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STUDY, RESEARCH AND TRAINING  
FOR THE  
COMMUNITY DEVELOPMENT  
PERSONNEL

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**CONTENTS**

	PAGE
1. Introduction . . . . .	1-2
2. Organisation and the Personnel . . . . .	3-4
3. Objectives . . . . .	5-6
4. Training Institutions . . . . .	7
(i) Central Institute of Study & Research in Community Development . . . . .	7-9
(ii) Trainers' Training Institute . . . . .	9-10
(iii) Extension Education Institutes . . . . .	10-11
(iv) Orientation Training Centres . . . . .	11-14
(v) Social Education Organisers' Training Centres . . . . .	14-16
(vi) Training Centres for Extension Officers . . . . .	16
(a) Extension Officers (Cooperation) . . . . .	16-17
(b) Extension Officers (Industries) . . . . .	17-18
(c) Extension Officers (Panchayats) . . . . .	18
(vii) Extension Training Centres . . . . .	18-20
(viii) Health Orientation Training Centres . . . . .	20-21
5. In-Service Training . . . . .	22

*Appendices*

(a) List of Training Centres (Appendices I-VIII) . . . . .	23-26
(b) Requirements of Technical Personnel upto 1963 (Appendix IX) . . . . .	27
(c) Categories of Personnel Trained (Appendix-X) . . . . .	28
(d) Lists of publications and films (Appendices XI-XII) . . . . .	29-33

## CHAPTER I

### INTRODUCTION

One of the reasons advanced for staggering the programme of Community Development, *i.e.*, of covering the entire country with development blocks beyond the original target date of 1961 to 1963 was the shortage of properly trained personnel. This stresses the importance attached to the availability of trained personnel. It is realized that the success and progress of the Community Development Programme depends on the availability of such personnel in adequate numbers. In fact, the Prime Minister has observed, "Ultimately, it is not for lack of money that our work will stop. It will be for lack of trained personnel in some field or other".

The Community Development Programme aims at bringing about a change in the life of the people in all its aspects. It seeks to transform their outlook by helping them to face up to their own problems and making them self-reliant. It is a people's movement based on self-help and cooperation.

This was the new welfare role which the Government was called upon to take on when the programme of Community Development was launched in October, 1952. Though some isolated attempts had been made in the past, both by official and non-official agencies, towards ameliorating the condition of the people living in the rural areas, the first integrated approach aiming at all-round development of the villages was made only with the inauguration of the Community Development Programme.

The administrative pattern envisaged for implementing this programme provided for the closest co-operation by Development Departments at all levels through a single line organisation under the National Extension Service. As a result, to begin with, the reserve personnel available with the departments in different fields were drawn upon to run the limited programme. However, with the rapid expansion of the Community Development Programme, these reserves proved too inadequate. It was calculated that over 2 lakh workers would be required for covering the entire country with the Community Development Programme. This meant making up the deficiencies in different fields by resorting to fresh recruitment.

The next important task was to provide proper training to these personnel. So far Government Departments, as welfare agencies, had

been suspect in the eyes of the village people. Technical departments suffered from an urban bias and were inadequately manned and the administrative departments were concerned mainly with the maintenance of law and order. If the Community Development personnel were to function effectively, it became imperative that they were equipped properly to be able to win the people's cooperation and take to them the improved knowledge in different fields. Accordingly, steps were taken to provide training facilities on a vast scale to the personnel engaged in community development work. Already over 180 training centres are functioning in the country for the training of different categories of personnel. The lists of these centres are given in Appendices I to VIII.

## CHAPTER II

### ORGANISATION AND THE PERSONNEL

While drawing up an organisation for the implementation of the Community Development Programme, care was taken not to constitute yet another hierarchy of development officers. Instead, an effort was made to transform the general administrative services in the States into development services and provide an organisation which could coordinate the activities of these departments at all levels. However, in the new organisation, some of the missing links at the end of the chain were provided to reach government technical aid down to the people at the Village Level.

#### *Administrative Set-Up*

In the past, there was large overlapping in the activities of the various development departments. The organisation drawn up for Community Development is designed to provide a single line of approach in all matters of development from the centre downwards. The official organisation at the top is represented by the Ministry of Community Development & Cooperation which is guided by the Central Committee consisting of the members of the Planning Commission and Ministers of Development Departments with the Prime Minister at their head. The Ministry of Community Development and Cooperation co-ordinates the activities of the Central Ministries concerned with the programme through the constitution of Special Committees.

#### *Organisation in States*

At the State Level, there is a State Development Committee composed of the Ministers of all the Development Departments and presided over by the Chief Minister. It lays down general principles of policy regarding the implementation of the programme. A Senior Officer functioning as the Development Commissioner acts as the Secretary of this Committee. The Development Commissioner is the Chairman of a team which includes the heads of the Development Departments at the State headquarters. He coordinates the activities of all the departments for a single line development. He supervises the activities of collectors in the field of development and ensures that the work in the Development Departments proceeds along the lines indicated in the over-all plan for the State. The Development Commissioner's work is highly responsible and

he is usually a Senior Secretary to the State Government. In some States, the Chief Secretary himself performs these important functions. Next to the Development Commissioner in the hierarchy is the Collector who has been made responsible for development at the District Level. At the sub-divisional level, coordination is maintained by the Sub-Divisional Officer.

### *Staff Pattern in Blocks*

**Stage I.**—With the Block constituting as the unit of development, the organisation at the Block level has been so devised that a concerted effort can be made by all Development Departments to improve the conditions in the villages. The new functionary known as the Block Development Officer has been given the charge of a block. For direct contact with the villagers, 10 Gram Sevaks have been provided in each block, i.e., one Gram Sevak for 10 villages. These Gram Sevaks functioning as multi-purpose workers are common to all Development Departments. They are guided in their work by subject-matter specialists at the block level. In each block, there are 8 Extension Officers assisting the Block Development Officer. They are one each in the fields of Agriculture, Animal Husbandry, Cooperation, Panchayats, Rural Industries, Rural Engineering, Social Education and Welfare of Women & Children. Other staff working in the Stage I Block are 2 Gram Sevikas; 1 Progress Assistant; 2 Stockmen (Veterinary); 2 Messengers (Veterinary); 1 Medical Officer; 1 Compounder; 1 Sanitary Inspector; 1 Lady Health Visitor; 4 Mid-wives and 10 Clerical and other Staff including Cashier, Sweeper, etc.

**Stage II.**—The staff provided in this stage are 1 Block Development Officer, 8 Extension Officers (as in the case of Stage I Block), 10 Gram Sevaks, 2 Gram Sevikas, 1 Progress Assistant and 8 Clerical and other staff including Cashier.

At the end of the First Five Year Plan over 50,000 persons were employed ranging from Block Development Officers to Messengers (Veterinary), etc. By 1963 when the entire country will be covered with the Community Development Programme, another over 110,000 administrative and technical personnel will be employed. Requirements of different categories of technical personnel are given in Appendix IX.

Every effort is made to give proper training to the above mentioned personnel before assigning them to their jobs in the field.

## CHAPTER III

### OBJECTIVES

We have discussed in the last chapter the large variety of personnel, both basic and supervisory, required for implementing the Community Development Programme. It also gives us an idea of the effort required for making arrangements for the training of different categories of personnel.

Community Development has been described as the method and National Extension Service the agency for rural development work. Thus the training of Community Development personnel has a twofold objective, one relating to community approach and the other to specialist job-training in different fields. It is recognised that the content of training of all types of personnel should include both special and general elements. Elementary or more advanced skills in the technical subject-matter comprise the special elements. The general elements relate to mental attitudes and to broad methods and techniques of education and of organisation.

Previously job-training and Orientation Training were combined in the same course in the case of all categories of personnel. Now the training programme has been reorganised and Orientation Training relating to the general type is being imparted to block level personnel through a common course and job-training is given to different categories of personnel in special institutions which have been set-up throughout the country. The purpose of the whole training is to help the Community Development personnel get an insight into the nature of duties they have to perform, the problems they are likely to face and their possible solutions. The trainees are helped to acquire the necessary knowledge, skill and competence to do their job. Orientation Training helps them to develop a broad-based aptitude, approach and outlook which is so essential in extending improved knowledge to the people in different fields. It also helps in creating among the community workers a clearer understanding of the programme and strengthening their faith in the objectives of Community Development so that they can make their contribution to the welfare of the area in which they are operating through proper approach to the village family and the

village community. The whole approach of Community Development workers is directed towards making the village self-sufficient in the primary needs of life, such as food, clothing and shelter and developing self-reliance in the individual, and initiative in the community to help the people to manage their own affairs.



## CHAPTER IV

### TRAINING INSTITUTIONS

The training institutions that have been established throughout the country train different categories of personnel ranging from top administrators to Gram Sevaks. While most of the different kinds of Institutions are being run by the Ministries at the Centre, the responsibility of Extension Training Centres which are the maximum in number is that of the State Governments and most of the training centres for Social Education Officers are being looked after by non-official organisations.

#### (i) CENTRAL INSTITUTE OF STUDY AND RESEARCH IN COMMUNITY DEVELOPMENT

Perhaps this is the only institution of its kind in the whole world where experienced administrators and technical officers are given training to play their role as welfare officers and not purely as executive officers. It was realized early with the rapid expansion of the Community Development Programme that its success would ultimately depend on the guidance received from the Senior personnel and the supervision exercised by them. It became essential for such personnel to understand the sciences of human relations and human values if they were to function as social servants and extension workers. It was not enough for them to be well-versed in the administrative fields and the 'know-how' required for development in the physical and economic fields. They had in addition to acquire knowledge in sociological sciences such as sociology, social psychology and social anthropology which specifically study and analyse group behaviour, group relationships and group processes.

#### *Aims and Objectives*

The Central Institute which was established by the Ministry of Community Development and Cooperation in June 1958 has two wings—one devoted to study and the other to research. The objective of the study wing is not to provide organised training of the normal administrative pattern since all the personnel attending the Institute are well-experienced in their own fields. What is aimed at is to stimulate thinking in the key-personnel—both administrative and technical—so as to create in them a better understanding of the objectives of the Community Development Programme and of the approaches, techniques, etc.

The personnel attending the course at the Institute are required to take up an intensive study of the literature relating to Community Development and are encouraged to hold free and frank discussion through group meetings. Among the subjects discussed are philosophy, concepts and objectives of Community Development, Techniques of Community Development, Evaluation of Democracy, Problems of under-development in rural areas, Agriculture, Cooperation, etc.

Other objectives of the study wing include guiding the training programmes and methods followed in various training centres throughout the country, organising a diploma course in Community Development and acting as a clearing house on matters relating to Community Development throughout the world.

#### *Personnel Trained*

The Study Wing of the Central Institute holds orientation courses of 4 to 5 weeks each and has so far held 9 such courses. 288 persons have attended these courses of which 228 are officials, 58 non-officials and two foreigners. The selection of officials, both general administrators and technical, from the states is made by the State Governments and from the centre by the Ministry of Community Development and Cooperation.

#### *Research Wing*

In an ever-growing programme related to human behaviour, problems from the field are being constantly thrown up. Such problems to which solutions have been found are easy to tackle but there are many more demanding fresh solutions. For scientific approach proper research is required both regarding the method of community development and its application in the field.

It has, therefore, been recommended that research should be divided into—

- (i) Fundamental and basic research,
- (ii) Research work connected with current problems arising from the operation of the programme.

The first type of research will be the responsibility of Universities and other research organisations. The second type will be organised by the Central Institute of Study and Research through the Training Centres.

The research wing of the Central Institute, which will start functioning shortly, will be responsible for sponsoring, guiding and co-ordinating research on community development carried on by different agencies.

Studies taken up through the Training Centres will be related to field problems. In selected areas, it has been recommended, that instead of undertaking extensive surveys, case studies of particular problems may be taken up for intensive investigation. Similar studies undertaken in different centres can be compared for forming a composite picture.

### *Method of Research*

The research wing of the Central Institute will guide and coordinate research at the Training Centres through senior and competent staff. It will also train the research staff of Training Centres in the methods and techniques of research.

The trained staff will then take up the investigation of problems and analyse the data themselves. They will draw up plans of study, designs of schedules and questionnaires for eliciting information from the people, prepare reports, etc. It has been recommended that at least two months in a year should be devoted to research work in the Training Centres.

### (ii) TRAINERS' TRAINING INSTITUTE

As in the case of Senior Administrators and Technical Officers, it was thought necessary to have an institution for trainers working in various training centres. The object is to develop among the trainers the realisation and understanding of the responsibility they have to discharge in training workers as promoters of social change in bringing about all round development. The trainers are required to generate among community development workers the following five faiths:—

- (i) a faith in rural development,
- (ii) a faith in the capacity of the rural people,
- (iii) a faith in science and technology,
- (iv) a faith in social justice,
- (v) a faith in democratic values.

It is necessary to build up in the trainers a homogeneous approach regarding the use of various media and techniques in extension education. The object is to present to them these techniques in a concrete form and not in generalities. The trainers have to have a thorough understanding of the processes of economic development, social change and evolution of democracy.

With these objectives in view the trainers' training institute was opened at Rajpur, Dehradun on February 12, 1959. The institute provides training for three months to the Principals, Directors and the instructional staff from different training centres. The Institute will conduct three courses every year. So far 2 courses have been held and 25 personnel have been trained.

The training of trainers includes talks by distinguished administrators, academicians and others on subjects like approach to community development, problems of coordination, panchayats and democratic decentralisation, village leaders' organisations, etc. Every endeavour is made to stress the teaching techniques and processes in the talks so that the trainees can become better teachers. Group discussions are held to help the participants to learn better techniques of teaching. It is stressed on the trainers that their training programme should be related to problems in the field. The correct and effective use of audio-visual aids as media for imparting training is explained to the trainers. The trainees are taken out on study tours to specialised institutions so that they can learn the latest techniques in different fields.

#### *District Panchayat Officers*

District Panchayat Officers are also given training at the Trainers' Training Institute. The main purpose of this training is to enable them to get an insight into the nature of duties they have to perform. This is very important since it has been laid down that one of the main objectives of the Community Development Programme is to develop a spirit of community life among the people by promoting cooperation and mutual sharing, leading ultimately to voluntary community ownership of the basic means of production, such as land, and fulfilment by the village community of responsibility for the welfare, employment and livelihood of all its members.

The course for District Panchayat Officers is for 1½ months and 20 such officers have been given training so far.

Among the subjects taught in this course are social and economic aspects of rural life, evolution of democratic processes including history of Panchayats, democratic decentralisation, Gramdan Movement, Panchayat Organisation, Panchayat as an organ of community development and coordination with other agencies.

#### (iii) EXTENSION EDUCATION INSTITUTES

With over 180 Training Centres functioning in the country it is not possible to give training to all the Instructors in one Trainers'

Training Institute at Rajpur. The bulk of the Training Centres is constituted by those meant for Gram Sevaks and Gram Sevikas. It has, therefore, been decided that the efforts of the Rajpur Institute should be supplemented by opening Extension Education Institutes for the Training of Principals and staff of the integrated Institutions. In addition, these Institutes will provide adequate facilities for the training of teachers at the Extension Wings as well as those wishing to go in for advanced training:

It is proposed to set up 4 Extension Education Institutes in the country to be divided into as many regions. One for the Northern region has already been established by converting the Extension Training Centre at Nilokheri into Extension Education Institute. This Institute has completed the first course of three months beginning from September and has trained 24 Instructors.

The objective of the Extension Education Institute is to initiate Instructors of the Extension Training Centres into effective teaching procedures and techniques and help in carrying on a continuous programme of Research in Extension methods. Further the Instructors, Supervisors and Administrators of the training centres are explained the philosophy, procedures and methods of Extension Work.

It is intended that the training programme for a course will be determined by the staff of the Institutes and the Instructors attending the course so that the real needs of the trainees can be met. Broadly, the training will include the study of the Extension Education process and its role in rural development, Extension teaching methods and media of communication, agricultural economics and farm planning and sociological aspects of rural development. It is proposed to equip these Institutes with adequate library and reading room facilities and also such opportunities as will enable the trainees to practise teaching skills.

#### (iv) ORIENTATION TRAINING CENTRES

When Orientation Training Centres started functioning from October, 1958, they replaced old Development Officers Training Centres which were meant exclusively for the training of Block Development Officers. Unlike the Development Officers Training Centres, the new Centres have two fold functions to perform. They give job-training to Block Development Officers and Orientation Training to supervisory personnel at the Block level through a common course.

The need for setting up orientation training centres was felt because previously job and orientation training was combined. The

result was that Orientation Training dealing with the fundamentals of Community Development Programme including its philosophy, concept, etc., was taken up with the subject-matter of the various types of supervisory personnel in their respective institutions. To meet the ever-growing needs of Community Development personnel from the field, these subject-matter courses had of necessity to be brief in the beginning. In these courses, therefore, full justice could not be done to orientation which is basic to equipping the personnel in the fundamentals of extension techniques. Since orientation forms part of training of all categories of personnel, it was decided that orientation training to Block level personnel should be given at the Orientation Training Centres through a common course of six weeks. Thus orientation training has been separated from job training which is given to Extension Officers in different institutions set up for the purpose. The new system for the first time, affords an opportunity to different types of personnel at the Block level to come together at the Orientation Training Centres and imbibe the spirit of team approach to problems in the field.

The main objective of orientation training is to give to the Block Extension personnel a clear idea of the history and the concept of Community Development so that they can better understand its aims and objectives. It is emphasised on the personnel that their function is to bring about a vast human change through a proper study of social conditions and human approach. This develops in them the capacity to organise rural people and stimulate leadership among them and helps them to utilise the services of cooperating people to build up sound extension programmes and execute them. They are told how to relate their subject matter skills to extension methods. Orientation Training helps the personnel to evaluate progress through correct interpretation of the data available.

It has been calculated that under the new-system orientation training centres will have to train about 40,000 block level personnel of different categories. It was, therefore, decided that in addition to the four Development Officers Training Centres which were converted into Orientation Training Centres, some more should be set up. At the moment 8 Orientation Training Centres are functioning at Nilokheri (Punjab); Ranchi (Bihar); Himayatsagar, Hyderabad (Andhra Pradesh); Udaipur (Rajasthan); Jabalpur (Madhya Pradesh); Junagadh (Bombay); Bakshi-ka-Talab, Lucknow (Uttar Pradesh) and Mysore. It is proposed to set up another 9 Orientation Training Centres. Each Orientation training centre holds 5 courses every year.

#### *Block Development Officers*

In addition to 1½ months' orientation training, Block Development Officers get job-training for 1½ months at the Orientation Training

Centres. Thus the course for Block Development Officers at the Orientation Training Centres extends upto 3 months.

Being the head of the extension team, one of the main functions of the Block Development Officer is that of administration. As such it has been recommended that this new key functionary at the block level should be drawn from the junior administrative cadre of the State which should be enlarged to meet the additional demand. At present the posts of Block Development Officers are filled by Officers on deputation from the State Administrative and Development Departments or by promotion from the ranks of Extension Officers. A substantial quota, however, is reserved for recruitment from the open market through Public Service Commissions. Aged between 20 and 40 Block Development Officers are required to possess a University Degree and have marked rural background with knowledge of agriculture.

In addition to being an Administrator, Block Development Officer must have the necessary human approach and an understanding of the lives and aspirations of the village people to bring about a social change in the rural areas. To a great extent the example set by the Block Development Officer determines the pace of progress in a block through cooperative and democratic methods.

A Block Development Officer arranges programmes so that the rural population can be enlightened about the Community Development Programme and understand the aims and objects of Community work. Through a proper survey of the needs and resources of the area, he draws up village plans with the help of village people and ensures their execution through people's institutions like Panchayats, Block Development Committees and Co-operatives. These village programmes are then consolidated into block plans with the help of Extension Officers. The budget estimates for the various programmes are drawn up by the Block Development Officer who also acts as the Drawing and Disbursing Officer.

Before orientation training centres were set up Block Development Officers were given a combined course of orientation and job-training at the 4 old Development Officers' Training Centres. Now after orientation training, Block Development Officers are getting job training at the 8 Orientation Training Centres. So far 2,934 Block Development Officers have been trained and 183 are under training.

Through lectures and field work, Block Development Officers are told about different facets of the programme like land reform and tenancy laws and problems of soil, better techniques of production, forestry, relationship between plant husbandry and animal husbandry,

improving the breeds of live-stock, etc. Various methods of improving irrigation are explained to them. Cooperation forms an important item of the training. Through talks, importance of cooperatives is emphasised as instruments of economic reorganisation in the rural areas and as aids to distribution of consumers goods.

The Block Development Officer is also given a fair idea about the programme for women and children and the role of Central Social Welfare Board and its relationship with Community Development Programme. Sufficient knowledge is imparted to the Block Development Officers about the functions of Panchayats and other peoples institutions. The role of Panchayats in community development is specially emphasised so that in the preparation and implementation of village programmes, Panchayats can be increasingly involved. Other subjects included in the training of Block Development Officers are the Public Health Programme, Rural Sanitation, execution of works programmes including housing schemes etc.

#### (v) SOCIAL EDUCATION ORGANISERS' TRAINING CENTRES

Extension is intimately connected with "education"—education in its comprehensive form of helping the people to live a better life. Therefore earlier when the Block team was constituted, it was felt that a specialist was needed who could make the people more receptive to the development programmes. Thus a functionary known as the Social Education Organiser was appointed who could present the programme to the people in its totality and encourage group formations for community action. It became his job in cooperation with other Extension workers to create the necessary consciousness and attitudes among the people to undertake development works.

In the new context of Panchayati Raj the Social Education Organiser takes steps to promote associate organisations, youth organisations, women's organisations, farmers' organisations, etc., to work together with various functional sub-committees of the Panchayat. He promotes the programme of education for citizenship which the Panchayat Raj offers in its implementation.

The role of Social Education Organiser assumes additional responsibility to promote training of non-officials and youth leaders in development programme. Since the programme is progressively taking on the shape of a people's movement, the social education organiser has to rely increasingly on Panchayats, its associate bodies and functional sub-committees for pushing through programmes of social education. Thus the S.E.Os. are required to work increasingly through people's bodies such as Panchayats, Cooperatives and schools.



The programme for women and children in the community development areas is conducted by the Mukhya Sevika, who was previously known as the woman social education organiser. She is responsible for promoting and developing in village women the urge for better living, organising and promoting family and child welfare activities, establishing women's organisations through cultural, recreational and other programmes and promoting education among girls and popularising crafts.

Men social education organisers are required to be University graduates. These conditions can be relaxed in the case of Mukhya Sevikas if sufficient number of graduates are not available. In that case Intermediate candidates can be considered and all such Matriculates who possess 3 years' experience of social work. The selection of social education organisers and Mukhya Sevikas is made by State Governments through specially constituted Boards including both officials and non-officials.

Five centres were set-up in April, 53 for the training of social education organisers. They were located at Nilokheri, Allahabad, Shantiniketan, Hyderabad and Gandhigram. The Centre at Hyderabad has since been closed for the time being. In each of these centres 40 trainees were admitted to a course of 5 months. The capacity of these centres was subsequently doubled and their number was also increased to 12 by opening 8 new centres at Udaipur, Belurmath, Baroda, Indore, Gargoti, Coimbatore, Gopalpur-on-sea and Bakshi-ka-Talab. Of these centres, the centre at Nilokheri is being run by the Ministry of Community Development and Cooperation and the rest are being managed by non-official organisations or State Governments who are getting grant-in-aid from the Ministry of Community Development and Cooperation. Under the reorganised training programme, the training of men and women (now designated as Mukhya Sevikas) social education organisers has been split and separate syllabi have been prepared for them. Of the existing 12 training centres, 6 have two units one each for men and women trainees. Of the remaining, 2 are for men social education organisers only and 4 are exclusively for Mukhya Sevikas.

The social education organisers after getting one and a half months orientation training at the Orientation Training Centres, get six months job training at the social education organisers training centres. In the case of Mukhya Sevikas, both the orientation and job training are combined at a course of 10½ months at the Mukhya Sevika Training Centres. These training centres also give training to Mukhya Sevikas of the Central Social Welfare Board. In the case of such social education organisers who are already working in the field a special refresher course of 3½ months has been provided at

selected training centres. At the Ranchi training centre, special training is given to such Social Education Organisers who have been selected for work in the tribal blocks, to make them conversant with the life in those areas. The number of social education organisers who have received training so far is 3009 and 148 are under training.

During training SEOs attend lectures on various subjects and get practical instructions through field work, village camps and community life in training centres. The contents of the lectures broadly relate to rural communities and their characteristics, dynamics of human behaviour, methods of working with people, the role of three basic institutions, namely, the Panchayat, the school and the Cooperative, leadership training, youth welfare, etc. The SEOs are told about the influence of economic factors on social developments, economics of primary occupations, agricultural economics, etc.

Mukhya Sevikas are also given both practical and theoretical training. Under theoretical training they get lectures on subjects like the improvement of the home and the community, personal and environmental hygiene, sanitation and health education, utilisation of waste for making compost, etc. Lectures are also given on child psychology, recreational programmes for children, and the place of drama and music in society. While discussing the cultural heritage of India the honoured position enjoyed by women in Indian society is explained to Mukhya Sevikas. They are also instructed in the use of audio-visual aids as an important medium for promoting various development programmes among women. The number of Mukhya Sevikas who have been trained so far is 1447 and 210 are under training.

#### (vi) TRAINING CENTRES FOR EXTENSION OFFICERS

Extension Officers at the block level are subject-matter specialists in different fields drawn from their respective departments. They are persons who have received their technical training in institutions and colleges established for the purpose before being appointed by their parent departments. However, when drawn into the extension team they are given 1½ months' orientation training, as already described, in the Orientation Training Centres. In case of some categories of Extension Officers a brief job-training is also given to relate their professional skill to extension techniques and field programmes.

##### (a) *Extension Officers (Co-operation)*

Cooperative, which has been described as one of the three basic institutions for the development of rural areas, is responsible for the promotion of development schemes in the economic field. In this

context, the job of Extension Officer (Cooperation) assumes added importance. His job is to educate the people in the principles and benefits of cooperation. He helps the people in setting up new cooperatives, specially, for marketing, farming and warehousing. He assists the farmers to get long and short term credit through Cooperative Societies.

To train Extension Officers for cooperation, 8 centres were established in 1955 at Dhuri (Punjab), Bhavnagar (Bombay), Rajendranagar (Andhra Pradesh), Faizabad (U.P.), Kotah (Rajasthan), Triupati (Madras), Kalyani (West Bengal) and Gopalpur-on-Sea (Orissa). 100 students are admitted to a course of 11 months in each of these centres which are run under the control of Central Committee of the Reserve Bank of India.

Extension Officers (Cooperation) have to be degree holders preferably in commerce or economics. These officers are given both practical training and a course in theoretical study which distinctly has a rural and developmental bias.

The total number of Extension Officers (Cooperation) so far trained is 2134 and 435 are under training.

#### (b) *Extension Officers (Industries)*

The Extension Officer (Industries) is responsible for the organisation and development of village and small scale industries. He conducts comprehensive surveys of the existing industries to find out their requirements and makes recommendations for the setting up of new industries. He arranges for raw-materials, etc., where necessary and also for the speedy and profitable sale of products. He helps in getting credit for the new industries.

The training to Extension Officers (Industries) was first imparted through the Ministry of Commerce and Industry at their four Small Industries Service Institutes at Delhi, Bombay, Calcutta and Madras. The initial capacity of each of these centres was 25 per course of 6 months which was subsequently raised to 100 per course to meet the increased demand. Further arrangements were made for a one-year supplementary training of this functionary at the 5 Khadi Board Mahavidyalays located at Bangalore, Wardha, Kallupatti (Madras), Patna and Nilokheri. Later, it was decided to integrate the two courses into a one year's course which was divided into 4 months training at the Service Institutes followed by 8 months training at the Khadi Board Mahavidyalayas.

The Industries Extension Officer is required to hold a degree in engineering or a diploma in mechanical or electrical engineering or

should be a B.Sc. (chemical engineering) or a commerce or science graduate.

So far 1211 Extension Officers (Industries) have obtained training and 201 are under training in the Small Scale Services Institutes and 364 in the Khadi Board Mahavidyalayas.

(c) *Extension Officers (Panchayats)*

Formerly, there was one Extension Officer both for Cooperation and Panchayats. Because of the importance attached to panchayats it has now been decided that a separate functionary should be attached in each block to help promote panchayats. The Social Education Organiser is already incharge of community organisations. He will now be given intensive training in the working of panchayats and will also act as the Extension Officer (Panchayats). The Extension Officers (Panchayats) will educate the people in regard to the importance and role of panchayats in the community development programme. They will work for the promotion and growth of panchayats and find ways and means to augment their resources so as to revitalise these age-old institutions. With the help of Block Development Officers, they will impart the necessary knowledge about the working of Panchayats to sarpanchs and members of Panchayats. Extension Officers will also help the Panchayats to strengthen their technical wings so that they are able to assume increasing responsibility in the formulation and execution of village plans.

(vii) EXTENSION TRAINING CENTRES

*Gram Sevaks*

The Village Level Worker or the Gram Sevak holds a key position in the community development programme. He is the representative of all the development departments at the village level and acts as a liaison between the villagers and the Block Level Extension Officers. To perform his multi-purpose role a gram sevak is given working knowledge in the fields of animal husbandry, public health, village industries, cooperation, panchayats, etc. Yet it has been laid down that the main job of the Gram Sevak will be in the field of agriculture. Therefore, the major portion of his training is devoted to agriculture including minor irrigation and animal husbandry.

*Training*

To start with, 34 Extension Training Centres were set up in 1953 by the Ministry of Food and Agriculture for imparting 6 months'

extension training to Gram Sevaks. Since the arrangements for the training of Gram Sevaks in basic agriculture were not sufficient it was decided to open Basic Agricultural Schools/Wings for the purpose. In these institutions, training was given to Gram Sevaks for one year followed by a training of six months at the Extension Training Centres.

Following the recommendations of the Study Team appointed by the Committee on Plan Projects an integrated training course has been introduced for the Gram Sevaks and, as such, training in extension techniques and basic agriculture starts from the beginning of the course with integrated syllabus. In the reorganised pattern Gram Sevaks undergo training for two years.

There are 91 Gram Sevak Extension Training Centres functioning in the country. The list of these is given in Appendix V. Upto September 1959, 36,557 Gram Sevaks had been trained and 6,104 were under training.

The Gram Sevak is usually required to be a matriculate or a diploma holder in agriculture with marked rural background. In the case of service-men these conditions can be relaxed. The selection is made by the State Governments through specially constituted boards.

The training of Gram Sevaks includes class room study and practical training in the field. Besides this, Gram Sevaks are required to work almost independently so that they may gain self-confidence in field work before they leave the Training Centres. The first stage of training, that is, institutional training, is for 15 months. In this period Gram Sevaks are given instructions on agriculture including soils manuring, agricultural engineering and crop husbandry, horticulture and plant protection, animal husbandry, cooperation, panchayats, public health, etc.

### *Workshop Training*

The Ministry of Food and Agriculture has attached 22 workshop wings to Extension Training Centres to provide for the training of village black-smiths, carpenters and other craftsmen. The idea is to make the villages self-sufficient in servicing facilities in different fields so that the villagers do not have to run to nearby towns for minor repairs. Upto September 1959, 596 artisans had been trained and 213 were under training. The list of workshop wings is given in Appendix VII.

### Gram Sevikas

The work among women at the village level is looked after by Gram Sevikas. For their training 25 Home Science Wings were attached to Extension Training Centres and two centres functioned under the auspices of the Shivaji Education Society, Amraoti and the Kasturba Trust, Indore. The period of training for Gram Sevikas is one year.

After abolition of the distinction between Community Development and National Extension Blocks, two Gram Sevikas have been provided in each Block. To meet the increased demand for these workers, the capacity of home science wings has been increased from 25 to 40 and 8 new wings have been opened thus bringing their total number to 35. By 1961, another 12 wings are to be opened. The list of Home Science Wings is given in Appendix VI.

Gram Sevikas are given special training in food and nutrition, maternity and child welfare, garment making, domestic science and other allied subjects. Upto November 1959, 1,648 Gram Sevikas have been trained and 980 are under-training.

### (viii) HEALTH ORIENTATION TRAINING CENTRES

The health personnel for the community development programme comprise medical officers, sanitary inspectors, lady health visitors and midwives. The medical officer looks after both the curative and preventive aspects which include clinical treatment of diseases and the care of patients. The medical officer who is incharge of the primary health centre directs and controls different health activities in connection with immunisation, improvement of environmental sanitation, health education and health care of the school children. He supervises the work of the compounder, the sanitary inspector, the lady health visitor and the mid-wife. The sanitary inspector takes care of environmental hygiene in the villages and helps the people in constructing wells, latrines, smokeless chullahs, soakage pits, etc. He helps the medical officer in conducting health surveys of the villages and imparts health education to the people. The lady health visitor is responsible for the development of material and child health and family planning programme. She pays home visits for giving advice on maternity and child health care, nutrition and for improvement of personal health. She runs an *ante-natal*, *post-natal* and well-baby clinics and also gives advice on family planning. The lady health visitor is responsible for the training of local dais in clean and hygienic methods of conducting deliveries.

To meet the increasing demand of the above functionaries under the community development programme, the State Governments

have opened a number of institutions for their training. For example, to relieve the shortage of women health workers for maternity and child health 140 Training Centres have been opened throughout the country for the training of auxiliary nurses—midwives. For the training of health visitors 13 new Health Centres were opened in different states with central assistance. For the training of dais Training Units are being established in different States. Each Unit will train 60 dais in a year in two batches of 30 each.

However, before forming part of the Extension Team, the health personnel are given orientation training at the three Re-Orientation Training Centres which were set up early in 1954 at Poonamallee, Singoor and Najafgarh. At these centres a short term orientation training of about 2 months is given to the health staff, to relate their professional skill to field problems. So far 1929 health personnel of different categories have been trained and 70 are under training. Some State Governments have, in addition, established training facilities for giving this orientation.

## CHAPTER V

### IN SERVICE TRAINING

In a Programme of the nature of Community Development, the training of different categories of personnel can at no stage be considered as final. In a developing programme new ideas, new methods keep coming to the forefront. It is, therefore, necessary for the Community Development personnel to keep abreast of the latest developments.

Various media are employed to impart knowledge to the personnel while in service. Refresher courses are arranged for them and study tours and group discussions are organised. Refresher courses keep the workers informed of the latest technical developments and keep them in finding solutions to practical difficulties experienced in the field. For Extension Officers, 12 Centres have been selected for in-service training. Study tours afford an opportunity to the participants to exchange their experiences and acquire first hand knowledge of the progress of the development programme in other areas.

Group discussions are based on problems which are thrown up from the field and the literature which is received from the Ministry of Community Development and Cooperation and the State Developments departments from time to time. The Ministry of Community Development and Cooperation is publishing a lot of useful literature not only of specialised nature but also of general type for popular study. These include handbooks, manuals, pamphlets, posters, etc. Highlights of different aspects of the programme are also portrayed to the staff through the help of films, films-strips, etc. A complete list of publications brought out by the Ministry of Community Development & Cooperation is given in Appendix 'X' and of the films in Appendix XI.



## APPENDIX I

### *List of Orientation Training Centres*

#### *Showing location and State*

1. Nilokheri (Punjab), 2. Himayatsagar, Hyderabad (Andhra Pradesh), 3. Bakshi-ka-Talab, Lucknow (Uttar Pradesh), 4. Ranchi (Bihar), 5. Udaipur (Rajasthan), 6. Adhartal, Jabalpur (Madhya Pradesh), 7. Junagadh (Bombay), 8. Mysore (Mysore).

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## APPENDIX II

### *List of Social Education Organisers' Training Centres*

#### *Showing location and State*

1. Ranchi (Bihar), 2. Chinalapatti, District Madurai (Madras), 3. Belurmah (West Bengal), 4. Udaipur (Rajasthan), 5. Allahabad (Uttar Pradesh), 6. Sriniketan (West Bengal), 7. Nilokheri (Punjab), 8. Indore (Madhya Pradesh), 9. Gargoti (Bombay), 10. Coimbatore (Madras), 11. Baroda (Bombay), 12. Gopalpur-on-Sea (Orissa), 13. Bakshi-ka-Talab, Lucknow (Uttar Pradesh).

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## APPENDIX III

### *List of Training Centres for Block Level Cooperative Officers*

#### *Showing location and State*

1. Dhuri (Punjab), 2. Triupati (Madras), 3. Kalyani (West Bengal), 4. Bhavnagar (Bombay), 5. Faizabad (Uttar Pradesh), 6. Gopalpur-on-Sea (Orissa), 7. Rajendranagar, Hyderabad (Andhra Pradesh), 8. Kotah (Rajasthan).

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## APPENDIX IV

### *List of Training Centres of Extension Officers (Industries)*

#### *Showing location and Centre*

#### *Regional Institutes (Small Industries Service Institutes)*

1. Madras (Madras), 2. Calcutta (West Bengal), 3. Delhi (Delhi—Centrally Administered Area), 4. Bombay (Bombay).

#### *Khadi Gramudyog Mahavidyalayas*

1. Wardha (Bombay), 2. Bangalore (Mysore), 3. T. Kallupatti (Madras), 4. Patna (Bihar), 5. Nilokheri (Punjab).

## APPENDIX V

*List of Gram Sevak Training Centres (Running integrated course) /  
Extension Training Centres (running 6 months Extension  
Course)*

*Showing location and State*

*Gramsevak Training Centre, Andhra Pradesh:* 1 Anakapelle, 2. Bapatla, 3. Gopannapalem, 4. Kalahasti, 5. Nandyal, 6. I Rajendranagar, 7. II Rajendranagar, 8. Samalkot.

*Extension Training Centre, Assam:* 1. Jorhat, 2. Rhanapara, 3. Upper Shillong.

*Extension Training Centre, Bihar:* 1. Monghyr, 2. Muzaffarpur, 3. Patna, 4. Ranchi.

*Gramsevak Training Centre, Bombay:* 1. Anand, 2. Junagadh, 3. Kolhapur, 4. Manjri, 5. Sindewahi, 6. Tharsa.

*Extension Training Centre, Bombay:* 1. Baroda, 2. Parbhani.

*Gramsevak Training Centre, Himachal Pradesh:* Mashobra.

*Gramsevak Training Centre, Jammu & Kashmir:* Malangpora.

*Gram Sevak Training Centre, Kerala:* 1. Kottarkara, 2. Pattambi, 3. Peroorkada, 4. Taliparamba.

*Gramsevak Training Centre, Madhya Pradesh:* 1. Antri, 2. Betul, 3. Chandkhuri, 4. Nowgong, 5. Obedullaganj, 6. Powarkheda, 7. Satri.

*Gramsevak Training Centre, Madras:* 1. Aduthurai, 2. Bhavani-sagar, 3. Gandhigram, 4. Kovilpatti, 5. Krishnagiri, 6. Pattukotai, 7. S. V. Nagaram, 8. T. Kallupatti.

*Extension Training Centre, Madras:* Avadi.

*Gramsevak Training Centre, Mysore:* 1. Bagalkot, 2. Dharwar, 3. Ghangawati, 4. Kudige.

*Extension Training Centre, Mysore:* Mandya.

*Gramsevak Training Centre, NEFA:* Pasighat.

*Gramsevak Training Centre, Orissa:* 1. Balasore, 2. Bhubeneswar, 3. Bolangir, 4. Dhankanal, 5. Rangilunde.

*Gramsevak Training Centre, Punjab:* 1. Batala, 2. Nabha, 3. Sirsa.

*Gramsevak Training Centre, Rajasthan:* 1. Deoli, 2. Erinpura Road, 3. Kotah, 4. Sawaimadhampur, 5. Udaipur.

*Gramsevak Training Centre, Uttar Pradesh:* 1. Asatpur (Badanun), 2. Bakshi-ka-Talab, 3. Baraut (Meerut), 4. Bichpuri, 5. Bulandshahar, 6. Chirgaon (Jhansi), 7. Faizabad, 8. Farrukabad (Fategarh) 9. Ghazipur, 10. Gorakhpur, 11. Gurukul Kangri (Hardwar), 12. Hawalbagh (Almora), 13. Jhusi (Allahabad), 14. Kalakankar (Pratapgarh), 15. Lakhna (Etawah), 16. Lakhaoti, 17. Manipuri, 18. Pauri (Garhwal), 19. Pratapgarh, 20. Rajghat (Varanasi), 21. Rampur (Maniharan), 22. Tamkahi (Deoria), 23. Rudrapur.

*Extension Training Centre, West Bengal:* 1. Burdwan, 2. Chinourah, 3. Fulia-I, 4. Fulia-II.

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#### APPENDIX VI

##### *List of Home Science Wings*

##### *Showing location and State*

1. Rajendranagar (Andhra Pradesh), 2. Samalkot (Andhra Pradesh), 3. Kalahasti (Andhra Pradesh), 4. Jorhat (Assam), 5. Ranchi (Bihar), 6. Amravati (Bombay), 7. Baroda (Bombay), 8. Junagadh (Bombay), 9. Manjri (Bombay), 10. Simdhewahi (Bombay), 11. Mashobra (Himachal Pradesh), 12. Antri (Madhya Pradesh), 13. Obedullaganj (Madhya Pradesh), 14. Kasturbagram (Madhya Pradesh), 15. Nowgong (Madhya Pradesh), 16. Powerkheda (Madhya Pradesh), 17. Kottarakara (Kerala), 18. Bhavanisagar (Madras), 19. T. Kallupatti (Madras), 20. S. V. Nagaram (Madras), 21. Dharwar (Mysore), 22. Mandya (Mysore), 23. Bhubaneswar (Orissa), 24. Barapalli (Orissa), 25. Nabha (Punjab), 26. Batala (Punjab), 27. Kotah (Rajasthan), 28. Dohai (Uttar Pradesh), 29. Bakshi-ka-Talab (Uttar Pradesh), 30. Ghazipur (Uttar Pradesh), 31. Mshoda (West Bengal), 32. Bichpuri (West Bengal), 33. Hawalbag (West Bengal), 34. Burdwan (West Bengal), 35. Fulia (West Bengal).

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#### APPENDIX VII

##### *List of Workshop Wings*

##### *Showing location and State*

1. Rajendranagar (Andhra Pradesh), 2. Samalkot (Andhra Pradesh), 3. Jorhat (Assam), 4. Muzaffarpur (Bihar), 5. Manjri

(Bombay), 6. Junagadh (Bombay), 7. Kottarakara (Kerala), 8. Antri (Madhya Pradesh), 9. Obedullaganj (Madhya Pradesh), 10. Nowgong (Madhya Pradesh), 11. Powerkheda (Madhya Pradesh), 12. T. Kallupatti (Madras), 13. Bolangir (Orissa), 14. Nilokheri (Punjab), 15. Nabha (Punjab), 16. \*Kotah (Rajasthan), 17. Burdwan (West Bengal), 18. Fulia (West Bengal), 19. B. R. College, Bichpuri (Uttar Pradesh), 20. Bakshi-ka-Talab (Uttar Pradesh), 21. Ghazipur (Uttar Pradesh), 22. Mashobra (Himachal Pradesh).

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#### APPENDIX VIII

##### *List of Health Orientation Training Centres*

##### *Showing location and State*

1. Poonamallee (Madras), 2. Najafgarh (Delhi), 3. Singur (West Bengal).

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\*Likely to be converted into a Mobile Workshop.

## APPENDIX IX

### *Requirements of Technical Personnel for the Community Development Programme up to 1963.*

1.	Block Development Officers	5,000
2.	Block Level Extension Officers (Agriculture)	5,000
3.	Block Level Extension Officers (Animal Husbandry)	5,000
4.	Block Level Extension Officers (Industries)	5,000
5.	Block Level Extension Officers (Cooperation)	5,000
6.	Social Education Organizers	5,000
7.	Mukhya Sevikas	5,000
8.	Village Level Workers	50,000
9.	Gram Sevikas	10,000
10.	Doctors	5,000
11.	Compounders	5,000
12.	Sanitary Inspectors	5,000
13.	Lady Health Visitors	5,000
14.	Midwives	20,000
15.	Overseers	5,000
16.	Stockmen (Veterinary)	10,000
17.	Messengers (Veterinary)	10,000

APPENDIX X

*Categories of Personnel trained and under training till September, 1959*

Sl. No.	Category	Number of personnel trained under training	
1.	Gram Sevaks . . . . .	36,577	6,104
2.	Gram Sevikas . . . . .	1,500	763
3.	Block Development Officers . . . . .	2,805	129
4.	Social Education Organisers . . . . .	3,009	170
5.	Social Education Organisers (Tribal) . . . . .	297	37
6.	Mukhya Sevikas . . . . .	1,447	210
7.	Block Level Extension Officers (Ind.) . . . . .	1,211	10
	(i) Small-scale Services Institutes . . . . .		201
	(ii) Khadi Board Mahavidyalaya . . . . .		364
8.	Block Level Extension Officers (Co-operation)	2,134	435
9.	Health Personnel (Orientation) . . . . .	1,929	70
10.	Artisans (Workshops) . . . . .	561	213

## APPENDIX XI

### *List of Publication brought out by the Ministry of Community Development and Cooperation*

1. Manual for Village Level Workers.
2. Hand made paper industry.
3. Latrines for improved methods of excreta disposal in villages.
4. Organisation for a National Extension Service & Expansion of the Community Development Programme.
5. N.E.S. and C.D. Programme (Administrative Organisation at the Block Sub-Division, District and State Levels).
6. Manual on Minor Irrigation Works.
7. Manual of Agricultural and Animal Husbandry.
8. National Extension Movement (CPA Series No. 27).
9. Road to Welfare State.
10. Manual for Village Road Construction (CPA Series No. 28).
11. Manual on Rural Housing.
12. Basic Education & Answers.
13. Main Recommendations & Conclusions of the 4th Development Commissioners Conference.
14. Manual of Health.
15. Broadcast Talk by Shri S. K. Dey.
16. NES Talk broadcast by Shri V. T. Krishnamachari.
17. Bee-keeping.
18. Report 1954-55.
19. Information & Community Centres—A Manual.
20. Primary Health Centre.
21. Draft Manual on Administrative Intelligence.
22. CPA Report 1955-56.
23. Pure Water for Villages.
24. Primary Health Centre—Popular Pamphlet.
25. Community Development Programme in India—Report of Survey by Mr. M. L. Wilson.

26. Guide for Student/Teacher Apprentices in Village Development.
27. Random Thoughts Vol. I.
28. NES & CP during 2nd Five Year Plan.
29. A Critical Analysis of India's Community Development Programme by Carl C. Taylor.
30. Main Recommendation & Conclusions of 5th Development Commissioners' Conference held at Nainital.
31. Hints on Fish Culture.
32. Vikas Mela.
33. CPA letter (Cottage & Small Scale Industries).
34. A Guide to Community Development.
35. Draft Manual on Village Level Workers Record.
36. Summary & Main Points on the Seminar held at Calcutta.
37. Social Education.
38. Irrigation, Water and the Community.
39. Community Projects in Pictures—A People's Movement.
40. As others see it.
41. Summary Record of 5th Development Commissioners' Conference held at Nainital.
42. 'Kurukshetra' symposium.
43. Random thoughts—Vol. II.
44. Jawahar Lal Nehru on C.D. (Reprint).
45. CPA—Annual Report 1956-57.
46. Summary Record of discussions and conclusions—Meeting of the State Development Commissioners & Secretaries of State Department of Agriculture held at New Delhi (10th & 11th December, 1956).
47. Main Recommendations and Conclusions of the 6th Development Commissioners' Conference held at Mussoorie.
48. Principles & Practices of Minor Irrigation.
49. Better use of Land.
50. 1st Study Tour Team Abroad.
51. People's Programme.
52. Draft Manual for Village Level Workers Record (CPA Series No. 34).
53. Manual of Village Leaders' Training Camp.
54. Some Basic Problems of Community Development.
55. Handbook on Cottage & Small Scale Industries Vol. I.



56. Action taken on the Recommendations of the 5th Development Commissioners' Conference held at Nainital in May, 1956.
57. Bharat Darshan.
58. Syllabus for Training Course for Extension Officers.
59. Summary Record of 6th Development Commissioners' Conference held at Mussoorie.
60. Seminar of Cottage & Small Scale Industries held at Rajgir—7th Feb.—9th February, 1957.
61. Hand book on Cottage & Small Scale Industries Vol. II.
62. Community Development & Cooperation by Prof. D. G. Karve.
63. Community Mobilization and Group formation by Dr. Carl C. Taylor.
64. Annual Report—1957-58.
65. People in the Programme.
66. Annual Conference on C.D. at Mount Abu (20th to 24th May, 1958).
67. Main recommendations and conclusions of Speech delivered by Shri V. T. Krishnamachari pattern of rural development (village to Distt. level).
68. Action taken on the Recommendation of the 6th Development Commissioners' Conference held at Mussoorie in April, 1957.
69. People's project (Revised Edition).
70. C.D.P. in India by Shri V. T. Krishnamachari.
71. Revival of Folk Arts.
72. CP/NES Blocks as on 31st March, 1957.
73. Report of the Expert Committee on Training of Project Personnel.
74. Guide for Gram Sewak for increasing Agriculture Production.
75. Summary Record of Mount Abu Conference.
76. Letters issued by the Ministry of C.D. in connection with the Pilot Projects. (Cottage and Small Scale Industries).
77. Syllabus for Training of Trainers.
78. Syllabus for Orientation Training of Community Development Personnel.
79. Syllabus for Job-Training of Block Development Officers.
80. Syllabus for Mukhya Sevikas.
81. Gram Sahayaks.
82. Arts and Aesthetics.
83. Annual Report 1958-59.

84. Summary of Annual Report 1958-59.
85. Organising Exhibition in Rural Areas.
86. Community Development Programme and Benefits.
87. They shall live Again.
88. Freedom from Hunger
89. Service Cooperatives—What and Why.
90. Random Thoughts Vol. III.
91. Construction of Health Education to the Basic content of training.
92. Phulkari.
93. Jawaharlal Nehru on Cooperation.
94. Report of the working group on Panchayats.
95. Revised Programme of C.D.
96. Planned Development & Efficient Administration.
97. Development of Cooperatives.
98. You and Community Development
99. Coordination between Community Development & Gramdan Movement.
100. Address by Shri V. T. Krishnamachari at Mysore City Conference.
101. Three Basic Institutions.
102. Preservation of Fruits and Vegetables.
103. Main Recommendations & Conclusions of Mysore City Conference.
104. Action Programme and follow-up Plan.
105. Unbound copies of Action Programme.
106. Summary of Recommendations of the Conference of Coop.
107. The Problem of Problems.
108. Democratic Decentralisation.
109. Seven years of Pilgrimage.
110. Our Programme at work
111. We and Our Community.
112. Our Block Development Committee.
113. Panchayat at a glance.
114. The Second Front.
115. Report of the Community Development Evaluation Mission in India.
116. Awakening.

117. Cooperation Policy and Formulation.

118. Syllabus for S.E.Os(Men).

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APPENDIX XII

*List of Films produced by the Ministry of Information and Broadcasting on behalf of the Ministry of C.D. & C.*

<i>S. No.</i>	<i>Name of the films</i>
1.	Folk Dances of India
2.	Khet Ki Khurak
3.	Improved Seeds
4.	Building from Below.
5.	Grow Rice the New Way
6.	Busy Hands
7.	Better Seeds
8.	Khet Ka Sudhar
9.	Health for Millions
10.	Right man for the Job
11.	Village and Women
12.	Peoples Participation
13.	Minor Irrigation Works.
14.	Kisan Samelan
15.	Road to Welfare State
16.	Report from the heart land
17.	Social Education
18.	Sanitary Latrines and Drainage—Gram Safai
19.	Food for Soil
20.	Consolidation of Holdings
21.	Vikas Mela
22.	Gangu Teli (Cottage & Small Scale Industries).
23.	Getting together.
24.	Care of the soil.
25.	Training of Village Leaders.
26.	Panchayat in its new role.
27.	Contour Bunding.
28.	Improved Agricultural Implements.

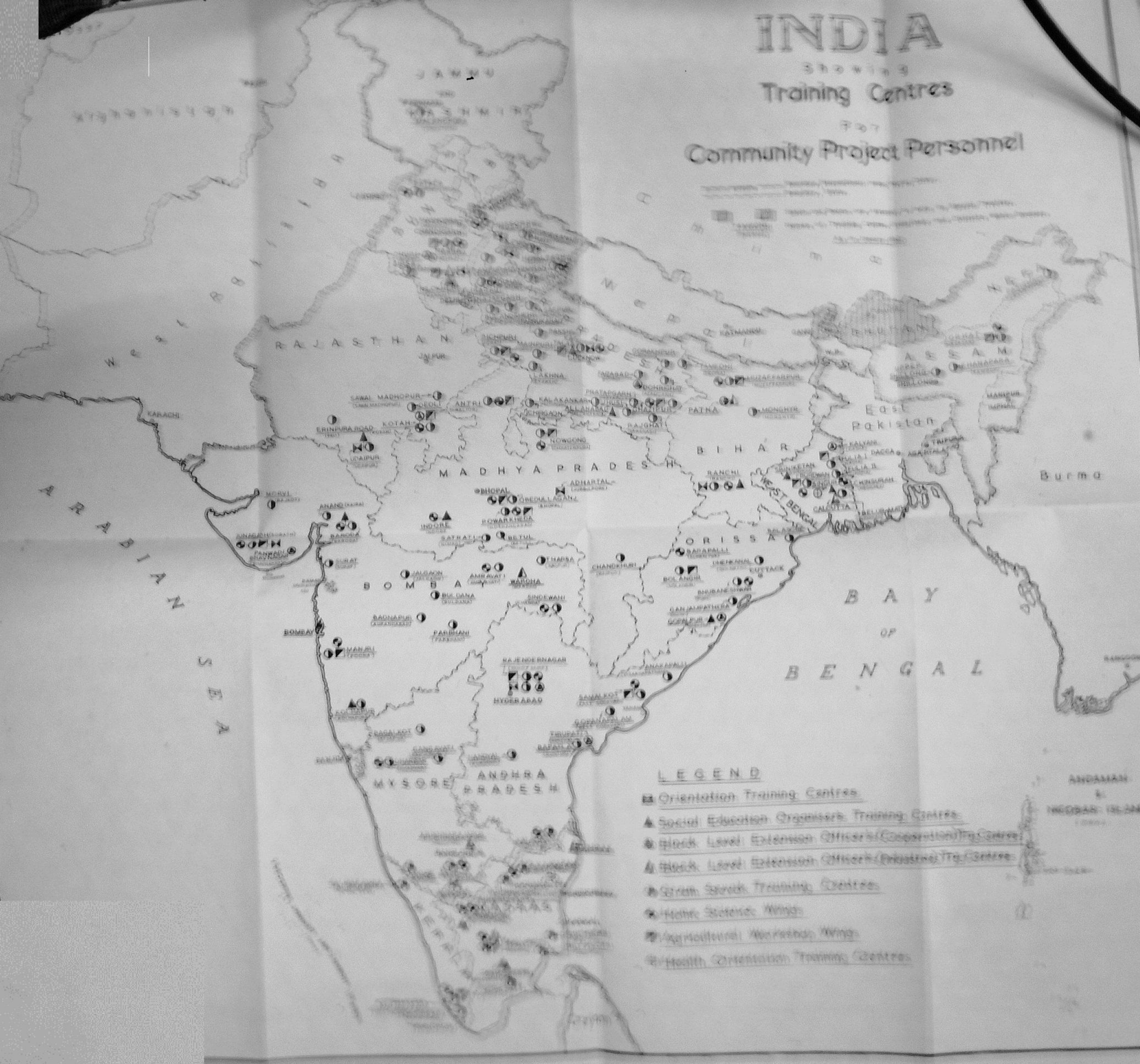
# INDIA

Showing

## Training Centres

For

## Community Project Personnel



### LEGEND

- Orientation Training Centres
- ▲ Social Education Organisers Training Centres
- Block Level Extension Officers (Cooperation) Training Centres
- ⊕ Block Level Extension Officers (Productive) Training Centres
- ▨ Gram Serek Training Centres
- ▤ Home Science Wings
- ▥ Agricultural Extension Wings
- ▧ Health Orientation Training Centres