

Scheme of Community Development through Polytechnics

Department of Higher Education

Ministry of Human Resource Development

Government of India

New Delhi

SCHEME OF COMMUNITY DEVELOPMENT THROUGH POLYTECHNICS

BACKGROUND

India is a vast country with a population of approximately 115 crore. 75% of India's population lives in about six lac villages. There is a visible difference in rural and urban, rich and poor, highly educated and lesser educated, forward and backward areas. While resourceful people, particularly those living in urban areas, have had access to better education and professional training, but vast majority of those who live in rural areas and slums are lesser educated and hardly undergo any technical, professional and vocational training. In fact, for most of such people, quality education and higher technical and professional education is unaffordable. In terms of career options, such lesser educated and not so fortunate people tend to work in low paid unorganized sector. Per person productivity of such persons works out to be a small fraction of productivity of those who work in organized sector of Indian economy. In an increasingly competitive economic environment of our country, the unorganized sector, which is so important for the country, needs to increase the productivity of its manpower for its survival and growth. Yet another paradox before the Indian informal sector is that it can not afford employing highly educated and professionally trained manpower which usually aspires for highly challenging, rewarding and satisfying career. The only option available before the Indian informal sector is to depend upon relatively low paid manpower trained through nonformal system of skill development. There is, therefore, an urgent need to train millions of persons every year through a countrywide network of non-formal skill development. Such non-formal skill training should attract beneficiaries from all cross-sections of Indian society with special emphasis on SCs/STs, OBCs, women, school dropouts, minorities, physically disabled, economically weaker sections of the society and other under-privileged persons.

OBJECTIVES OF THE SCHEME

The main objectives of the scheme are:

1. To Carry out Need Assessment Surveys to assess the technology and training needs;
2. To Impart Skill Development Training to the intended target groups;
3. To disseminate Appropriate Technologies for productivity enhancement;
4. To provide Technical and Support Services to rural masses and slums dwellers;
5. To create Awareness among the target groups about technological advancement and contemporary issues of importance.

ACTIVITIES UNDER THE SCHEME OF COMMUNITY

DEVELOPMENT THROUGH POLYTECHNICS

Following are the major activities identified under the Scheme of Community Development through Polytechnics:

- i. Need Assessment Surveys;
- ii. Skill Development Training Programmes;
- iii. Disseminate and Application of Appropriate Technologies;
- iv. Technical and Support Services;
- v. Awareness Programmes.

Need Assessment Survey:

The identified Polytechnics shall conduct the Need Assessment Surveys of the area selected for activities. Such surveys should lead to determination of the felt needs and identification of the direction in which the rural development efforts are likely to bring quicker results. Participatory Rural Appraisal/Rapid Rural Appraisal (PRA/RRA) exercises can be conducted to understand socio-economic and ecological condition of people and area to develop a Micro-plan for selected villages. The identified institutions shall also make judicious use of comprehensive statistics already available from Directorate of Economic and Statistics, Census Office functioning in each State/UT, credit plans of the Banks, studies conducted by NGOs etc.

Skill Development Training Programmes:

In order that the human resource is developed for gainful employment/selfemployment, the training must be need based, and should provide employable/self-employable skills. The purpose of the skill development is to create skilled and knowledge based manpower by empowering them technically so that they can earn their sustainable livelihood. All training programs should be well-designed through graded exercises, keeping in view the market requirements for various trades. Short term non-formal, modular courses of 3-6 months duration, depending on the local needs and commensurate with the available local resources with proper structures, yet having the desired flexibility to pave the way for selfpaced open learning mode (OLM), should be offered. Depending upon local circumstances in some cases Multi-skill training may be offered to make selfemployment viable in the rural economy. In some of the trades, advance skill course for 3 to 6 months duration may be designed and offered as per the interest of trainees or as per the demands of local companies/industries/market. Preferences may be given to the training courses with technical bias.

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The objectives of Skill Development Training Programmes are broadly as follows:

- i. Providing basic skills, knowledge and attitudes for self/wage employment to intended beneficiaries in their own villages/communities or nearby areas.
- ii. Imparting entrepreneurial skills for initiating micro/tiny enterprises especially for the rural youth and community.
- iii. Offering skill up-gradation programs in their own fields, or for adoption of appropriate technologies for enhancing their employment prospects e.g. masons may be trained for construction of bio-gas plants, low cost latrines, water storage tanks, ferro-cement articles; blacksmith may be trained in welding, fabrication, etc.
- iv. Identifying and conducting special skill training programs for Women, SCs/STs, OBCs, minorities, school dropouts, street children, physically handicapped, economically weaker sections of the society and other under-privileged persons
- v. Special training programs on health and hygiene, sanitation and mechanization of sanitary services and skill programs pertaining to liberation and rehabilitation of scavengers may be organized.

Salient features desirable under Skill Development and Training to be achieved in future:

- i. The skill development programmes chosen for training shall be based on need assessment survey and felt need of the locality. A lot more emphasis needs to be given to meet the growing demands of the service sector.
- ii. Each identified Polytechnic should conduct a survey for identification of priority needs for skill training programs of a cluster of 10 to 20 villages every year. DRDA, NGOs, Voluntary Agencies, Village Panchayats and retired teachers, engineers and other reputed persons should be involved in the process.
- iii. The skill programs offered should be flexible and non-formal with open access to all, without any precondition of age, sex and educational qualification.

Dissemination and Application of Appropriate Technologies:

- i. Collecting details of all available appropriate technologies from various agencies and organizations engaged in research and development of appropriate technologies through NITTTRs and by other means, adapting them to suit local conditions with regular and relevant feedback from Extension Centres and disseminating, through field demonstrations, these technologies in villages and thus helping villagers to appreciate and adopt technological innovations.
- ii. Creating awareness among the villagers about the advancements made in the field of Science and Technology and educating, training and motivating them in acquiring skills required to use these techniques and also technologies in the field of Rural Water Supply, Sanitation, Shelter, Habitat, Communication, Transportation, Agriculture, Agro-based food technology and Non-conventional Sources of Energy for the rural areas, Construction and Service Sector, etc.

Technical and Support Services:

In rural areas, a large number of equipment are being used in farm and non-farm sector. For their sustained working, proper repair and maintenance services are to be provided. The identified Polytechnic should help the villagers and other agencies to take up this work by organizing:

- i. Minor repairs of the equipment through Extension Centres and also at site.
- ii. Service centres to serve a cluster of villages.
- iii. Promotion of service centres and repair shops to be set up by villagers themselves
- iv. Technical service camps in villages at regular intervals.
- v. Extending consultancy services at village level through trained manpower.