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SYLLABUS

FOR

JOB AND REFRESHER COURSE

FOR

MUKHYA SEVIKAS

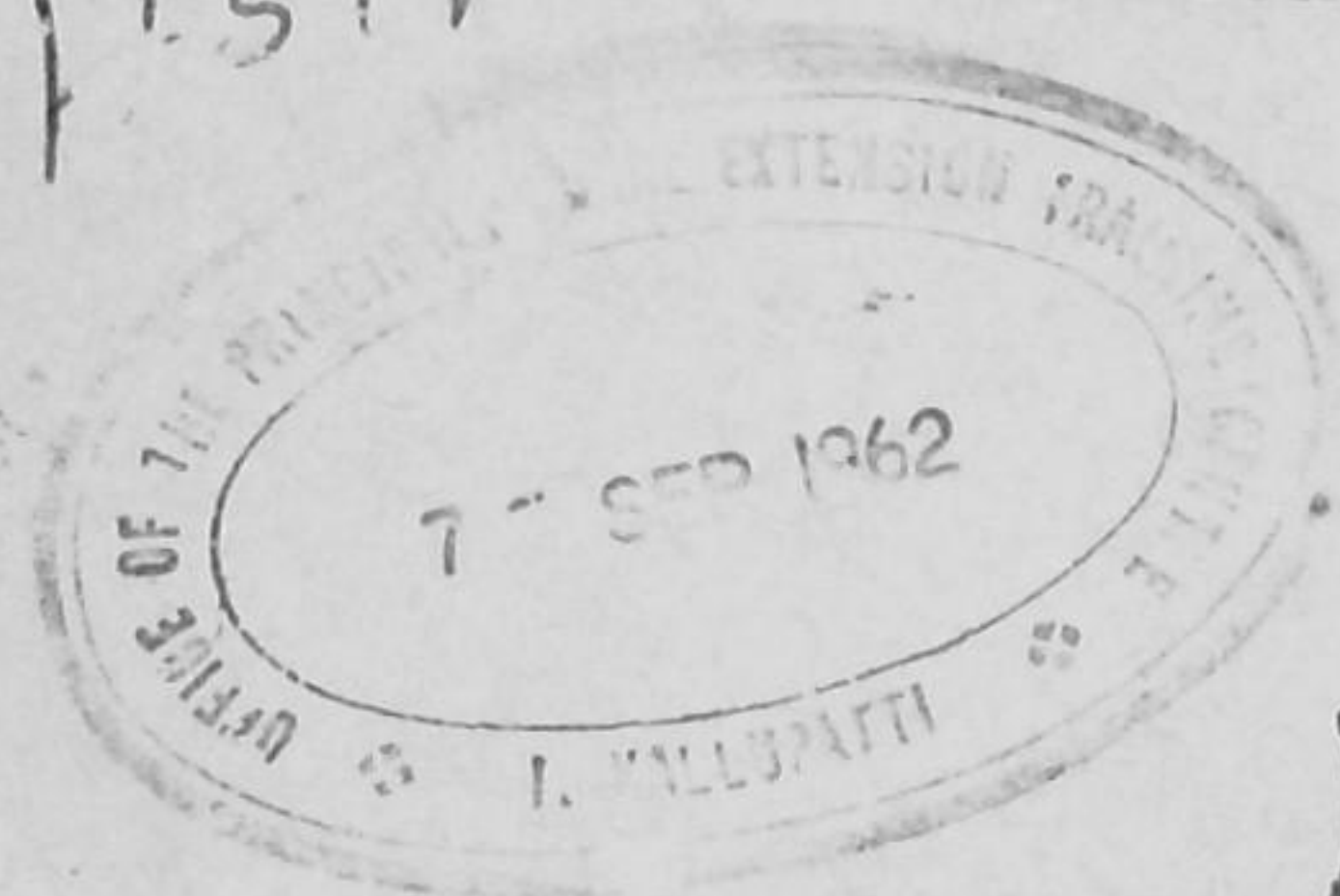
(WOMEN SOCIAL EDUCATION ORGANISERS)

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MINISTRY OF COMMUNITY DEVELOPMENT & CO-OPERATION
(DEPARTMENT OF COMMUNITY DEVELOPMENT)

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JOB CHART OF MUKHYA SEVIKAS

- I. To plan and organize development programmes for women, girls and children in the Block with the help of various field workers, official and non-officials, such as Gram Sevikas, Gram Sevaks, Schools Teachers, Gram Lakshmis and other voluntary organisations.
- II. To provide practical guidance and assistance to Gram Sevikas in resolving difficulties which they come across in the field and in helping them plan execute and evaluate their own programmes.
To perform the functions of a Gram Sevika in areas where there are none available.
- IV. To promote in particular, new knowledge and skills in the following subjects among women, girls and children through various extension methods :
 - (a) Home Science including Home Management, clothing food and nutrition, leisure time activities, labour saving devices, orderly arrangements etc.
 - (b) Health and sanitation including mother and child care, family planning, first-aid, home-nursing and school health programmes.
 - (c) Economic activities like crafts, agriculture and animal husbandry.
 - (d) Education of children and social education including citizenship, education for girls and women.
 - (e) Recreational and cultural activities including development of folk arts and physical exercises.
 - (f) Formation of organizations for children, girls and women and various interest-groups including Industrial Cooperatives for women.
 - (g) Welfare of needy children, girls and women through referral service and that of weaker sections of the community through effective help in utilization of the various privileges available to them.
 - (h) Small savings through thrift and prevention of waste.
 - (i) Eradication of superstitions and taboos and unhealthy practices etc.
 - (j) Effective participation of women in Panchayats Cooperatives and Mahila Mandals.
- V. To assist in communication of ideas through preparation and effective use of audio-visual aids.
- VI. To promote leadership through proper selection, training and provision of opportunities for leadership roles.
- VII. To act as a liaison by helping the Panchayats, Panchayat Samiti and the Cooperatives formulate programmes suited to the needs of women and children in the area and in turn to appraise the concerned regarding the policies, procedures, plans, etc. of the Block, Panchayat and Co-operatives with respect to women and children.

VIII. To perform the following administrative duties :—

- (a) Supervision and guidance of Gram Sevikas and associate workers.
- (b) Maintenance of records, stocks and stores.
- (c) Drawing up of over-all programme and budget for programmes relating to women and children in the Block and making assessment of the programme carried out.
- (d) Submission of periodical reports to the Block or Panchayat Samiti or Project Implementing Committee as the case may be.
- (e) Act as a member of the Block team, and also of the Welfare Project Team, wherever the latter exists.

NOTE.—In performing the above jobs, she will have to utilise not only the provisions in the Block Budget but help utilise the various provisions of the All India Boards, Commissions and State Departmental Schemes on the one hand and people's contribution and capacities for production on the other.

OBJECTIVES OF THE TRAINING

The objectives should be as follows :—

- (a) To produce in the trainee, attitude changes essential for an understanding of and an adjustment to the programme and the functions of the Mukhya Sevikas.
- (b) To provide to the trainee an active learning experience by translating the knowledge of facts and principles into illustrative practices.
- (c) To make the knowledge content as specific as possible to give clarity to its conceptual presentation by the Instructor and assimilation by the Trainee.
- (d) To develop in the trainee the basic minimum skills required for performing her job.

For the achievement of these objectives the syllabus has to be elastic enough to enable the Mukhya Sevika to adopt her learning to the socio-economic situations typical to her region and the need of the villages in her Block. Her job can, therefore, be defined in terms of functional role and not only in terms of programme organisation. The course of studies must, therefore, desist from adopting a programme-dominated job chart. At the same time it must be indicated that a definite job-significance has to be implicit in the entire knowledge-content and active learning experience provided in the course. The consciousness of the total job of the Mukhya Sevika must permeate the conduct of the course in class and in the field.

TIME SCHEDULE FOR THE TOTAL TRAINING PROGRAMME
(Including Orientation and Job Training)

Total period of training 10½ months	46 weeks.
(i) Orientation Training	2 weeks.
(ii) Job Training	36 weeks.
(iii) Village Camp	1 to 2 weeks.
(iv) Study Tour	2 weeks.
(v) Block placement	2 to 3 weeks
(vi) Vacation	2 weeks.

(Vacation to be given towards the middle of the total period of training).

Note:—The total number of weeks to be adjusted within 46 weeks,

THE ORIENTATION TRAINING . . . Two weeks

(i) Contents :—

- (a) Introduction to the history of the training centre.
- (b) Introduction to the development programme in the villages around the training centre.
- (c) Introduction to the Community Development Programme and its historical development.
- (d) Scope and contents of Community Development Programme and of Extension.
- (e) Introduction to the job and the duties of the Mukhya Sevika and of the Gram Sevika.

(NOTE :—The contents of the syllabus of Orientation and Study Centres as prescribed by the Ministry should be utilised with suitable modifications to meet the requirements of the trainees).

(ii) Period of training :

It is suggested that the Orientation Training should begin in the early stage of training programme and should continue for two weeks with 2/3rd period for class teaching and 1/3rd for field work.

JOB TRAINING 36 weeks

The proportional weightage for different subjects should be as follows :—

<i>Group</i>	<i>Subjects</i>	<i>Total</i>	<i>Weightage theory</i>	<i>Field Work</i>
I.	Introduction to the course	5%	1	0
II.	<i>Basic Courses</i>	40%	1	1
	Part (1) Rural communities and their characteristics			
	(2) Dynamics of Human Behaviour			
	(3) Methods of work :			
	(a) Methods of working with people			
	(b) Methods and materials of social education			
	(4) Cooperation & Panchayati Raj			
	(a) Community Development and Three Basic Institutions			
	(b) Introduction of Panchayati Raj.			
III.	Programme contents of the Job of Mukhya Sevika	55%	1	2
	Part (1) Health and sanitation			
	(2) Home Management			
	(3) Agriculture and animal husbandry			
	(4) Rural arts and crafts			
	(5) Education and social education activities for children, girls and women.			
	(6) Introduction to social welfare with special emphasis on child welfare, women's welfare and family welfare.			
	(7) Training of village women workers			
	(8) Administration and coordination.			

NOTE :—The weightage for field work indicated above relates only to con-
current field work.

NOTE :—The same weightage is to be used while conducting examination.

CONTENTS OF JOB TRAINING

Total hours	86 @ 8 hours
Theory hours	86 a day
Field hours	nil.

GROUP I—Introduction to the course

- (1) Special features of social and cultural life of Indian society and the place of women therein.
 - (2) Historical growth of the Freedom Movement.
 - (3) Indian Constitution, its salient features, Fundamental Rights and Directive Principles.
 - (4) Concept of planning and salient features of the first, second and third five-year plans.
 - (5) Planning and implementation of the development programme by the people themselves.
 - (6) Leading political, social and cultural organizations in the country—particularly women's organisations, their objectives and methods in relation to village welfare, Central Social Welfare Board, Kasturba Trust, Sarvodaya, Gramdan and Bhoodan Movements.
 - (7) Unemployment and under employment among women—means of gainful employment—cottage and small-scale industries and handicrafts.
 - (8) Problems of the weaker sections of the community including scheduled castes and scheduled tribes.
-

GROUP II—Basic Courses

Total hours	691
Theory	346
Field work	345

PART I—*Rural Communities and their characteristics :*

- (i) The concept of rural community.
- (ii) A general description of the evolution and the present condition of the Indian rural community.
- (iii) Family—its place in the rural community.
- (iv) Marriage—its influence on family and community.
- (v) The caste system—its social and economic aspects and influence.
- (vi) Occupational pattern in the Indian village—primary and subsidiary sources of income.
- (vii) Religion and its influence on village life.
- (viii) The system of civic administration
- (ix) The prevailing system of education.—
 - (a) Formal.
 - (b) Informal.
- (x) The role and status of women in the village community.
- (xi) Social control—tradition and its influence.
- (xii) Social change and its implication.
- (xiii) New designs for the rural community.

—Sarvodaya, Bhoodan, Gramdan movement, Community Development movement.

Part II—*Dynamics of Human Behaviour :*

- (i) Concept of basic human needs—relative importance of heredity and environment.
- (ii) Process of social learning and personality development.
- (iii) Motivation of human behaviour.
- (iv) Attitude of rural people.
- (v) Concept of leadership—
 - (a) Leadership that prevails in different social groups in rural areas.
 - (b) the power structure.
 - (c) role of the representatives of the people in panchayat and in the block samitis.
 - (d) role of women's representatives.
 - (e) role of the indigenous leaders for promoting community development.
- (vi) Mental health—
 - (a) anxieties and emotional strains in rural society—specially among women.

(b) consequences of anti-social conduct in rural life—their effect on women's welfare.

(c) processes of social adjustment.

Part III—(a) Method of work :

(i) General principles of working with people.

(ii) Methods of working with individuals.

NOTE:—As the Mukhya sevikas have to relate to individuals more extensively while working with people, it is necessary to emphasise the method of working with individuals in their training.

(iii) Method of working with groups.

(iv) Method of working with community organizations—statutory and voluntary.

(v) Social surveys for understanding village problems.

(vi) Special problems of promoting women's organizations.

(b) Methods and materials of social education :

(i) Formal and informal methods of social education.

(ii) Social education through group activities.

(iii) Effective use of various media of communication including audio-visual aids.

Emphasis to be given to non-projection aids suited to local conditions.

Part IV—(a) Community development and the three basic institutions, namely the panchayat, the school and the cooperative :

(i) The concepts of community development and extension (recollection).

(ii) Historical development of the programme of community development.

(iii) The present programme of community development.

(iv) History of panchayats and their role in the modern set-up as basic community organizations.

(v) Cooperatives as economic organizations and the role of women.

(vi) The village school as an educational centre for community.

(b) Introduction of panchayati raj :

(i) The birth of the idea (Balwantray Mehta Report).

(ii) The working of the panchayati raj—the three-tier system—experience in Andhra Pradesh, Rajasthan and other States.

(iii) Functions of Gram Sabhas, the associate organizations and the functional sub-committees.

(iv) Community development programme through panchayati raj.

(v) The role of women in panchayat and panchayat samities.

GROUP III—Programme contents of the Job of Mukhya Sevikas

Total hours	951
Theory	317
Field Work	634

Part I—Health and sanitation

- (i) Principles of personal and environmental hygiene.
- (ii) Programme of personal and environmental hygiene.
- (iii) Importance of personal hygiene and environmental and health education for children, youth and adults.
- (iv) Communication of infectious diseases and social aspects of infectious diseases.
- (v) Organising health campaigns and health exhibits.
- (vi) First-aid and home nursing (a full course as organized by the Red-Cross Society should be given to all trainees leading to award of certificates).

2. Mother and child care

Principles and programme of mother and child care including family planning.

3. Food and nutrition

- (i) Principles of food and nutrition.
- (ii) Programme of food and nutrition.
- (iii) Food preservation.

Part II—Home management :

- (i) Principles of home management—time, money and energy.
- (ii) Programme of home management.
- (iii) Care and beautification of home with indigenous and locally available material.

Part III—Agriculture and animal husbandry :

(as related to women's role in rural areas)

- (i) Knowledge of local crops.
- (ii) Improved methods in agriculture and allied practices.
- (iii) Kitchen gardening.
- (iv) Care of cattle, poultry, piggery, fisheries, bee-keeping, etc. (according to regional conditions).

Part IV—Rural arts and crafts :

- (i) Importance of subsidiary occupations in rural areas as sources of gainful employment.
- (ii) (a) Different types of cottage industries.
(b) Different types of handicrafts.
(c) Different types of small-scale industries.
- (iii) Programme of different Boards such as Khadi and Village Industries Commission, Handicrafts Board, All India Handloom Board, Central Social Welfare Board, Coir Board, Silk Board etc.
- (iv) Knowledge of a minimum of three of the following crafts—
weaving, spinning, newar and durrie making, basket making, toy making, soap making, tailoring, etc.

(The selection of crafts for training should be related to availability of raw materials and scope for the crafts in areas from where the trainees come).

- (v) Arts and crafts in rural areas. Ritual decoration on floor and walls, pot painting, fundamentals of drawing etc.

Part V—Education and social education activities for children, girls and women:

General information about educational programmes.

2. *Education for children*

- (i) Principles and programme of pre-school education.
- (ii) Universal primary education in rural areas and the problem of attendance of girls.
- (iii) Incentive for better attendance, supply of books, mid-day meals in the village schools.
- (iv) Organization and maintenance of children's parks and play centres and children's museum.
- (v) Organisation of balwadies.
- (vi) Role of associate workers such as Gram Lakshmis Gram Kakis etc.

NOTE :—Every Mukhya sevika should have a detailed study of the work of Balwadi and practical experience of its organization.

3. *Education and social education for girls*

- (i) Needs and problems of rural youth—problems of adolescents and youth.
- (ii) Objectives of youth programmes.
- (iii) Youth programme in India existing All India Youth Organisations and their programmes—rural youth programmes.
- (iv) Organization of youth programme—specially through groups—in villages.
- (v) Programme of education for girls in schools and in the family. Literacy, education for citizenship, education for parenthood.

4. *Education for women*

- (i) Educational programme for women workers.
- (ii) Contents of social education including literacy, education for citizenship, education for parenthood.
- (iii) Programme for Mahila Mandals—Importance and objectives of Mahila Mandals, Organization of mahila mandals.
- (iv) Role of Gram Lakshmis, Gram Kakis others awaited workers in conducting these activities.

Part VI—Introduction to social welfare with emphasis on child welfare, women welfare and family welfare :

1. *Introduction to child welfare*

- (i) The concept of child welfare as different from childhood education.
- (ii) Child development through different stages.
- (iii) Location and equipment for a Balwadi, a play centre and a creche.
- (iv) Training and function of Balwadi.

- (v) Utilisation of child welfare and childhood education facilities for giving leisure to rural women.
- (vi) Administrative agencies for child welfare programmes in rural areas.
- (vii) Introduction to the problems programme of children with physical and mental handicaps.
- (viii) Functions of the panchayat, cooperative and rural school in respect of the promotion of child welfare in the rural community
- (ix) Child welfare programme as developed by CSWB.
- (x) Introduction to social legislations for child welfare.

2. *Introduction to women welfare*

- (i) Welfare services for women in need of care and assistance.
- (ii) Women's welfare programme as developed by CSWB.
- (iii) Introduction to social legislation for women's welfare.

3. *Introduction to family welfare*

- (i) Family as a basic unit of society.
- (ii) Traditional role of the joint family in promoting social security to its members and problems arising out of disintegration.
- (iii) Need of care of the physically handicapped—emotionally and socially handicapped adults.
- (iv) Care and rehabilitation programme.
- (v) Programme of social welfare as promoted by state welfare departments in rural areas.
- (vi) Importance of referral services for social welfare in rural areas and the role of mukhya sevikas.

Part VII—Training of village women workers :

- (i) Role of mukhya sevikas in promoting indigenous leadership.
- (ii) Organization of gram sahayak training camps (women).
- (iii) Training of associate workers such as Gram Kakis, Gram Lakshmis, Balwadi workers, etc.

Part VIII—Administration and coordination :

- (i) Administrative responsibility of the mukhya sevika.
- (ii) Preparation of programme for the promotion of social education and social welfare programme in the blocks, methods of handling funds, preparation of budget, auditing of accounts, methods of keeping administrative records, registers, minute book, weekly, monthly, quarterly and annual reports.
- (iii) Public relations and how to maintain them Publicity programme for the promotion of community development—its strength and weakness.
- (iv) Assessment of the work.
- (v) Supervision of associate workers and guidance to voluntary workers.

2. *Coordination*

- (i) Coordination of women's activities of the block with the activities of the central social welfare board.
- (ii) Coordination of activities of voluntary organisations.
- (iii) Coordination of all these activities with the work of the panchayats.

SYLLABUS FOR THE REFRESHER COURSE OF MUKHYA SEVIKAS

1. Objectives of the Refresher Course

- (i) To supplement the earlier training specially with reference to the subjects of Home Science, Home Management, Health and Hygiene, Agriculture and Animal Husbandry. (As required for work among village women). Family Planning, Food production, free and compulsory primary education, Coordination of women's and children's programme, etc. to the extent to which these subjects were not covered in the earlier learning of the trainees.
- (ii) To further enrich the learning of the trainees by mutual exchange of experience and knowledge.
- (iii) To acquaint trainees with the changes that are introduced in the programme of Community Development from time to time.
- (iv) To enthuse the trainees and to inspire confidence in their ability to meet the difficulties of the field.

2. The courses of study should include the following topics:

- (i) Rural community and its problems.
- (ii) Introduction of the Panchayati Raj and the role of the Panchayat, the school and the cooperative in the programme for women and children;
- (iii) Programme of women and children :
 - (a) Home Science including mother and child care, family welfare and family planning.
 - (b) Educational and cultural programme.
 - (c) Craft activities (only one to be selected for detailed study).
 - (d) Extension in Agriculture (as required for work among village women).
- (iv) Methods of working with people.
- (v) Administration and supervision.
- (vi) Development programmes with special reference to the changing practices and the role of the voluntary organisations.

The details of the contents should be worked out in consultation with the trainees according to their requirements. The syllabus of the Mukhya Sevikas' Training Programme of Job Course has been provided with details on each subject. They may be used as reference.

The syllabus should serve as a guide to the training centre and should be placed before the trainees after their arrival and suitably modified in light of their experiences and needs. The training should be woven around field problems collected in form of case studies both by the trainees and the instructors of the Training Centre.

3. The weightage for these subjects should remain the same as in the regular job course.

4. The details of the course should be worked out by each training centre according to the requirements of the trainees within the broad frame work of the Syllabus mentioned above.

5. Period of the course is 2 months.

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