per head ranged from Rs. 200/- to over Rs. 2000/-. The loans had been given on co-obligant basis. Those who had difficulty in repaying their loans stated that the income they got from their self - employment was the source of their livelihood. As for marketing the products only one member resorted to co-operatives for marketing. Twenty per cent got the help of intermediaries. All others marketed the finished goods in the local places and through intermediary persons. Ninety five percent of the beneficiaries firmly stated that they were able to manage their self employment activity and continued the same and they improved a lot after joining the self employment venture. Bank managers were more sincere in their work.

Raghavan and Vardarajan (1985) studied the impact of IRDP on the economic status of women, on the

women's participation in development programmes. They examined whether the strategies adopted for IRDP had really benefited households headed by women and whether the IRDP had assistance extended for various economic activities had generated sufficient income to raise them above the poverty line. Kundrathur block in Chengalpattu district in Tamil Nadu was purposively selected for the present study. The reference year of the study was 1983-84 to examine whether the beneficiary had crossed the poverty line by the end of 1984-85. The beneficiaries of 1983-84 were stratified according to the benefits they derived under different schemes and a 10 percent sample was drawn at random from each stratum. The sample consisted of 136 households of which the sample beneficiary households headed by women were 33. The primary data was collected from the sample beneficiary households by administering pre-tested and comprehensive questionnaire. Out of 882 beneficiaries of IRDP in Kundrathur Block there were 278 women (31.5 per cent) exceeding the target of 200 indicating that the programme had given due share to women. In the sample of 136 beneficiaries, 33 were women—24.36 per cent. The study revealed that sex and illiteracy were not constraints to avail of assistance under IRDP. The sample beneficiaries were given loans and subsidies to the tune of Rs. 91,700/- and Rs. 35,588/- respectively which worked out to Rs. 2,779/- and Rs. 1,078/- of loan and subsidy respectively per beneficiary. The loans were given for dairy, sheep rearing, work bullock, duckery and TRYSEM activities. Consequent to creation of productive assets, the sample beneficiary households were able to find additional employment for them to the extent of about 180 days per family in a year to earn about Rs. 702/- per year. It worked out to Rs. 3.90 per day per worker, mostly through self employment. It provided them confidence and encouragement to take up entrepreneurial cultivators.

The author concluded that women had received special attention under IRDP and sufficient care had been taken to achieve the target in full and even to exceed it. If assistance was sufficient and if right type of activities were chosen women could be better. The study of the viability of IRDP credit as

against non IRDP credit, undertaken by Ramathilagam and Maya (1986), covering 80 IRDP and 40 non IRDP households revealed, that by and large, the IRDP households had poor land and capital base, high work participation rates and high incidence of female employment. These phenomena substantiated the deprived conditions in which these households were subsisting. The income limit of Rs. 3,600/- per annum was observed only in 92.5 per cent of the households. This state of affairs called for an upward revision of the income limits, so as to make it consistent with the conditions of living observed in the group. On an average Rs. 3,124/- had been given for each IRDP Project. Among the schemes financed by the IRDP dairy project was found most effective in generating incomes with each rupee of investment in dairy giving an additional income of Rs. 0.33 paise. The other loans just kept the beneficiaries going.

Out of the assets created through IRDP loans, [a worker was able to earn Rs. 0.99 per day. The earnings were the highest in the bullock and cart group Rs. 1.42 per day. It was the lowest in the small business Rs. 0.49 per day.

On an average the IRDP beneficiaries were able to raise the per capita income by roughly 45.55 per cent. The differences in the per capita incomes were statistically significant indicating the positive contribution of bank finance to these groups. The study showed that the proportion of defaulters in the IRDP group was only 16.25 per cent. The risk of default, however, was rather high at 30 to 35 per cent in the livestock loans indicating the need for providing complementary services along with these loans. The recovery position amounted to 55 per cent in the IRDP loans and 23 per cent in non IRDP loans indicating that the IRDP borrowers were by and large more reliable and regular than the other rural borrowers.

The study, in short, dispelled the popular myths that this anti-poverty programme had not produced the desired impact and

that the poor households were not an honest clientele for the bank. The banks need to affirm their faith and commitment to help the poorest of the poor under this programme and revamp their lending strategies and procedures on the following lines to serve them better :

- a. The banks together with the Government agency should revise the norms for identifying the beneficiaries for this programme. The income limits of Rs. 3,600/- per family should be at least doubled.
- b. Since dairying and other livestock related investments emerged as the most productive of all projects financed by the bank under this programme, the bank should increase the allocation for this scheme and also identify and provide the complementary services which dairying would need. Voluntary assistance and Insurance cover should go along with the loan. In granting dairy loans the availability of fodder in the area should also be taken into consideration.
- c. The goat rearing project as it exists is confined to the scheduled caste households. Its income potential was the least among the IRDP schemes. Hence collective employment projects could be thought of for this group and the bank could assist in the organisation of labour co-operatives for them.
- d. The banks should follow an uniform policy in respect of payment of subsidies. Any discrimination shown in the release of subsidy amount violates the very objectives of the programme.

These studies and others of a similar nature bring out the following major points which have to be pondered over ;

1. In spite of the fact that the IRDP financial assistance have benefitted the poorer sections of the society, by raising their income levels, it has been found that

- a. women could have done better given the right type of assistance and activities. What help can women be given to select activities which are remunerative and also training to undertake them.
 - b. The activities undertaken with the IRDP loans, by the S.C. Families were not remunerative compared to the other groups. For example, the major number of loans were given for goat rearing. The SC's did not have adequate grazing facilities for their goats. Moreover undertake any other activity.
2. The over emphasis on reaching targets has resulted in the spill over the programme to the non poor group also. The benefits do not reach the group for which it is meant (Incomes below Rs.3600/- p.g. which has been increased now).
 3. The power structure in the village, endorses the unilateral dependence of the poor on the rich. This dependence has to be reduced if any programmes for the poor is to actually benefit them.
 4. The real reason behind the poorer sections in the rural areas especially SC and ST women not availing of the facilities providing credit, have to be studied in depth, if these programmes are to succeed.
 5. Alternate criteria for identifying the households below the poverty line have to be studied since the income criteria does not give a correct picture of the beneficiaries. ●

INTEGRATION*B C. Patil**

1. It is high time for us, to have **better integration** in women and children development programmes, whether they are **managed** by the **Government Organizations** or Voluntary organizations. One of our lecturers in this training course, Dr. Chandrasekhar said that for practising of the management techniques in the women Developmental programmes, there must be an **organization** of any kind as one individual can not be an organization and one individual can not do it sincerely. **Management practises** and **better integrations** of many components of the Development programme or of many agencies involved participated in the programme, can play an effective role in the organization, not in the case of individuals. So we, administrators, or planner or managers of programmes, must look into voluntary organizations any agency at grass root level, the taluka level and District level. Prof. Sitalakshmi mentioned in her lecture, that about 10-15 thousand Rural Women Organizations (M.Ms) are in existence in the country, but they are not functioning (Mahila Mandals) properly. It is also a fact that they have become "defunct" and they are not doing any good thing for the larger group of rural women. There are good justifiable reasons for this kind of status of Mahila Mandals. Keeping in view of these, Government of India have been insisting state governments and national women welfare organizations, to organize RWO at all levels, as the first step of development of human resources. But no states or voluntary women organizations have taken steps in organizing new ones or/and strengthening the existing organisations. Without doing this, if we continue to talk the objectives of women welfare scheme to be achieved by 2000 A.D. will be a dream. This is my sincere feeling and it can be done by better integration of all developmental agencies at a particular level not by one agency alone of any kind.

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2. If we are really interested to draw rural-poor-needy women folks into the main stream of development and to enable them to function as instruments of social changes so as to improving their economic status, or capacity for productivity, it would be very necessary to encourage a flexible and integrated approach to hazy a **Mahila Mandal** to grow according to their needs - necessities of the village. It should be registered in every village and hamlets. If there is some kind of registered RWO in a tribal colony or **village where** there is more social equality and where there is a homogenous group in the local society, a Mahila Mandal in such village, could serve the purpose and it could be strengthened with full participation of each family members in the village.

3. Where there is multi-caste village, where socio-economic **inequalities** are predominant, a single type of women's organization, like Mahila-Mandal cannot meet all situations and the needs of all groups, because of existing inequalities and difference among rural women. In such cases, it would be necessary to encourage a flexible approach and of establishment of a **rural development society**(Reg) with a room for several types of organizations consisting of Mahila Mandal, Panchayat Committee, Yuvak Clubs, Cooperative Society, School Committee, Government functionaries, etc. The **RDS** should be allowed to grow according to local needs with full participation of community, as such grass root level front line workers, operators, managers of the women, children developmental programmes. In this way, we will have **better integration** of efforts between **separate** organizations at rural levels for total development of the community.

4. We will look into the definition of word **Integration**, broadly defined as "Integration means **combining naturally related parts into a more cohesive and unified whole** in order to enhance **this collective cost effectiveness**". The best way to seek out opportunities for fruitful integration is to visualize and analyse any project or programme as a **productive system**

designed to accomplish certain specific objectives in a particular setting. Any such system must have an appropriate process made up of a suitable combination of **interacting mutually supporting components**. There must be functional relationship between the components of the programme. If any of these crucial relationships are not functioning or if any important component is missing, the efficiency and cost effectiveness of the whole system is bound to suffer.

Take, for example, single-purpose family planning programme frequently misfire because their information, education, and communication (I.E.C.) components are not meshed with each other, leaving the so-called target audience confused and unresponsive. Here **better integration** among the parts would obviously improve their combined effectiveness.

5. National planning for Rural Development (for rural level) can be drafted by integrated thinking and planning if it leads to a greater decentralization and devolution of certain specific responsibilities, detailed planning and decision-making to lower level groups. Take for example of ICDS project drafted at national level and is being implemented at rural parts as a centrally sponsored national schemes without much difficulties. But integrated rural development planning at the national level requires joint planning of national policies and programme cutting across all relevant sectors with a view to weave them into a cohesive and unified strategy-within which all sectors become mutually re-inforcing. This is in sharp contrast to the usual practice of planning each sector independently. Under such piece meal planning. for example, the Ministry of Agriculture may be mainly concerned with maximizing production of selected commercial crops for urban and export markets in which event, the pressing food and nutritional needs of the rural people and the problems of small formers are more likely to get affected. Similarly, if every one expects the family planning organization to manage the population problems **all by itself** then other important measure conducive to smaller family size such as

improved educational and employment opportunities for women and better health care for young children are likely to be neglected and suffered.

6. Broad scale integrated rural development planning at national level can be very helpful in overcoming this **piecemeal kinds of thinking** and programming. The effectiveness depends mainly on, how the planners, administrator and operating personnel of each **specialized agency** become genuinely imbed with a broader outlook, cohesive vision of rural development. This will be successful, fruitful by **better integration** efforts of various components of programme. Take up one activity of adult education/social education course for destitute women, that more emphasis to literacy part is a failure, but the craft training is proved popular. Once the women have mastered the craft skills and produce marketable products, then training become useless unless the women are provided with simple equipment, raw materials, credit facilities, and a profitable market. My own experience and example of one Mahila federation, at Pavagadha Taluka, Karnataka is producing masala, Haladi, Chillie. Sambar powders and they are not getting profitable markets where as now a days **Sonamasala** is getting a good demand in our Janatha Bazars.

What I feel is that any development programme for women we take up, it must be indigenous, and ingenious enough to include all necessary components to "complete the system" of programme by arranging for these missing parts and the women should start earning immediately to support their families. It can be done effectively by better integrated approach through organizations. Because, forgetting all essential things of planning, programme implementation, many well-intentioned skill, training programmes, (FCWP started - 10.15 years is much better than present Nursery School, Balwadis, Anganwadis) over the past - 25 years our social development programme have failed to achieve better results. So what ever a little investment made in social development has become waste, of men, material-money and time. FCWP.

7. There is a great need for better integration of separate programmes. We know, the Health improvement programme, needs combining all various essential health measures (Health for All by 2000 A.D.) and services which are typically scattered among several organizations. Each one is giving his own advice, slogans in their own way. Instead of all talking different advices, on different occasion, with conflicting advices to the rural people; the nutritionist, the family planning worker, community health work, PHE, ANM, Doctor, should go directly to each village or within feasible reach and to consolidate at least some of the basic preventive, promotive and curative services under health improvement programme, by **better integration** for total development of human race and achieve the objective of 2000 A.D. (Health for All). Thus we have to tie up together horizontally at the community level, closely connected activities on basic needs of women and children. This kind of horizontal integration of various agencies/components can show better results in all Development process.

8. In these changed situations, and due to the lessons taught by previous programmes the integration has become our **indispensable approach** to the successful operation of community based programme, because villagers cannot do everything on their own, their efforts must be integrated with technical guidance and selective non-available inputs and help from outside the village, ie. the supplies, and technical guidance should come from higher level. This kind of integration-selective services-assistance definitely can augment and facilitate their resources and efforts. We should not forget the **vertical integrations** of services to the communities.

The word **“Integration”** which requires close operational collaboration between separate organizations accustomed to working independently, has been confused by the operators with the word **‘coordination’**. The term “coordination” means arriving at a mutual agreement between parallel or equal organizations to stay off on their **own footing under his own roof**. The

coordination stands diametrically opposite to the term **“Integration”**. Though both are essentials in implementation of community based rural development programme, but the role of integration is more important and indispensable to achieve the target and to find the concrete results of total development than the word “Coordination”. But in practice, it is noticed, that we are talking much about “Coordination”, forgetting the spirit and strength of **“Integration”** in all our programme inspite of naming certain development programmes as IRDP, ICDS.

10. The voluntary organization or the government agencies should not remain alone in implementation of programme. Both should work together to develop **cooperative relations and productive linkages** with all connected agencies. Integration would seek to join forces in a complementary way with some other voluntary agencies with similar interests. Because of the close governmental ties with other forces, the officers will have to adopt and adjust with the outside Agencies. All these efforts **at inter-organizational integration will** be easy and programmes will be successful and fruitful if the principles of Integration are converted into action by us.

11. It may be useful at this point to sum up a few broad principles of integration to put into practice in Rural Development and women and children development by the planners, administrators and front line operators/workers whether Government or voluntary organizations implements the programme.

a. Integration is a matter of degree. It cannot spring full-blown up on the local scene, from the brow of planners or programme designer. It must be a step by step evolutionary process. It is also a highly pragmatic process responding to **opportunities and necessities** as they arise.

b. The main obstacle to effective integration is usually not the villagers or beneficiaries. The main obstacle is usually the specialized bureaucracies, specialists, experts whose job is to serve the villagers. Because these organizations and specialists, by the very nature of their mandate and training, are prone to take a narrow view of development in which their own speciality is seen that all others are revolving around specialists experts. To break out of this habits of the bureaucrats the first requirement is for the various specialists experts and administrators to acquire a broader and a more unified view of rural development. This intellectual and attitudinal transformation does not happen easily and for some, it can never happen. But the process can be greatly accelerated if the top political leaders and the heads of these organizations, department become an enthusiastic **advocates** of a more and better integrated approach in development programme.

c. The basic requirement for achieving **better integration** is a larger measure of decentralization and devolution of responsibilities of workers while implementation of Development programmes, then lower staff, and front line workers will have a green light to take innovative initiatives and to collaborate with the agents of other organization/agencies.

d. To achieve a better progress in the developmental programmes-it will be easier, where all the relevant components are under the control of and jurisdiction of the same organizations And this could be possible only if the better integration takes place.

Lastly, we are all good teachers and advisors in preaching others instead of practicing the message of Integration to ourselves, in our field of services, and with our equal counterparts of the programmes. At least now, we should do some thing concrete and try to achieve the objectives of schemes through better Integrations of agencies - persons involved in the development programme.

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INTEGRATING WOMEN IN NATIONAL DEVELOPMENT PROGRAMMES

Rajammal P. Devadas

When the Five Year Plan was launched in 1951, planners and policy makers had overlooked the multiple and major roles women play in the family, food production and social spheres. Ever since the declaration of 1975 as the International women's Year (IWY) and the period 1976-1985 as the International Decade for women, there have been debates on how to increase women's role and visibility in development. Concern was also expressed in several quarters, over the national neglect of women in designing developmental efforts.

To mark the concluding year of the Decade for women, an exclusive designated, exposition Mahila Sakthi-85 (MS - 85) on women was organised in the nation's capital, New Delhi in December, 1985. An exhibition at Pragati Maidan, New Delhi and three seminars were the components of this exposition. One of the seminars organised was on 'Indian Rural Women's March into 21st Century' in which the following major issues were raised and discussed :

1. How to bring about women's partnership in the developmental process ?
2. How are the rural women to be empowered to demand equal employment opportunities and earning power ?
3. Are rural women aware of their 'equal' rights ?
4. What types of educational programmes are needed to help rural women to enjoy decision making responsibilities within the family and in the society.

5. How to relieve women from the dependency on men, customs and social pressures?
6. How far have rural women benefitted from the various rural development programmes introduced in India since Independence?
7. What are the roles and contributions of women's organisations for rural women and girls? Do they articulate the felt needs of women?
8. What are the roles of voluntary agencies and educational institutions in fostering the development of women?
9. How to prepare rural women to face the challenges of the 21st century.

The Present Position

Today, there is no dearth of programme or infrastructure for the development of women in general and rural women in particular. The Integrated Rural Development Programme (IRDP) with its subschemes National Rural Employment Programme (NREP), Rural Landless Employment Guarantee Programme (RLEGP), Development of Women and Children in Rural Areas (DWCRA), and Training of Rural Youth and Self Employment (TRYSEM) has earmarked specific targets for women, to improve their economic status and conditions of living. The emphasis on Health for All by 2000 A.D. with programmes focussing on Maternal and Child Health and basic services such as water and sanitation is a welcome augury. The National Adult Education Programme (NAEP) other innumerable programmes of non-formal and continuing education and a Special National Committee on Eradication of Illiteracy Among Women (NCEIW) have thrown open numerous opportunities for educating adult women and school drop outs. Legal provision and enactments are many to facilitate women's participation in every walk of life. Community organisations have been envisaged for local support and group approaches. Special

efforts are being made by the Departments of Science and Technology as well as Renewable Sources of Energy to introduce Science and Technology in daily life, to mitigate the drudgery of women, through programmes such as installations of smokeless chulahs, biogas and solar energy appliances to reduce the labour, time and money spent in household chores such as cooking.

What is lacking is an integrated approach in all these programmes and efforts. A few examples from the experiences of Sri Avinashilingam Home Science College with these efforts will illustrate the needs to fill up some gaps.

1. The IRDP

Evaluation of IRDP in eight Districts of Tamil Nadu has shown that cattle rearing, by and large had received the highest priority in giving loans, where women beneficiaries were concerned. The programme has been merely loan issuing without imparting education and training needed to maintain the cattle well. The educational components were totally missing. The cattle loan beneficiaries required definitely training on aspects such as cattle care, hygiene, nutrition and management techniques and account keeping. In the absence of such training inputs, the following were the observations.

The animals procured made the home surroundings filthier;

The beneficiaries did not include milk for home consumption, atleast for children;

They could not assess the returns from the assets in terms of income in cash and kind and

Above all, the school going children, specially girls, were stopped from going to school to take care of the newly acquired cattle, leading to increase in school dropouts and female illiteracy.

No linkage whatsoever was found between the IRDP and other programmes such as feeding or child care programmes health care efforts and adult education. Each programme functions in isolation in terms of the geographical areas covered and beneficiaries reached. There is no 'multiplier' effect as envisaged in the policy framework of Integrated Rural Development.

2. CWCRA

Programmes are often imposed on women. While expert advice and technical support are essential, the beneficiaries should have some say in the designing of their own programmes. At present all programmes are **target oriented**, without allowing women to think through what is good for them. A recent study of the DWCRA in Periyar District, reveals a number of defects in the very conceptualisation of the programme. DWCRA is meant to initiate group mobilisation and action. But in reality, such group effort is absent. The group organisers have not been oriented properly on how to initiate group action. As a result, the programme is carried on by individual without much interaction between them. Women are not consulted in planning the programme. Provision of community sheds for the location of the project is a noteworthy feature of DWCRA. But often, these sheds are located in places which are inaccessible to the majority. In one village, women complained that the shed was built in a place near the village burial ground and they were afraid to go to that shed. Much antagonism was created because of this action and women could not obtain the loans for want of an acceptable common places to initiate the economic programme, such as weaving.

The installation of smokeless chulahs or stoves is another case for study. In many places the chulahs are lying idle in the block headquarters. Distribution is incomplete in several instances. Similarly, the saplings raised through the social forestry efforts remain uncared for in several blocks. All these result in wastage of human and material resources.

How much of health care delivery does really percolate to the target population is another question. Adult education programmes are initiated with much fanfare, but functional literacy is still to be achieved. Also adult education has not been initiated linked to other developmental programmes for income generation, or health or social participation. After a period of 10 months, the women lapse into illiteracy for want of follow up and post literacy programmes.

Technology support - need of the hour

Women are considered suitable only for unskilled jobs. Consequently, there have been only few attempts to impart training and skills to women other than for tailoring or cooking. These attempts are almost confined to the Krishi Vigyan Kendras or TRYSEM. The income generation projects initiated so far in DWCRA programmes are traditional such as cattle rearing, weaving, coir making, preparation of snacks or tailoring. In the absence of adequate marketing infrastructure, the DWCRA groups are unable to find local markets and face the challenges of big competition from seasoned traders in the field. The programme is yet to generate entrepreneurship among women.

The countryside has enormous agricultural waste materials and by products. No attempts have been made to convert the wastes from coconut, banana, areca, ground nut, sugarcane, cotton, paddy and other crops into usable items such as fibre, household goods or fuel.

Introduction of technology often displaces women from their existing employment. On the other hand, technology should be generated, simplified and adapted to bring out the potentials of women and draw them out of their homes and provide them equal opportunities for income earning. It should release them from the drudgery of household chores.

The technology policy must be carefully designed and monitored to benefit women in terms of employment. The vocational training centres and the non-formal education efforts should take note of this fact and incorporate training programmes for women in acquiring skills in the use of science and technology.

Ensuring services and supplies

Another lacuna in the attempts to promote the development of women is absence of services and supplies. For instance, efforts are taken by government and voluntary bodies to educate women on post harvest technology and how to minimise food grains loss. We may teach them the value of EDB ampules or improved grain storage bins. But what steps have been taken to make available these at their door steps at costs which they can afford?

We may talk of smokeless chulahs or biogas and introduce the same in rural households. But when technical defects are noted in these devices, where do these women go for repairs and services?

Many hand pumps in the rural areas remain unutilised for want of rectification of technical defects. Has the TRYSEM programme attempted to include training local youth on the maintenance and repair of the gadgets introduced in the rural areas? Are the local potters and masons trained to produce these simple devices under the various self employment schemes?

The Khadi and Village Industries Commission encourages production of Khadi cloth and an array of household consumer items such as soap, bathis etc. through village industries. But have they motivated the rural population to procure and use these in their own areas? Are there khadi stores or sales counters located in the villages to promote local consumption? How many petty shops in the villages have products of khadi and village industries for local sales?

These issues must be considered if integration and co-ordination are to take place.

Strengthening grassroots organisations

While the nation wide Community Development programmes was initiated in 1952, Mahila Mandals and Youth Clubs were envisaged to be the grass root organisations for bringing women or youth together, keeping them together by creating a common interest and working together for its success and progress. The potential of these Mahila Mandals and Youth Clubs has also been sought to be utilised for implementation of national programmes such as the Applied Nutrition Programme (ANP), Integrated Child Development Services (ICDS) and the Integrated Rural Development Programme (IRDP).

However, the performance of Mahila Mandals and youth clubs in general, has been far from satisfactory. Estimates available in 1980 reveal that there are 61,400 Mahila Mandals in India with 17.2 lakhs members. The average number of Mahila Mandals per block is only 13 with a total membership of only 382 women (Jain 1980). The number of organised Youth clubs is estimated to be 90,000 with 19.5 lakhs members but with a very poor coverage of the young girls. In reality, these organisations have not yet become integral components of the total rural development efforts, although national organisations such as the All India Women's Conference, Bharatiya Gramin Mahila Sangh, Kasturba Gandhi National Memorial Trust and Women's Voluntary Service have made their own contributions to the initiation and strengthening of women's clubs.

The existing Mahila Mandal programmes for rural women have not made any serious impact due to handicaps such as lack of clarity in objectives, difficulties in identifying target groups and inability to reach all sections of the population, specially the rural poor, neglect of economic

programmes and training in productive skills, multiplicity of programmes and agencies with sectoral approaches, lack of adequate and properly qualified field staff, failure to mobilise effective and sustained support of men folk in these programmes and rigidity in design and structure of the programmes. The main drawback concerning youth clubs is that these are organised in a hurry with no systematic procedure. In addition, they lack financial support, equipment and training skills.

Another serious handicap is that in majority of the rural areas, women's clubs and youth clubs are one and the same, without providing adequate scope for organising programmes of special interest to the rural young girls, who ultimately do not benefit fully by these organised efforts. When one group dominates (adults or youth), it curbs the interests of the others.

If these grassroot level organisations are to serve as instruments of social change, the following issues need the considerations by all concerned:

1. Rural Women's Clubs and rural youth clubs (for girls) **should coexist and mutually support each other.**
2. These organisation should serve as forums to **determine and articulate the felt needs** of the concerned groups.
3. **They must be made instruments of fostering and accelerating changes** in specific terms of better family, home and community living.
4. They should serve as vehicles carrying innovations in science and technology to rural homes and communities.
5. **The poor and weaker sections** of the population even in remote villages **should be given recognition in** these organisations.

- 6, They should be utilised to offer a package of services in an integrated manner to women and youth in terms of economic security, education and training, health, nutrition, family welfare and leadership development, consolidating the hitherto sporadic, adhoc efforts in these directions.
7. These organisations must also serve as agencies to preserve the cultural heritage of our traditional rural life and uphold the cherished values so characteristic of Indian womanhood.

Much thinking, research, planning and action are required to implement the above suggestions. National policies for women and youth need to be evolved in order to provide greater equality of opportunity to all sections and to harness the potentialities of Rural Women and Youth in the country. The several programmes which are in operation under the different agencies, need to be co-ordinated at different levels into an integrated conceptual framework, This would help ensuring better coverage, enlargement of targets and a multiplier effect of the ongoing programmes. Initiation of the Ministry of Human Resources Development at the centre, where women and youth are given a pride of place today, would undoubtedly provide the national commitment to organise and utilise rural women and youth power in our country.

As Swami Vivekananda has exhorted, "Women must be directed to solve their own problems in their own ways. Our Indian Women are as capable of doing as any in the world".

EDUCATIONAL INSTITUTIONS AND THE DEVELOPMENT PROGRAMMES FOR WOMEN

*D.S. Tiwari**

The emerging issues on women

In all the developing countries it is increasingly now being realised that women play a major role in the development of nation, its prosperity, economy and cultural traditions etc. Some of the indicators that effect this complex relationship between women and the national or social development/well being can be identified as education, economy, health, nutrition, environmental hygiene or health, the child and youth development etc. Women are actually the main architects of building human resource of any country which ultimately results in the nations wellbeing and its prosperity, improving the quality of life of people. They have the capacity of converting the human resource from a liability into an asset of any nation.

The contribution of Indian Women for World's well being is significant because every seventh person in the world is an Indian which includes Indian Women also. With only 2.4 per cent of the global area, the country holds nearly 15 per cent of the world's population, over 20 per cent of the share of developing countries. Thus India can boast of its available potential women resource (human resource) and its density on the world map. Unfortunately, the full potential of this Indian Women density, in world is not really available on global scene because majority of our women are still to be liberated from backwardness, poverty, illiteracy and lack of awareness regarding their over status. Further if we analyse the demographic trends of India, a declining proportion of females to males is observed. As is clear from following data :

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Sex ratio F/1000 M

1901 — 972	1961 — 941
1921 — 955	1971 — 930
1941 — 945	1981 — 933
1951 — 946	

Source-Census of India 1981

Surprisingly this is an exceptional trend in India contrary to the general pattern of the male female proportion in other parts of the world. In spite of their biologically superior strength the female infants die at a faster rate than male infants in India. This can be observed from following tables :-

Death rate, 0-4 years

	Rural		Urban		Total	
	Male	Female	Male	Female	Male	Female
1970	55.5	61.0	32.3	32.3	51.7	55.1
1971	53.2	59.3	31.1	33.3	49.2	54.8
1973	53.1	60.8	29.6	33.4	48.9	56.0
1976	54.2	55.9	29.6	30.1	49.6	51.9
1978	54.0	54.3	30.0	31.1	50.0	50.2

Source - Survey on infant and child mortality 1979 office of Registrar General.

The neglect of female health and well being is deeply entrenched in Indian social system. The areas of traditional disparity for females can be identified as unequal access to health and nutrition, dual economic role (besides being producers, processors and distributors of food to their families, women are also earners of essential cash income which goes towards the family's basic needs. Their unpaid labour in their domestic work is seldom

recognised), educational neglect, earning potential, legal protection, political participation, social solidarity etc. In spite of the post independence women developmental programmes the disparities in those areas still persist.

The report of the World Conference of the UN Decade for Women. (Copenhagen, July 1980) includes "while women represent 50 per cent of World adult population and a third of official labour force, they perform nearly two-third of all working hours receive only a tenth of world income and own less than one per cent of world property". This would be true, more or less of India too.

The above phenomenon cannot be explained as discrimination arising from poverty or female illiteracy, but rather understood against a common denominator of inbuilt social prejudice and discrimination against women. Even if poverty or illiteracy among women is reduced, the situation of women is unlikely to improve unless social attitudes towards them change and their essentially dependent status gives way to equality with men. The educational institutions, universities and the national institutes of the country have to play a greater role in this direction and fight with all their might against this social discrimination based on sex. Universities and educationists must strive to bring this social change and liberate women from discrimination in society. Youth organisations and programmes in universities and educational Institutions have to accord priority for work in this direction.

One of the causes of the prolonged female backwardness in India is the illiteracy, among females. The progress of female literacy has also been far from satisfactory from as back as the beginning of the present century:-

Progress of literacy 1901-1981 in India (percentage)

Year	Persons	Males	Females
1901	5.35	9.83	0.69
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	7.93
1971*	24.46	39.45	18.69
1981	36.23	46.74	24.88

Source - Census of India 1981 (excluding Assam)

* 1961	24.02	34.44	12.95
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It shall be observed from the above table that the pace of the progress of female literacy has been quite slower compared to male literacy even after independence and with all the efforts on adult education programmes at national and state levels. Thus the female illiteracy in India continues to persist at an alarming rate though the country prepares to enter the new country with a comparatively happy scenerio on technological progress front. But with this rate of female literacy existing today how the quality of life shall be improved proportional to the rate of technological revolution, is a big question which has to be answered by the educationists, technocrates and leaders and the equal responsibility must be shared by student youth of today.

Adult Literacy rate in India

(Major states only, age 15 years and above)

States	Persons	Males	Females
India	40.76	54.84	25.68
Andhra Pradesh	32.32	34.32	20.03

Bihar	29.34	44.85	13.17
Gujarat	48.32	62.76	33.16
Haryana	39.29	54.43	21.58
Karnataka	77.48	56.90	28.23
Kerala	78.14	85.98	70.79
Madhya Pradesh	32.27	47.63	15.88
Maharashtra	51.68	67.62	34.56
Orissa	38.85	55.98	21.16
Punjab	42.19	50.71	32.42
Rajasthan	28.28	43.01	12.03
Tamil Nadu	50.46	65.99	34.65
Uttar Pradesh	30.50	45.36	13.92
West Bengal	48.13	61.15	33.25

Source — Census of India 1981

A direct correlation between acceptance or effectiveness of the developmental programmes and the literacy can be drawn. Therefore female adult education programme has to be accorded high priority in programme implementation. Perhaps the educational institutions will have to come forward in larger numbers with greater determination to increase the rate of literacy among women in all the states of the country. This is the key issue to be understood by all concerned, Student youth organisation, National Service Scheme has taken up this challenge from May 1986 onwards under the theme each one teach one.

The New Education Policy-1986

We shall see only those parts of NEP which are relevant to our present discussion.

The new role of educational Institutions and the Youth programmes shall be guided now by the new policy documentation education recently approved by the National Board and Parliament. Part II of the New Education Policy stipulates that

education has an acculturating role. It refines sensitivities and perception that contribute to the national cohesion, a scientific temper and independence of mind and spirit - thus furthering the goals of socialism, secularism and democracy enshrined in our constitution. The education must ultimately guarantee the national self reliance through the development of suitable manpower (which includes women power as well). This confers a grave responsibility on educationists and educational institutions of India with all her diversities, in life styles particularly at grass root level.

Part IV of New Education Policy postulates the points on education for equality highlighting education for women's equality, scheduled castes, scheduled tribes, minorities, handicapped and the adult education. The major emphasis under this part shall be on women's participation in vocational, technical and professional education at different levels. Non-discrimination shall be ensured to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies. Thus the educational institutions have to develop altogether a new education culture helping the liberation of women from ignorance discrimination and oppression. The youth shall be very helpful in this endeavour with their build in character for accepting and bringing social change. The student youth (including younger generation of teachers) must therefore pledge themselves to the eradication of female illiteracy, particularly in the 15-35 age group of women. The policy outlines various ways of achieving this e. g. establishment of continuing education centres in rural areas, workers education, promotion of books, libraries and reading rooms (for post literacy support), use of audio visual aids, creation of learners groups of organisations, organising assistance for self learning etc. Professional Institutions may provide strong support to functional literacy.

Part V of the policy document points to the reorganisation of education at different stages to include early childhood care

and education as per the national policy on children (ECCE). The local community including women and girls are to be fully involved in these programmes. The nonformal education programmes shall be strengthened with modern technological aids to improve the learning environment, talented women will have good opportunity to use their talents in this direction to strengthen governments efforts in implementing programmes of vocational education to enhance individual employability, specially to cater to the needs of women and girls. The educational institutions will have a great supportive role to play, particularly professional institutions in the implementation of these points of New Education Policy.

The policy also points to provide greater opportunities to youth to involve themselves in national and social development through educational institutions. Accordingly NSS and NCC shall be expanded to provide proper platform to student youth to enhance their participation in national development programmes. The educational institutions shall have greater opportunity to utilize youth services for the development programmes for women. Women colleges and institutions must come forward in larger numbers with larger involvement of their women students for these programmes envisaged under New Education Policy.

While inaugurating the silver jubilee celebration of the National Council of Educational Research and Training on September 11, 1986 at New Delhi Prime Minister Shri Rajiv Gandhi said that the New Education Policy which the government proposes to implement soon "will attempt a qualitative correction, will attempt to build our biggest resource, our human resource to make the biggest asset that our country can have instead of considering it as we do today one of our biggest liabilities". He further said "This change over must take place and the education policy has to be the basis for this change". This is a great pointer to the new roles of educational institutions and the youth programmes for the future in the development of the community and the individual.

The Twenty - Point Programme - 1986

The restructured programme reviews our commitment to the eradication of poverty, raising productivity, reducing income inequalities, removing social and economic disparities and improving the quality of life. The 12th point of this programme is dedicated to women affirming to raise the status of women, enhance awareness of the problems of women, create mass consciousness about women's rights, implement a national programme of training and employment for women, enable woman to participate with equality in socio-economic development and nation-building and rouse public opinion against dowry and ensure effective implementation of anti-dowry legislation.

Simultaneously, the next point No.13 declares new opportunities for youth in sports, adventures, cultural activities, physical fitness, involvement in national development projects (like mass education and environment), promotion of national integration, cultural values, secularism and scientific temper, and expansion of the network of youth programmes (both student and non student youth programmes). With the expansion of youth programmes the educational institution shall be credited with the larger student manpower available at their command for involving them in worthwhile programmes on women development. A deep thinking and study must be devoted in the direction of coordinating the efforts between points 12th and 13th of 20 point programme 1986. Perhaps the agencies like women's development corporation and the like the big youth organisation like National Service Scheme, Nehru Yuva Kendra, National Youth Project and National Cadet Corps have to work closer, mutually supporting each other by identifying suitable programmes resulting in larger coverage of women population for implementation of developmental programmes. The planning has to be done in such a way that point No.13 provides strong support to point Nos. 1, 6, 7, 8, 10, 18 and 19 with which women are directly connected and face discrimination.

Educational Institutions

The latest thinking on according the same weightage to non curricular programmes or extra curricular programmes as the curricular programmes has opened vast field to educational institutions to apply the talent of students towards non scholastic programmes. Now the students can work with greater confidence without any inferiority with scholarly type of students in devoting their time to developmental programmes as per their interest and enthusiasm. The recognition of non-scholastic subjects at par with scholastic subjects is bound to provide greater confidence among those students who are more interested in field work or work of extention nature. The institutions have to develop such educational environment which provides opportunities to students for the development of a balanced personality in him through the equal emphasis on study and outdoor activities. Such an environment shall support and utilize the point No. 13 of the 20 point programme, 1986 and the implementation of New Education Policy. The integration of NSS with curricula may be looked into from this point of view.

The activities under NSS are categorised under seven groups. The categories of programmes which are directly relevent to the present discussion are health, family welfare and nutrition programmes; programmes aimed at creating an awareness for improvement of the status of women; production oriented programmes, and educational and recreation programmes. NSS also provides a link between the women development departments/organisations (both under government and non government sectors) and the educational institutions of different faculties with professional expertise. This link must be utilized fully for the identification of the issues, gaps, planning, coordination, implementation and the evaluation of women's development programmes around the educational institutions and in the state or country at large. This will also break the segmentation, reservation, organisational ego and other problems etc, and encourage a free flow of ideas helping in the development of mutual trust for depending on each other for the successful and effective implementation of women's development programmes.

The universities with their expert way take up research programmes, under applied research, aimed at locating the weaker links/gaps, failures, bottlenecks in the implementation and suggest remedies and measures to motivate the beneficiaries and educate them to receive the benefit in proper spirit of the programme. Based on the results of such investigation/studies and in consultation with developmental departments the appropriate blue print of programme implementation can be prepared. Similarly the educational institutions can be given the responsibility of identifying the real needs (needs assessed) of the local area to suggest really advantageous programmes. NSS, now with small percentage of post graduate students and with multifaculty composition can really be of great help in this direction. Thus the great potential and expertise available in universities (conventional and professional) and the national institutes like I.I.T., I.I.M., I.I.Sc., and I.I.M.Sc., can be tapped for the women's development programmes and its success.

ROLE OF UNIVERSITIES AND COLLEGES IN DEVELOPMENT OF WOMEN AND CHILDREN— INCOME GENERATION

*R. Raji **

As per the International Women's year (1975) the concentration was on women's development. Thereafter women's role in economic process has been an important feature in National and International forums. Women's education, particularly vocational and technical education has been emphasized and funds have been allocated for various projects women could take up.

As part of the National economy women's work was never recognised. Opportunities need to be made available for women to move into the market economy to ensure the generation of income for them, to raise their standard of living and to create a feeling of self confidence in them. Any income generation scheme need to start with motivating women, increasing their knowledge and development of their skills which in turn would enable them to take up gainful employments. Hence education and employment are the means towards income generation.

Women are employed in textiles, electronics, agribusiness, 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 garment units happen to be women. Khadi & Village Industries Commission employs women for many tasks as spinning, processing of food stuffs, seed collections, neera collection, leather work and others.

Educational systems for women should provide opportunities for their economic, social and cultural development. Many craft programmes expose women to the international

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economy. Of late there is an increasing awareness for starting economic activities to increase the income of women.

Colleges and Universities can make their contributions in the development programmes of women and children, specially in the major areas of Home Science, towards income generation.

Home Management

Major areas : House planning
Interior Decoration
Furnishing
Landscaping
attending to minor repairs - electrical and plumbing.

Income earning activities

Consultation services in landscaping.
Make house plans
Work as interior decorators.
Take agency for solar water heaters.
Make bricks and sell them to replace fuel.
Produce hot cases out of thermosole, hay or any other insulator material.
Paintings
Decorative articles-coir, glass, jute
Wall hangings
Flower arrangements
Soft furnishing items.
Poultry and growing kitchen gardening as subsidiary occupations.

Nutrition

1. Conduct training for rural women in bakery and fruit preservation.
2. Expertise can be provided in the management of small catering units.

Model bakery and fruit preservation units. Ice cream panboun, canteen.
3. Training for cooks be provided in the adoption of hygienic methods in food handling, preparation and in the preservation of nutrients.
4. Consultation services for mess managers, Warden, for menu planning for balanced diets and also for quantity estimation of foods.
5. For school children height, weight evaluation in relation to food consumption can be undertaken.

Child Development

1. Income generation

- a. Training of candidates in toy making or play equipment.
- b. Designs for children's clothing, infants layette.
- c. Setting up of model nursery schools creches and balbhavan children's library.
- d. Writing of suitable literature for children's use such as stories, songs and rhymes and publishing the same.
- e. Preparation of teaching aids, and sell them

2. Act as consultation services for establishment of preschool, crèches etc.
3. Training for educating blind, speech therapy.

Textiles and Clothing

Textiles ginning mills: girls and young women are employed.

Rural textiles centre (Spinning unit)

Girls work for 8hrs/day earn Rs. 5-6

Free purchase of khadi with rebate.

Gandhian ideals.

Handloom sector

Warp & weft from hanks done by women and girls.

Sericulture

Very useful industry for women. Women can be employed in processes as seeling, twisting and weaving. For 8 hrs. work per day women earn Rs 250 for 25 days/month.

Finishing of textiles

Dyeing and printing of textiles can be taken up by women after training. Dyeing as such direct dyeing, resist dyeing and in printing, batik, screen, stencil and flock printing methods can be undertaken by women.

Painting : Painting of wall hangings,
saris : by skilled women.

Clothing :

Dress Designing and making

Setting up of tailoring units.

Making ready made clothing items.

Finishing items. remodelling clothing.

Embroidery hand Work and machine embroidery.

Smocking Charity institutions, convents undertake in children's wear.

Applique and cut work done by hand and machine. Sanitary napkine.

Care of clothing

Ironing, dry cleaning and soap making industry on cooperative basis.

Arts and Crafts

- 1, Bag making - cloth, wire
Toy making - cloth, wire, wool
Lace making - crocheting fatting
Knitting - swetter, caps, socks.
2. Coir products such as mats, etc.
3. Wealth out of waste - cut bits
Wall hangings, table cover, pot holders, table mats.

The Socio economic programmes of the Central Social Welfare Board, comprise of providing training and employment for women to supplement family incomes by starting production units as printing press, book binding, carpentory, bakery, handloom weaving, textile printing, toy making, garment manufacturing, making banana and coir fibre articles. The grant is given to needy young women for the purchase of equipment and for working capital so for 82 units are assisted in Tamil Nadu giving equipment to 1530 women.

As an integral feature of the programme of the Central Social Welfare Board, a small production unit in garment making was organised in our campus in January 1982.

During the initial stages simple garments were undertaken such as petticoats, hankies, end stitchings of sarees, bedpreads,

Even though five girls were employed three of them needed some training before they could be utilised for producing goods.

The total grant provided was 15,400, 12,000 for equipment and 3,440 for recurring expenditure for purchase of raw material for running the unit.

The income and expenditure pattern from 1982-83 up to 1985-86 revealed, there was no loss, the expenses could be covered satisfactorily.

Candidates paid at piece rate basis. Supervisor is paid basic pay with special allowances depending on the orders undertaken. At a time there are four full time and two part time workers and the supervisor who also does special items. The average turnover of home furnishing items plus garments happen to be highest during June to September and again from October to January of the academic year. This is due to the demands for uniforms and garments specially needed for festive occasions as Dasara, Deepavali and Christmas.

The slack period is from February to May when candidates are to be engaged with suitable readymade ranctice which finds a market also in our campus.

Raw materials are purchased for the above at reasonable rates after careful scrutiny. We subject the fabric to such tests as crocking, colour fastness to laundry and sunlight.

An efficient candidate makes four blouses/six petticoats/20 bed spreads in flora/15 to 20 pillow covers with flora embroidery. The income earning capacity on an average in 1983-84 happened to be from Rs. 100-125 for an efficient worker. The same candidate in 1986-87 is able to earn Rs. 200-225 when there are full orders. The income earning capacity of an average worker happens to be around Rs. 75 per month in 1983-84 where as in 86-87 it is more than Rs. 150 when there are full orders and the average parttime candidates earned Rs. 35-50 monthly and Rs. 50-75 the skilled persons.

Problems in attendance was present in the initial stages because the girls did not stick to the unit. Once they got the training they preferred to start on their own after purchasing a sewing machine of their own. So for five candidates have gone. Now we insist on giving an undertaking that the candidate trained will serve the unit for at least 2 years.

Advantages of having a tailoring unit in the campus

1. Provides employment opportunities to 4-6 candidates. Provides subsidiary occupations to part time workers.
2. Caters to institution requirements as and when needed.
3. Collaborates with prone as NK or KVK.
4. Can serve as a model for any interested entrepreneur.
5. Some of the ready made garments for women and children are available for sale.
6. All types of repairs and renovation work are undertaken and done which are not done by tailors.

Problems

1. Constant regular marketing outlet is needed for readymades.
2. If supply of raw material is done from forms of NTC. There is no problem as we have the surety that the finished goods are taken back by them, but their payment is rather low to meet our expenditure.
3. If orders come they come in a stream. It is hard to find suitable skilled workers to undertake the work and complete the same within the allotted time limit.
4. If trained candidates have to leave on some reason or other it is hard to find similar substitutes. New hand has to be trained to suit our requirements and standards.

5. Attendance is an important criteria. Hence candidates have to come to unit and stitch so that they will be under our supervisors, this helps in maintaining required standards.
6. Difficulty present in engaging candidates during slack periods. We need employment throughout the year.

Scope of such units

Opportunities are available for self employment. Grants are available through various agencies as cooperative, rural and commercial banks, KVIC, District Industries Centre of which DIC for small scale industries is important, of sum of even 25000 is advanced for a production unit after careful scrutiny of qualification and training undergone by entrepreneur.

Merrit sewing machines were made available for IRDP Scheme at concession rates. Under the IRDP launched in 78-79 and continued in Plan VI (80-81 to 84-85) 3000 families were to be identified and assisted in each block, loan facilities under this scheme are available from 3000-4000 Rs. for self employment. Many outlets are available to purchase equipment at concession rates. Usha Co. gives a discount of Rs. 200 for flora machines.

For further order government departments and Cooptex need to be tapped. For making goods Co-operative Societies need to be organised.

Conclusion

Success of such units depends on the job satisfaction of the customers and who patronise the unit and also the monetary satisfactions derived by the employed candidates. If good standards are maintained by the candidates, they must be rewarded satisfactorily and their happiness is our happiness.

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**APPROACHES AND METHODS SUITABLE FOR
TRAINING VILLAGE LEVEL FUNCTIONARIES IN
RURAL DEVELOPMENT AND SOCIAL WELFARE**

Rajammal P. Devadas

The strategies, methods and approaches for training women at the village level need to be different from the conventional ones. Scientists of Sri Avinashilingam Home Science College under the guidance of the Director Dr. Rajammal P. Devadas have carried out successfully several different training programmes, in which various approaches have been attempted for different groups. This chapter deals with four such approaches.

Training women for prevention of food losses at farm and home level

*Usha Chandrasekhar **

The nation has made impressive strides in increasing food grain production. Estimates for food grain losses at various stages of harvest are also impressive. In a recent report it is noted pests damage about 5181 crores rupees worth of crops a year, of which food crops form a major proportion. Damage to the extent of Rs. 1307.8 crores has been reported at the time of harvesting for the rice crop alone! An additional Rs. 1,250 crores are reported to have been lost annually on account of pest attacks on stored grains. These staggering figures imply that prevention of the colossal waste of foods, starting from the field level before and during harvest, through the period of storage and ultimate consumption, calls for national attention. Combined efforts of the farmers and government and non-governmental agencies involved in the promotion of post harvest conservation is required to overcome the situation.

The huge task requires effective education, 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 preventive means and by adoption of improved and new storage structures.

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. Therefore a pilot scheme under the sponsorship of the Food and Agriculture Organisation of the UN (FAO) and

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the Food Department of the Government of India, in which an attempt was made to involve women in the entire gamut of training in four different Blocks of Tamil Nadu was undertaken. The main objective was to improve the rural family storage and processing of foodgrains through women, who hold the key position in farm and home level food production and storage of food grains. The training strategy was thus planned to help women at the farm level, through women in extension services, who in turn, have been trained by women, who have the scientific knowledge in the subject and at the same time the necessary report with and experience in field level situations. Hence the entire methodology of training centred around women.

In the first instance, a 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. At the next stage, training was imparted to front line workers : Mukhyasevikas, Block level women Extension Officer, namely Gramasevikas and Balasevikas or Village level Extension Officer (Preschool Teacher) to equip them how to guide members of farm families to reduce post harvest food losses. Twenty such front-line workers of the cadre were given a four weeks training, in such a manner that the training not only equipped them for teaching the farm women but they also gained practical knowledge in the work assigned to them. This new responsibility, post harvest technology needs to be incorporated 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 10 villages of the four blocks selected from three Districts of Tamil Nadu. The implementation of the entire programme by the trained front line women workers was done in collaboration with the extension personnel and local leaders in the respective

villages. The tasks included the study of actual practices of grain storage in the 10 selected villages, training farm women on scientific basis of preventing grain loss, storage methods and enthusing women to carry out the new techniques in their own farms and also remodel the existing storage structure or construct modern structures to prevent grain loss 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 routine work in the village. Actual visualization of time table week by week was done and as far as possible the dates were adhered to. Finally the results were evaluated in terms of the benefits to the rural farm families and suggestions were made for furtherance of the activity in other villages also. Another important aspect of the programme was the follow up work. The expertise of the trained women are drawn to continue the work in other villages of the blocks. The schematic representation given below gives an idea as to how the action programme was initiated and how the chain of actions was triggered at each level of implementation so that some tangible impact could be attained.

This unique experience, in an activity in which a large number of rural women are involved, and about which much is not known, helped to evaluate the feasibility of training front line workers in selected villages in the existing infrastructure, in improvement of rural family storage and processing.

The trained front line women workers started the chain of actions. Training the local women and women volunteers through actual implementation of the action programmes, thus 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 came forward to participate in the programme bears testimony to the fact that training programmes as part of action/propaganda programme conducted by the frontline women workers has been effective. Dissemination

of this message fits in well with the job chart of the front line women workers. This pattern of implementation does not require extra inputs except the training given to the front line women workers, and the chemicals and other facilities for effective post-harvest grain loss prevention at the block level. It is possible to implement such an action programme and create awareness among farm women and involve them in the self-generating action for prevention of food grain loss. The request letters from neighbouring villages for assistance in action programmes of this type and the reports received from certain farm communities indicate the efficacy with which message has been communicated with positive reception.

If farm women are convinced, they will be instrumental in convincing the farm men especially in decision making, in financial matters, where women have a great say.

This action programme, has generated interest, not only among farm women but also in their communities. It is an effective method of communicating the message of the need to prevent post harvest loss without much extra input provided cooperation is forthcoming from the concerned authorities and policy makers

Methods suitable to train Child Welfare Workers

*N. Jaya**

The quality of education at any level, depends largely upon the quality of the teacher and teaching. Training is the stimulation, guidance, direction and encouragement of learning. The trainer must think of ways and means of stimulating and encouraging the trainees to learn.

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In order to plan teaching, the trainer needs to know the precise nature of the training programme, the background of the personnel to be trained, the nature of the job they will perform, their responsibilities and the circumstances in which they will work. The training content should therefore include :

1. that which is intended to give the worker the necessary background knowledge.
2. that which will promote certain skills and
3. that which will mould his/her attitude in the right direction.

The trainees for the in-service and pre-service training included :

1. Balasevikas/preschool teachers/creche teachers/Anganwadi workers.
2. Mukhya Sevikas/Supervisors in ICDS
3. Teacher Educators/Trainers of AWWs/ Key Resource Persons and
4. House mother/fathers and supervisors of Children's, Institutions

A For granroot level workers - Balasevikas, creche and Anganwadi Workers

Basic fundamentals of child care, using posters, charts and photographs were imparted. The strikingly effective other methods were :

Demonstration

'Seeing is believing'. Seeing helps to convince the Balasevikas to accept and adopt the new practices demonstrated. Both method and result demonstration were used.

Method demonstration is peculiarly suited in teaching skills. Seeing, hearing, discussing and participating in a group

stimulates interest and action. Development of skills is hastened

Result demonstration show by example the practical application of an established fact, or group or related facts. It is a way of showing the trainees the value or worth of an improved practice. In this method, the new practice could be compared with the older one.

Observation

Observation serves as an important technique of gathering information for the purpose of evaluation. It is a measurement without instrument. Observing the characteristics of a good/bad teacher, her positive/negative approaches in verbal instructions, desirable and undesirable techniques used with children, indifferent/involved attitude reflected offer many insights into how the preschool/creche teachers are influenced by what they deserve.

Do and Learn Practicals

In the initial trials of practicals/Do and learn method, there are large number of errors, but as trials are repeated the number of errors is gradually reduced. Finally there is no error and the result is success. It is referred to as the laws of readiness, exercise and effect. A repetition of the same or a similar problem will find the learner ready to apply her improved or learned techniques to an accurate and speedy solution.

No learning is complete without doing and understanding. Here the trainee sees a purpose and wants to carry out the activities for the set purposes.

Practical exercises and experiences are helpful in:

1. Preparation of simple play materials and teaching, learning materials out of waste and inexpensive items.

2. Learning suitable games, stories and songs.
3. Preparing projects on cultural and social festivals.
4. Learning to introduce music, rhythm, dramatics and story telling.

Practise teaching

Blocks of time of specified duration is kept aside for the trainees to involve themselves in the day - to - day activities in the preschool. In the beginning they help the teachers in preparing the learning environment and take over gradually specific duties in the classroom situation, that is tell stories, offer science experiences, conduct field trips and prepare for a festive celebration etc. Efforts are taken to familiarise them with budgeting, work allocation, working with other agencies and personnel.

Observing children and maintaining records, reporting to parents, organising parent-teacher meetings etc. will form a part of the practice teaching.

Group work

Wherever a topic lends itself for groupwork, for example, organising Independence Day celebrations, the work is allotted to a unit of the students. By such delegation it is possible to secure more active work in a lesser time, develop qualities of leadership, collective work in a spirit of co-operation and appreciation.

Dramatisation and puppetry

Dramatisation provides scope for imagination, appeals to emotion and exercise intelligence. Dramatic presentations infuse life into the children. Many dull, lethargic trainees are brightened by the presentation of knowledge in this form. They also learn phantom-creating an imaginery visionary experience. For this to become successful, the teacher must be ready with a list of stories, events, dialogues, scenes, characters and personalities.

Puppetry has got a distinct advantage in that it presents ideas with extreme simplicity without elaborate scenery.

Play way

In play way method the trainees learn many games without any repression or compulsion, played with blocks, puzzles and creative sets. They bring forth their imagination and ideas freely and spontaneously.

B For supervisors in ICDS/Trainers of AWWs/Teacher Educators

These workers, who are acquainted with the programme and therefore prefer discussion method along with slides or exhibits; study circles, guided library work, field work and training camps. Handouts are preferred by this group as a necessary supplement to other teaching method since in the field work through such methods they can reach a large number of trainees/people quickly and simulatenously and influences adoption of practices at relatively low cost.

Newspapers

News articles are important and efficient sources of timely information.

Displays, exhibits

A planned display of models, specimens, charts and posters were linked since they arouse interest, stimulate thought and get individuals to act upon. they are also eminently suited to teach illiterates.

The aim of practical work for this group was to familiarise the trainees with the various methods of working with children and the techniques of suggesting curricular material to Anganwadi workers. The training aim also to train them for administrative and supervisory jobs in the area of early childhood education.

Since this group of workers are involved in assessing the preschool workers, they were taught self rating and other rating procedures in education.

Lecture cum discussion and team teaching by experts worked very well with this group.

Training for house mothers, fathers and supervisors of childrens' institutions/SOS villages

This group of workers live closely with a group of 25 children under cottage system in a home like atmosphere therefore they prefer individualized instruction, individualized consultation and case study method. Presentation of case studies in relation to age, sex and institution wise highlighted to the trainees simple ways of overcoming problems, meeting emergency situations, successful disciplinary techniques, novel approaches in guiding young children.

Seminar

This method was suitable for the group of supervisors of children's institutions as a means of self learning; promoting group spirit and cooperativeness. In this method an individual or the group investigate information on a particular topic or problem, organise, report, discuss and evaluate. The timid ones are encouraged by this method.

Group discussion

Group discussions facilitate exchange and evolution of information and ideas in an effort to solve the problem. Their efforts were directed towards a better understanding of the problem or towards the development of a programme of action related to the problem in a face to face manner.

No single method could be claimed as the best method since the effective use of the method ultimately depends upon

the trainer. 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, for upbringing of the future citizens of this great country, the training becomes effective. The success or failure of any training depends upon the way in which the teacher carries herself, with striking efficiency and abilities. This is the key to draw the best in trainees.

Training field Workers for the Tamil Nadu Integrated Nutrition Project (TINP)

*P. Parvathi Easwaran**

Among the many programmes in operation to combat under-nutrition and malnutrition, the Tamil Nadu Integrated Nutrition Project (TINP) is one large scale venture sponsored by the Government of Tamil Nadu aided by the World Bank for mass nutrition rehabilitation of high risk groups in the child population between 6 months to 36 months of age and expectant women and nursing mothers. Approaching malnutrition from three angles, namely, education, health intervention and food supplementation, the project aims at:

1. Significant reduction in the morbidity and mortality among infants and young children; and
2. Substantial decrease in the incidence of malnutrition through imparting nutrition and health education to mothers and making them nutrition and health conscious and self-reliant.

TINP is in Operation in 9 out of the 20 districts of Tamil Nadu covering 9000 villages in 169 Community Development blocks with a coverage of one million children.

* Professor and Head
Department of Food Service Management and Dietetics

The organizational set up of the programme starts with the Commissioner and Secretary, Social Welfare at the State Level is the Chief executive with the assistance of the Director of Social Welfare, and the Project Co-ordinator. The programme is implemented in the field by the personnel appointed for the purpose: namely, the District Project Nutrition Officer, Taluk Project Nutrition Officer, Community Nutrition Instructress, Community Nutrition Supervisor and the Community Nutrition Worker at the grass root level.

Nutrition is the foundation for health. Hence the implementation of TINP is integrated with the Department of Health. The Community Nutrition Worker CNW of TINP thus works with the Multipurpose Health Worker (MPHW) of the Health department in the field. Their job functions have been clearly specified

Effective communication strategy is essential for the successful implementation of any programme and hence TINP includes a special set up for communication. Evaluation is a built in integral component of the programme and the personnel in TINP integrate their evaluation work with the State Department of Evaluation and Applied Research.

Training of the different categories of personnel - Taluk Project Nutrition Officers, Community Nutrition instructresses, and Community Nutrition Supervisors was entrusted to two voluntary agencies namely Sri Avinashilingam Education Trust and Gandhigrame Rural Institute. The first step in the training was a joint session of the training faculty of the two training institutions to work out with an uniform approach to training in terms of the;

1. Objective of the training taking into account the specific job functions of the different categories of personnel.

2. Duration of training for each category of workers specifying the number of working days.
3. Curriculum content indicating duration of each session and the teaching methods to be used and
4. Detailed lesson plans with content, teaching methods and aids.

Based on the objectives, the training faculty worked out the specific objectives of each session in relation to the major objectives of the programme. It was also ensured that class room teaching should be minimum and exposure to the field situations should take major part of the training curricula. Hence an unique approach of adopting a field site in a nearby rural area was adopted. The participants were exposed to the field conditions and the field experiences were reviewed in the class room. Thus class room teaching was minimised while the time spent working in field practice was maximised. This method was found to be very effective to impart the skills necessary to carry out the job functions of the trainees. Even the class room teaching was never a monologue. It was always a discussion with good interaction between the teacher and the participants.

The communication strategy of TINP included six major themes namely:

1. Weight taking and plotting.
2. Breast feeding and use of supplementary weaning foods.
3. Increase food rations for the preschool child.
4. Give vitamin A solution to the child once in every six months.
5. Control of diarrhoea - Oral Rehydration Therapy and
6. Deworm the child once in four months.

To impart the above messages every thrust was given to personalise the messages - For example, 'Treat your child - sugar with salt mix to cure diarrhoea. Demonstration was found to be a very effective method.

For weight taking, participants were oriented to the Bar Scale, which they had to use in the field. The different parts of the Bar Scale were explained to them and the mode of operation was demonstrated, step by step. These steps were recorded by the trainees in their note book. After the weight taking, the plotting of the weight on the growth chart was demonstrated. To make the trainees versatile with the skill of weight taking and plotting, each trainee was assigned 15 target group children to take weight from in the field practice area and plot them on the chart. The training faculty supervised each and every trainee while individually they took the weight and plotted it. This was teaching by demonstration and learning by doing.

Similarly demonstrations were used in the preparation of :

1. Low cost weaning foods making use of local indigenous foods.
2. Oral rehydration mixture.
3. Method of administration of deworming solution and Vitamin A solution.

While doing these in the field practice area, the trainees acquired communication skills to reach the rural masses. They understood the skills to be practised in individual contact group contact and mass contact. The trainees formed women's working groups, through which they worked effectively in the field practice area.

The experiences in the field practice area were strengthened by screening film strips and films on weight taking, breast-feeding, weaning foods, control of diarrhoea, nutritional and health care of pregnant mothers, and use of audio-visual aids.

The trainees acquired skills also to impart simple nutrition messages through the folk media such as, songs, drill, kummi and dramatization. Nutrition education programmes were conducted by the trainees in the field practice area involving the local women and children in the programme. Exhibitions were put up with proper display materials to enlighten the mothers and children on simple facts of nutrition. In this process, the trainees acquired the skills needed for the preparation of simple visual aids and their use.

The Community Nutrition Instructress is responsible for conducting the training of the Community Nutrition Workers at the Block level. Hence, she was fully oriented with the curriculum of the CNW.

The work plan of the CNW for the month was also given. Every one was required to take a class individually in the field practice area to a group of women, preparing the talking points, using visual aids. The training faculty evaluated these classes and offered suggestions for improvement.

The training at the institution was evaluated at the mid-point and final point by the trainees. The mid-point evaluation indicated aspects which required reinforcement and strengthening. The final evaluation indicated that the trainees were fully equipped to carry out the job functions at the field level. The subject matter knowledge of the trainees was also evaluated making use of a questionnaire on rudiments of nutrition and health at the entry and exit points. The evaluation indicated an average score of 67 percent and 94 percent at the two points respectively. As part of the training Programme, the trainees were taken to the Community Nutrition Centres to observe the activities. This facilitated the comprehension of their job functions.

Another unique method of training adopted was to conduct a joint session with the various categories of personnel of TINP with the workers of Health department and the training faculty of the institutions. The points where the health

and nutrition workers should integrate in the implementation of the programme were stressed and their specific job-function further reiterated.

The training faculty were present in the Block when the CNI conducted training of the CNW. They supervised the training and gave timely suggestions, Furthermore the training faculty evaluated the Community Nutrition Workers at work. This evaluation indicated that the training imparted was effective in helping the CNW carrying out her job function at the field. Based on the feed back refresher training courses were also conducted.

The following points need to be stressed for any training to be effective :

1. Objectives for the training.
2. Curriculum content and effective teaching methods.
3. Job functions of the trainees and the job functions of the other functionaries in the programme.
4. Evaluation at various points and refresher training.

4. Training methods Followed in the Danida Assisted Healthcare and Family Welfare Project

*S. Premakumari **

A training programme for the Multi-purpose Health Workers (MPHW) and Health Supervisors was conducted in Nallur Block of South Arcot District, as part of the implementation of the DANIDA assisted Healthcare and Family Welfare Project by the Government of Tamil Nadu. Before implementing this project in full swing the need to train all the health Personnel belonging to the two selected Districts

* Professor
Department of Foods and Nutrition

Salem and South Arcot starting from the District level officials upto the grass root level workers in the Blocks was felt. For implementing this training programme a suitable model training programme was to be evolved so that it could be adopted for the subsequent training all the health personnel of the two Districts uniformly. The Government of Tamil Nadu entrusted the responsibility of arriving at a model training programme to six reputed institutions as a pilot project and each institution was allotted a Block either in South Arcot District or in Salem District for conducting the training programme on experimental basis. Sri Avinashilingam Home Science College for Women was one of the six institutions given this responsibility. A group of 35 Multi Purpose Health Workers and 9 Health Supervisors belonging to Nallur Block of South Arcot District were trained in this programme. The entire programme of training was carried out in the Block itself.

Full freedom was given to the training institutes to choose their own methodologies. The main objective of this project was to train these grass root level workers in health and nutrition education and through the personnel, thus trained created an awareness among the population in the Block regarding the healthcare and family welfare requirements.

The training was organised for the health personnel in two batches of 22 trainees each. Each batch had an intensive training in two phases of six days duration each with a gap of one month in between.

In the first spell of training the concept of total health, measurement of health status, role of good nutrition in maintaining health, role of nutrients, their functions and effects of their deficiencies in the diets, identification of the health related problems in the community, need for hygiene and sanitation, importance of immunisation of children, prevention of nutrition deficiencies and survey techniques were taught.

After the end of first phase of training, the workers went back to their villages and carried out socio-economic and diet surveys and assessed the clinical picture and nutrition knowledge of the mothers in the block. From the 76 villages of Nallur Block 2000 families were randomly selected and socio-economic cum diet survey and assessment of the initial nutrition/health knowledge were carried out through the interview method. Clinical picture of 1000 preschoolers and the morbidity Pattern of 500 children for a month were also recorded by the trainees.

After an interval of one month the trainees returned for the second spell of training. A quick analysis of the survey data they had brought with them was made and the problems were located. In this phase, training and education were planned according to the felt needs of Block. Nutrition for vulnerable groups, child care, drinking protected water, environmental sanitation, excreta disposal, latrine types, communicable diseases and their prevention, control of diarrhoea were taught. They were trained in the methods of communication applicable to rural people.

Skills in the preparation of audio visual aids, use of nutrition, health education songs, and stories and organising mass education programmes were taught. The trainees were given intensive training in taking the heights and weights of the children and in maintaining the growth records in the feeding centres for under fives. After receiving the training, the health workers launched an intensive education campaign in the entire Block, through demonstrations, slide, shows, film shows, discussions, meetings, immunisation Programmes Conducting Competitions, cultural programmes in schools and organising Mahila Mandrams.

The number of people contacted through film shows alone was around 10,000. Through all the other methods such as discussions and demonstrations 2380 members were con-

tacted. Health education slides were projected in the local theaters. Wall painting were done at the appropriate places. Stickers with nutrition messages were distributed in the schools.

The response of the community to the health care delivery programme was evident from the changes observed in the nutrition health knowledge of the mothers, clinical picture of the children and morbidity level among the children. The mothers were enthused to immunize their children and 85 per cent of the target groups were immunized against measles. The villagers were very receptive to all the health messages. Altogether 130 families in the Block came forward to construct latrines in their homes. In three villages people came forward to raise a platform around the drinking water tap and cleaned the water stagnated areas. In more than 40 families the mothers had started using hay box for cooking their meals. More than 200 mothers had started raising kitchen gardens.

The results of this training programme has shown that it is possible to contact thousands of people in the rural communities with the help of adequately trained MPHWS in as short a period as 4 to 6 months and bring about improvement in their health and nutrition practices.

**ROLE OF UNIVERSITIES AND EDUCATIONAL
INSTITUTIONS IN DEVELOPMENT PROGRAMMES
FOR WOMEN AND CHILDREN**

Rojammal P. Devadas

The U.N. Decade for Women 1975-1985 has generated considerable awareness regarding women's issues. Realisation that the contribution of women as partners in the development process can be immense, has led to the creation of a special Department of Women and Child Development in the Ministry of Human Resource Development in the central government. The Seventh Five Year Plan document has given much importance for women's development. National policies and strategies are also giving priority for women's development. This awakening has percolated to the university systems and institutions of higher education in that, 'Women's studies' has emerged as an academic discipline is part of Humanities, Home Sciences, and Social Sciences. These will help to further the causes such as human rights, nutrition, population education and adult education.

'Development' using better technology to give better life for all the people. Today, there is a gap between what is perceived as development and the technology and methods required to achieve that development. Development is not just the end result of technology but the use of technology in achieving results. This fact needs to be recognised by the policy makers and public, particularly in the villages. People must be helped to understand that the required technology need not be necessarily the sophisticated type; It has to be appropriate in the environment. It must be the best possible that can be used in any field in that environment.

The biggest need for technology lies in poverty alleviation. Application of new technology must start with agriculture and go to other areas of rural production and related subjects, emphasising self-employment. Agriculture has to be the primary thrust, since it involves the largest number of people. It is a basic need for the nation's survival. Hence agricultural development appears to be the most effective way of removing poverty. A tremendous amount of technology not just in one or two fields, but right across several fields is required from biotechnology, energy, irrigation, teaching the farmer how to use all the resources and methods, which is also technology.

An area where there is large amounts of shortfalls is **energy**. Because of the shortfalls, productions are below par in industries and agriculture. The built-in potential is not realised. The investments that are already made are not utilised fully because adequate energy supplies are not available at the right time. In the Seventh Plan, the single largest investment is on energy. Much work needs to be done in energy utilisation to avoid squandering large amounts. Traditional and non-conventional methods, and renewable sources must be used. How best the traditional sources of oil, coal and new areas of nuclear and fusion energies can be used is to be studied.

Another area which needs attention is effective **communication**. Indigenous technology must be brought up to design equipment that is suited to the environment, usage, and people. Electronics in telecom gives large opportunities for employment, specially for women.

Health reflects directly the population problem. Every effort must be made to give confidence to mothers that the new born child is going to survive. That is the first step in a positive reduction of population. All effort need to be made to provide the best available technology for children, women and older people. Communicable deases must be tackled on a war-footing. **Nutrition** is still another area where nature has not achieved what it should have achieved, in spite of self-sufficiency in food.

The nation has made tremendous strides in science but the thrust must be concentrated on areas that are most urgent and areas which are necessary for the development process. Prime thrust has to be in areas where the research is for a particular end-use, and benefits society or has an impact on people's daily lives.

Agriculture must be one of the main thrust areas. Concentration must be on getting from the lab to the farm or to the factory as quickly as possible and effectively as possible. Results must be such that they are visible in the daily life of the people.

Among the different institutions in higher education related to various facets of women's issues, Home Science colleges have a significant role of play in development. Helping women in the families has been the traditional thrust of Home Science courses. Equipped with knowledge of better family living Home Scientists will be able to focus on different socio-economic issues of women. Home Science is the only field, mainly concerned with the homemaker, and her family. With such a favourable position, how Home Science can contribute its strength to both macro level and macro level development of individuals and families can be seen in the following pages.

1. What the Home Science Institutions can contribute

P. Vijayalakshmi*

The Government of India has made great strides through the five year plans and various developmental programmes. Greater success could be achieved if the educated and the elite, those in the universities and educational institutions are actively

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Sri Avinashilingam Home Science College for Women
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involved in the developmental programmes of the nation. The participation of Home Science colleges in development programmes could be through teaching, research and extension evaluation of the development programmes.

By suitably modifying the curricula of the courses in Home Science and incorporating the developmental programmes as a subject matter, Home Science Institutions can bring about an awareness of the programmes among the students who are going to play a key role in the shaping of the future. Chapters on contribution of national and international, voluntary and governmental agencies towards developmental programmes could be part of the curricula in Home Science Colleges.

Research is part of the post-graduate programmes in Home Science. A variety of research programmes can be carried out. For example, in Sri Avinashilingam Home Science College, studies on rice and ragi based diets, weaning mixes like Kulandai Amudhu, Novel proteins such as the leaf protein, Post harvest technology, popularization of wheat, evaluation of Applied Nutrition Programmes and the Chief Ministers Nutritious Meal Programme, ICDS Programmes, Prophylaxis against anemia and vitamin A deficiency, establishing norms for growth of children and outcomes of pregnancy and lactation as influenced by socio economic factors and nutritional interventions are a few instances in the field of nutrition alone.

Training the functionaries at various levels could be carried out effectively by the Home Science Colleges. A series of training programmes which effectively planned, carried out and evaluated, by Sri Avinashilingam Home Science College with reference to the TNNEP programmes, the storage of food grains programme, FAO sponsored by the ICDS of Government of India and the DANIDA of the Danish Government are excellent examples.

Extension of the scientific knowledge from the laboratories to the community is of utmost importance. Carrying out critical evaluation of the programmes is another very essential area. There is now a growing concern throughout the world, regarding the wide spread failure of the developmental programmes, in the absence of adequate evaluation.

Prevention of malnutrition among the vulnerable groups is engaging the attention of the central and state governments. Effort is also being geared towards increasing food production and supplementary feeding. High priority has been assigned to nutrition intervention and health programmes for mothers and children. The impact of these interventions needs to be studied in depth to effect mid course corrections and improvements. In the absence of evaluation, the benefits of developmental programmes cannot be assessed and quantified.

Home Science colleges have a great responsibility in evaluating the developmental projects which aim to improve the quality of living of communities. An effort worth mentioning is the involvement of Under Graduate Home Science Students in Group Feeding Programmes, through a project sponsored by the Home Science Association of India with UNICEF and the constructive association of academic institutions with welfare and development programmes was mutually rewarding. The following benefits were derived :

Enrichment of the Under Graduate curriculum, Practical experience in planning, conducting and evaluation of selected feeding programmes, formation and skills in nutrition education.

Development of teaching materials and
Data collection and analysis showing the impact of feeding programmes on the growth and development of children.

The Seventh Five Year Plan of India emphasises policies and programmes which will accelerate the growth in food grain production, increase in employment opportunities and raise

productivity. The Home Science colleges have a great role to play in popularizing the hybrid varieties of food grains by studying their nutritive value, storage qualities and acceptability of new recipes developed incorporating the new grains in the daily meal pattern. Educating the public on the need to utilize what is grown locally is an important strategy. Women can be educated on post harvest technology to save grain pulses and other products and eradicate pests and rodents.

Wheat is being produced on a large scale but is not utilized fully in the non wheat eating regions because people are not aware of the methods of cooking wheat. A project on the popularization of wheat sponsored by U.S. Wheat Associates in Sri Avinashilingam Home Science College and some other colleges is an example to show the role of educational institutions popularising new foods.

In this project demonstrations are given and publications on using wheat have been published. Adequate publicity is given through suitable AIR programmes and TV coverage.

By imparting knowledge and practical experience on food preservation, bakery and confectionery, tailoring, organising and running nursery schools and creches, cattle rearing, self employment and income generation become possible.

Home Scientists can motivate women to take up home based self-employment programmes and utilize the hitherto rejected raw materials such as agricultural waste for productive purposes. They can help them to establish linkages with the marketing infrastructure.

Home Science colleges can offer training in a number of vocational subjects through the formal and informal systems of education. In the area of health, Home Science has immense possibilities. Home Scientists could educate the masses to utilise fully the health infrastructure and help to reduce maternal and infant mortality. Nutrition education should become an integral part of all health programmes.

Home Scientists could do a great deal to enlighten the various non-formal and functional literary efforts. They can assist in the preparation of primers and reading material for the neoliterates.

In the area of energy, Home Science can make many contributions by way of designing appropriate smokeless chula, biogas plants and solar cookers. They can also assist in the popularization of these energy saving devices and motivate the rural households to benefit from the various subsidy schemes in this direction. They can help to establish rural energy centres in the local areas and demonstrate the effectiveness of indigenous renewable sources of energy.

Population education is another field requiring urgent and immediate attention. All the efforts that we make towards progress become meaningless in the face of alarming population growth. Home Scientists should bring about an awareness among the public, specially women regarding the small family norm and ways and means of adopting the same.

2. Role of Students in the Development Programmes for Women and Children

*K. Thangamani Swaminathan**

True education is a process of learning from real life and from the dynamic society around. Education is the major social instrument to foster the all-around development of student with integrity and moral and human values. It must stem from the roots and culture of the society, its mores, living conditions, problems, goals and aspirations. Only then can education become relevant to life and contribute to the development of the individual and the society.

* Professor and NSS Training Coordinator
Department of Home Science Extension Education
Sri Avinashilingam Home Science College for Women
Coimbatore-641 043

The student community is a vast reservoir of human energy waiting to be harnessed for useful purposes. Only they need opportunities which will capture and arrest their imagination, tap their power, unlock their talents and develop their potential. They should be fully utilised in the process of rural development programmes - particularly development programmes for women and children.

Students at the collegiate level have opportunities for Group work such as National Service Scheme (NSS), National Cadet Corps (NCC), Social Service League (SSL), Planning Forum and at the school level, NSS, Girl Guides and NCC. Although the objectives of these bodies differ slightly from each other, the major objective is to work for the community and thereby the Nation. In Sri Avinashilingam Home Science College, all the students are required to participate in rural development work, through the Community and Social Service (CSS), which is a curricular component. Rural Development is offered also as a major in the Under Graduate level. The syllabus for the course indicates the relation between the curriculum and rural development programmes, particularly, programmes for women and children.

The three broad aspects in which the students organisations of colleges and high schools can associate themselves in the rural development are:

- a. Fact finding
- b. Monitoring and
- c. Evaluating and follow up

Fact finding

The students can conduct socio-economic surveys as part of their service activities. As part of this fact finding activity, attempts can be made to locate the prospective beneficiaries for the various intervention programmes for women and

children, such as eligible women for socio economic programmes and children for creches, nutritional feeding programmes and nutritious meal programme.

Monitoring

The students organisations can devote their efforts to create and strengthen grassroot level organisations such as Mahila Mandals, to be the fulcrums for obtaining and utilising all the assistance possible for women and children's programmes.

The students' organisations can also assist in the **socio-economic aspects** of women and children's programmes in the following ways :

1. identifying viable socio-economic projects in their adopted areas of work, with the resources available and possibility for marketing the products.
2. educating the people about the availability of skill training programmes with infrastructure such as Khadi and village Industries, District Industries Centre, DRDA and others, helping the rural families to get the help available.
3. arranging campaigns to make propaganda about the products among the consumers and the public, thereby promoting marketing of the products.
4. educating the women on accounting procedures and record keeping. These can form part of the Mass Literacy Programme carried out by the student volunteers.

The students' organisations can play a vital role in the **Creches and feeding programmes**. The students' organisations can apply for creches/balwadies and nutrition programmes for their adopted areas. This can be diverted to the construction of buildings with the participation of the public, for women and children's programmes.

Evaluating and follow up

In the evaluation of the programmes, the students can help in collecting data, as in the first step. Regarding follow up, with regular visits to the adopted villages/slums, students can continue their educational activities for women and children.

For developing self-reliant functioning of the Mahila Mandals, the new schemes and programmes (eg. 20 point programme) can be provided. Whenever there is need for guidance, the students' organisations can offer such help.

Modality of operation

1. The first step is to create an awareness among the principals, staff advisers, NSS Programme Officers, and student representatives of the organisations regarding the various developmental programmes for women and children and how to implement and evaluation of the activities. For this, a short term orientation course must be conducted for them.

2. Students' organisations must be given representation in the proposed Nodal Department (or a committee at the district level can be formed) to keep them abreast of the projects and programmes.

3. Students must be given recognition for their work and participation in the programmes for women and children. The role of students in the development programmes for women and children are :

- (a) Organising women and educating them about the availability of various schemes and how to utilise them for their own development.
- (b) Educating women to realise that all the programmes are for their own benefit and not for the name and fame of the government.

Sometimes, without understanding the moto of students' work in the developmental programmes, the government officials refuse to cooperate with the students. They even neglect the students. On the contrary Government Officials Administrators should utilise the students to the fullest extent, in the developmental programmes for women and children.

ANNEXURE I**LIST OF PARTICIPANTS**

S.No.	Name	Designation	Address
Andhra Pradesh			
1	Smt. S. Vimala	District Women and Child Welfare Officer	Guntur Guntur District, A.P.
Karnataka			
2	Smt. C. Rajasulochana	Welfare Officer	Karnataka State Social Welfare Advisory Board No. 80, K. H. Road Bangalore-560 027
3	Sri B. C. Patil	Deputy Director	Social Welfare, M.S. Building Bangalore-560 001
4	Sri P. R. Sitaram	Block Development Officer	Nanjangud (Mysore Dist.) Karnataka
5	Sri C. P. Ramamurthy	Block Development Officer	Chamarajnagar, Dist. Mysore Karnataka

Annexure I Contd.

S.No.	Name	Designation	Address
6	Sri S. Ramachandra Rao	Block Development Officer	Ranibennur, Dharwar District Karnataka
Kerala			
7	Miss Saramma Chacko	District Social Welfare Officer	District Social Welfare Officer Malappuram, Kerala
8	Smt. Ratna Kumari, S.	District Social Welfare Officer	District Social Welfare Officer Quilon, Kerala
9	Smt. Parvathy, T.	Asst. Project Officer	Kerala State Social Welfare Advisory Board Sasthamangalam Trivandrum-10
Tamil Nadu			
10	Sri P. Muthiah	Under Secretary	Social Welfare Department Government of Tamil Nadu, Madras

Annexure I Contd.

S.No.	Name	Designation	Address
11	Smt. S. Hannah Rajam	Additional Block Development Officer	Additional Block Development Officer, Arkonam North Arcot Dist., Tamil Nadu
12	Dr. V. Kulandaiswamy	Asst. Professor of Cooperation	Sri Ramakrishna Mission Vidyalaya Arts College Coimbatore
13	Dr. (Smt) Thangamani Swaminathan	Professor and Coordinator	Training and Orientation Centre for NSS Sri Avinashilingam Home Science College, Coimbatore-43
14	Smt. D. Vasanthamani	Child Development Project Officer III	Periyar Nagar, Coimbatore-45
15	Smt. S. Thangam	Child Development Project Officer I	Coimbatore-26
16	Smt. K. Rajeswari	Child Development Project Officer II	Velandipalayam Coimbatore-25
17	Mr. Kumara Prasad	Welfare Officer	State Social Welfare Board Nandanam, Madras-35

Annexure 1 Contd.

S.No.	Name	Designation	Address
18	Miss S. Uma Maheswari	Member	Bharathya Grameen Mahila Sangh, Madras
19	Mrs. C. Malathi	Child Development Project Officer	V. S. M. Villa, First Floor Thiruppur-2
20	Mrs. T. I. Jabaneesa	Child Development Project Officer IV	Boyar Street, Singanallur Coimbatore
Union Territory - Pondicherry			
21	Sri A. V. Kamalakshan	Asst. Project Officer	State Social Welfare Advisory Board, Pondicherry
22	Sr. Perpetua	Thiaga Oli Social Service Society	117 Mission Street Pondicherry
23	Sr. Amirtha Mary	Thiaga Oil Social Service Society	117 Mission Street Pondicherry

ANNEXURE II**THE PROGRAMME****(indicating Resource Person also)**

Date & Time	Topic / Activity	Resource Persons
3—10—1986		
9-30 a.m. to 10-15 a.m.	Registration	
10-15 a.m. to 1-00 p.m.	Inauguration	
	Presidential Address Dr. T. Avinashilingam Founder President Sri Avinashilingam Education Trust Institutions, Coimbatore	Inaugural Address Sri T. V. Antony, IAS Chairman State Planning Commission Tamil Nadu
	Keynote Address Dr. Rajammal P. Devadas Director, Sri Avinashilingam Education Trust Institutions Coimbatore	Greetings Ms. A. Padmasini Asuri Consultant, DANIDA

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
2-00 p.m. to 3-00 p.m.	Objectives of the training	Moderator, Dr. Rajammal P. Devadas
3-00 p.m. to 5-00 p.m.	Experiences of the Participants and their Expectations from the course Discussion.	Discussion Lead Ms. A. Padmasini Asuri Consultant, DANIDA
4-10-1986	Management	Dr. A. Kandasamy
9-30 a.m. to 11-00 a.m.	meaning, importance and relevance in the present context Kinds of management, their significance and limitations systems management	Director, Centre for Agricultural and Rural Development Studies Tamil Nadu Agricultural University Coimbatore
11-30 a.m. to 1-00 p.m.	Integrating women in National Development Programmes	Dr. S. Sithalakshmi, Professor and Head Home Science Extension Department, Avinashilingam Home Science College
2-00 p.m. to 3-30 p.m.	Need for Applying Management Strategies and Techniques in Women and Children's Programmes	Dr. K. Chandrasekhar Faculty Member, Southern India Banker's, Training College, Coimbatore.
3-30 p.m. to 4-30 p.m.	Discussion	

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
5—10—1986		
10-00 a.m. to 12-00 Noon	Management strategies for Implementing Women and Children's Programmes and the Role of Media	Sri A. Anantharman Personnel Manager, The Hindu Madras
12-00 noon to 1-00 p.m.	Discussion	
2-00 p.m. to 4-30 p.m.	Need for training women managers women at grassroot level	Smt. Sarala Gopalan, IAS Secretary Revenue & Housing, Government of Kerala, Trivandrum
6—10—1986		
9-30 a.m. to 11-00 a.m.	Going round the college visiting appropriate technology projects	Dr. Godavari Kamalanathan Deputy Director
11-30 a.m. to 1-00 p.m.	Management of Nutrition Intervention Programmes	Dr. Rajammal P. Devadas Dr. Kalyan Bagchi WHO/ICMR Consultant, New Delhi
2-00 p.m. to 4-30 p.m.	Coordinating Governmental and Voluntary Efforts for Women and Children	Sri M. Abul Hasan, IAS District Collector Coimbatore

Annexure II Contd

Date & Time	Topic / Activity	Resource Persons
7-10-1986		
9-30 a.m. to 11-00 a.m.	Role of UNICEF in Women and Children's Programmes	Dr. K. Pongponich UNICEF, South Zone Office, Madras
11-30 a.m. to 1-00 p.m.	Discussion	
2-00 p.m. to 3-30 p.m.	Role of USAID in programmes for Development of women and children	Dr. Zarina Bhatti USAID, New Delhi
3-30 p.m. to 5-30 p.m.	Discussion	
8-10-1986		
9-30 a.m. to 1-00 p.m.	Co-ordinating government and voluntary efforts for women and children	Panel Discussion Moderator Dr. Rajammal P. Devadas Sri B. C. Patel, Karnataka Ms. Saramma Chacho, Kerala Sri Muthiah, Tamil Nadu Ms. Vimala, Andhra Pradesh Sri Kamalakshan, Pondicherry

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
2-00 p.m. to 4-30 p.m.	Training Methods for Different levels of trainees	Panel Discussion Moderator Dr. Rajammal P. Devadas, Director Panel Member of Sri Avinashilingam Home Science College 1. Dr. Usha Chandrasekhar Professor, Foods and Nutrition 2. Dr. Parvathi Easwaran, Professor Food Service Management 3. Dr. Jaya Muthu Professor, Child Development 4. Dr. S. Premakumari Professor, Nutrition
5-00 p.m.	Visit to Sri Avinashilingam Shramik Vidyapeeth Training Centre	Sri V. Ramachandran Hon. Director
9—10—1986		
9-30 a.m. to 11-00 a.m.	Systems Approach, its components Programme Evaluation and Review Techniques	Dr. K. Chandrasekhar Faculty Member, Southern India Banker's Training College, Coimbatore.

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
11-30 a.m. to 1-00 a.m. 2-00 p.m. to 4-30 p.m.	Management for women's employment Expression of Human Values through women and child develop- ment programme Role of Govern- ment and voluntary organization	Sri V. Ramachandran, Hony. Director Dr. (Ms) Selvie Das Director of Collegiate Education Karnataka
10-10-1986	Problems of Rural women	Moderator : Dr. Rajammal P. Devadas Panelists Sri B. C. Patil, Deputy Director, Social Welfare M. S. Building, Bangalore-560 001 Ms. Ratna Kumari, S., District Social Welfare Officer, District Social Welfare Office, Quilon, Kerala Dr. V. Kulandaiswamy, Asst. Professor of Co-operation, Sri Ramakrishna Mission Vidyalaya Arts College, Coimbatore Ms. S. Vimala, District Women and Child Welfare Officer, Guntur, A. P.

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
11-15 a.m. to 1-00 a.m.	Resources - kinds, uses and limitations, identifying management issues and applying management skills to optimize outcomes with suitable examples	Dr. (Ms) Mariamma Varghese Principal, SVT College for Women SNDT Women's University Bombay
2-00 p.m.	Mid point Evaluation	
2-30 p.m. to 3-00 p.m.	Integration in Women and Children's programmes	Sri B. C. Patil
3-00 p.m. to 4-45 p.m.	Management for Social Change	Sri P. Subramaniam Director, Centre for Resource and Training, Madras
4-45 p.m.	Community Health in Women and Children's programme	Dr. Abraham Joseph Director, Community Health Department CMC, Vellore
11-10-1986		
9-15 a.m. to 10-30 a.m.	Empowering Women for Management	Sri Rajadurai Michael Consultant Rural Development

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
10-30 a.m. to 11-30 a.m.	Women in Farm Activities and training needed	Dr. V. Rajagopalan, Vice Chancellor Tamil Nadu Agricultural University Coimbatore-3
12-00 noon to 1-30 p.m.	Management of Rural Visit	Sri Rajadurai Michael
2-00 p.m. to 3-00 p.m.	New Education Policy Implication to Rural Development	Dr. M. Aram Member, University Grants Commission, New Delhi
3-00 p.m. to 5-00 p.m.	Panel Discussion Discussion on Role of Universities and Educational Institutions in the Development Programme for Women and Children	Moderator : Dr. D. S. Tiwari, Dy. Programme Adviser, NSS, Southern Zone Members : (Sri Avinashilingam Home Science College) Dr. Lakshmi Shanta Rajagopal, Principal Dr. P. Vijayalakshmi Purushothaman Prof. Foods & Nutrition Dr. K. Thangamani Swaminathan Prof. Extension Ed.

Annexure II Contd

Date & Time	Topic / Activity	Resource Persons
12-10-1986 & 13-10-1986	Study tour to Vivekanandapuram Rural Centre, UPASI Coonnoor and Codu Mudi, Nilgiris	Sri Muthiah Manoharan Training Organiser, Krishi Vigayan Kendra, Vivekanandapuram Sri D. Swaminathan, Training Organiser Krishi Vigayan Kendra UPASI, Coonnoor
14-10-1986 9-00 a.m. to 11-00 a.m.	Management strategies need for role identification linkages horizontally and vertically - evolving action programmes of Social Service Welfare services formulation models	Smt. Padma Ramachandran, IAS Director, Administration Training Institute, Trivandrum
11-30 a.m. to 1-00 p.m. 2-00 p.m. to 3-00 p.m.	Discussion Group Discussion	Leader : Dr. Rajammal P. Devadas I Administration II Communication III Education and Training IV Supervisor and Monitoring V Evaluation in Management
3-00 p.m. to 4-00 p.m.	Women's role in transfer of technology	Sri Devendrakumar, Vice Chancellor Gandhigram Rural Institute, Gandhigram
4-00 p.m. to 5-00 p.m.	Discussion	

Annexure II Contd.

Date & Time	Topic / Activity	Resource Persons
15—10—1986	Demonstration of Hay box and Kuzhandai Amudhu	Dr. Godavari Kamalanathan Deputy Director
9-30 a.m. to 10-30 a.m.	Critical appraisal of the action programmes	Panel Faculty/Sri Avinashilingam Home Science College Dr. S. Sithalakshmi Prof. of Home Science Extension Dr. S. Bhatji Vice Principal and Prof. of Economics Dr. R. Raji Prof. of Textiles and Clothing Dr. Jaya Muthu Prof. of Child Development Dr. Rajammal P. Devadas
10-30 a.m. to 1-00 p.m.	2-00 p.m. to 3-00 p.m.	Demonstration of Low cost toys
3-00 p.m. to 4-00 p.m.	Evolving training strategies and Recommendations	Dr. Rajammal P. Devadas
5-00 p.m. to 6-00 p.m.	Finalisation of recommendations	
16—10—1986	Discussion on Recommendations	Dr. Rajammal P. Devadas
9-30 a.m. to 11-00 a.m.	Final Evaluation	
11-30 a.m. to 1-00 p.m.	Concluding Sessions	
2-00 p.m. to 4-30 p.m.		

RECOMMENDATIONS

I. Administration

Level	Recommendation	Who should initiate action
State	1) In order to coordinate all activities pertaining to women and children and avoid duplications, there shall be only one Nodal Department to deal with women and children's programmes, namely, Women and Child Development Department at the State level as in the case of the Central government, Correspondingly, there shall be one Nodal Authority at the District level. The District Women and Child Development Officer should be the coordinating head at district level and should be equated to the rank of RDO, and report to the District Collector on matters pertaining to Women and Child Development.	State government

Level	Recommendation	Who should initiate action
State	2) In order to concentrate and to facilitate the economic development of women, a Development Corporation for women needs to be created in all the States as in the case of Andhra Pradesh and Tamil Nadu.	The nodal department of the State Government
State	3) For delegation and decentralisation of authority, posts of Regional Officers in the cadre of Deputy Director, must be created, at the rate of one for three or four districts. Adequate powers at the district level should be delegated to avoid avoidable delay.	The nodal department
State	4) For every programme of Project a detailed manual guidelines including information regarding accounting and auditing procedures should be circulated to the agencies undertaking the programme/project.	The nodal department
State	5) The administrative bureaucracy must be oriented to the work necessary for the newly emerging needs and development tasks. Rigidity, red-tapism and rule and target bound behaviour must be eliminated. Development work must be encouraged by simplification of proce-	Chief Secretary of state

Level	Recommendation	Who should initiate action
	dures, quick disposal of work and flexibility in dealing with contingent and unique situations.	
State	6) In order to motivate development workers to do good work proper reward and incentive system must be instituted. Merit must be recognised in giving promotions. An objective personnel evaluation system must be instituted. The workers must be given professional freedom and adequate delegation of authority in order to make the job more challenging and rewarding.	Chief Secretary of State
Central and State	7) Women should be given due share of representations in Panchayats, Panchayat Samitis and Zilla Parizhads and legislative Assemblies and in Parliament so as to vest women with adequate political power to work for women's causes.	Central and State Governments
State	8) In conformity with the latest policy of development orientation to women's programmes, more economic	Central and State Governments

Level	Recommendation	Who should initiate action
	support schemes should be introduced and adequate budgetary provisions made for formulation of such programmes.	
District	9) When the programme/project initiates a new project, presence of sufficient staff, equipment and fund must be ensured.	The nodal department
District	10) The nodal department at the district level should pool funds from all sources and if necessary make advances for the programme. The DWCDO should be provided with necessary conveyance and staff to carry out the functions effectively. The number of functionaries at the field level must be strengthened.	The nodal department
District	11) Adequate training should be given to all the functionaries.	The nodal department
Block level	12) The grass-root level structure must be strengthened by	Regional Deputy

Level	Recommendation	Who should initiate action
Village level	<p>establishing voluntary organisations like Mahila Mandals. For organising and running such voluntary organisations suitable leadership and management training should be imparted to the office bearers of the institutions.</p> <p>13) In order to get men's support for women, 'motivational meetings' be organised for men at village level.</p>	<p>Director/District Women and Child Development Officer</p> <p>Mukhya Sevika</p>