

Perspective Plan for Vigyan Ashram

I. My Vision

I would, like to see India prosper and be a pathfinder to the rest. This will happen only when everyone can reach his or her own full potential. Hence raise the lowest.

Thus my stress on education of the rural. I believe intelligence is developing and not inherited. Activity based thinking is the source of intelligence.

Good education has to be base on diverse experiences and for this real life is the best educator.

In our society, we need to develop courage to act on our convictions and be willing to pay the price. Many of us do not act on our own belief and we seem to be "stage acting" all the time. We believe only in symbolic acts not acts for results.

I feel like an inventor. My invention is the educational system that integrates education and development, - that is close to the real everyday life and which costs so little to implement.

My vision is that one day I will see this invention spread all over India in all the schools.

My vision is that every village will have the equipment and the skills that are the basis of all modern industry; my industry; my invention will achieve this at a very low cost.

My vision is that youth coming out of this system, in villages all over, will be handymen, who are at home with a variety of skills and can concretise their ideas they are inventors at their level.

My vision is that most rural section will thus get access to most modern –techniques and this will spur development from the grass-root and ultimately -progress India into the new age.

My vision is that India wills one day beat the forefront of a new civilisation.

Now I have put my vision in black and white, as flinch as I can. But it is not possible to describe a vision in words. I hope I can show a glimpse of it in my own action.

II. The Objective.

Rural Development Through the Educational System.

III Strategy

Organize Infrastructure and equipment with community involvement and impart relevant skills at the grass-roots level, this will give the local youth the capability to perceive their own-problems and act to solve them; this will be a true sustainable development- brought by Education.

Short Range Plan (Up to 5 years)

a. Formulate a syllabus, and teaching and implementing system to give skills to students and services to the community through the students this will give necessary on the Job experience and modest cost services to community. This has been achieved, for both the formal and non-formal modes.

b. Introduce flexibility in the curriculum so that it can be adapted to local needs and changing times, without losing the advantage of common general effect. This has been done by introducing the Project system in the final stage of the syllabus.

c. Investigate scale up problems, by replicating in more situations. This has been done through Rural Technology through Education System (RTES) funded by CAPART and MHRD jointly from 1988-92 in three schools.

d. Convince Education Departments. Central and State about the benefits of such a program and adopting it formally. This has been done partially. The NCERT and MHRD have accepted the principles and also instituted the Prevocational Scheme of funding that accommodates this. The Maharashtra State CERT, put forth a proposal to start schools an Vigyan Ashram Model in 30 districts on an experimental basis, and if successful, to extend it to all secondary schools in the State. After waiting for the Central prevocational scheme, the State government announced their intention to do this and the Education Department has decided to implement the program in 100 schools in the current 5 year plan from 1995 June and use 1994-95 for preparation- selection, training of teachers and instructors etc.

e. Network the Community Polytechnic (CP) Scheme and the Prevocational scheme, both of MHRD so that the former trains the instructors and become resource groups for the latter. Such networking is provided for in the CP scheme, as recommended by the

Kalbag Committee report given in 1987 (of which CAPART was a member) and these recommendations have been accepted by the Govt. of India and the Program of Action of MHRD, as presented to the Parliament and approved, includes this.

f. Setting up a computerised information and referral system covering the whole nation, that will allow easy retrieval of economic, demographic, and technical information and thus facilitate solution of these problems. This will be linking the rural education system and the youth to the national S & T establishments through a referral system.

g. To propagate formation of a funding consortium for the above; this will be linked through coordination committees at State and National level. This is provided for in the above CP report. This is being pushed through the MHRD, via the vocational program. (Joint Council of Vocational Education)

h. To ensure technical back up back for above by exploring the technical feasibility and economic viability of acquiring suitable computer hardware for rural conditions and training rural youth for installing and operating the same for rural economic activity including education and development, with minimum government finds. A computer has been set up at Vigyan Ashram through CAPART funds and used through CAPART funding for training rural youth in its operation. Also a PC/AT computer has been assembled to operate on battery supply and do the necessary maintenance through local youth in the Ashram.

i. To promote development of designs and technologies to suit the school level equipment facilities and skill level; to document these after testing in application; to make these available to all schools so that the rural technology schools become a channel for introducing new technologies in the rural area. A network of polytechnics and engineering colleges and some IITs can be used to generate new designs so that a library of designs is available for all schools to implement for rural use. This has already been started. A list of projects for such colleges is available and DST has also agreed to fund these as separate proposals.

Long Range Plan (5-20 Years)

a. Extend the system with variants to all over India.

b. Link CP scheme to education to form a single national level coordination setup.

c. Institutionalise the information and referral system, including youth for at the village/grass roots level and the S & T establishment and funding agencies at the national level.

d. The Institutionalising of the various aspects of this perspective plan must be so done that Vigyan Ashram should be superfluous the program should go on without the Vigyan Ashram initiatives and it should become a national program.

e. Develop a system so that the grass roots workers document their work in a scientific spirit, and their own language and style. This should include validation by other peer groups and then publication in a scientific journal specifically run for and perhaps by the "barefoot" scientists and technologists.

f. Make a compendium of rural needs, grid problems, which will be continuously updated, and part of the information system, which can be used as a source for selecting research and development problems by the engineering, agricultural and other educational institutions to bring the existing urban students nearer to reality.

g. To adapt the above so that the principle's of education that are contained therein., are extended to urban areas also and links the urban and rural weaker- sections and reverses the migration pattern.

Role for CAPART and other Funding Agencies

1. To understand the long and short-term strategy and plans. Discuss and agree on the principle whether this should get long-term support. In the last meeting of CAPART and the resource centres, (18 Apr 1994) it was agreed that CAPART will consider the perspective plan and will give support, for bridging gaps in addition to any usual standard proposals.

Already in 1992, CAPART has sanctioned proposals from three schools, teaching Rural Technology, and which were part of the Rural Technology Through Educational System 'proposal jointly funded by CAPART and MHRD from Oct 1988 to Sept 1992. As the state

prevocational program in which these schools are to be absorbed will start only in June 1995, they may also be given extension on the same basis as proposal No 1 below. We now request CAPART to specifically sanction the following bridging proposals, submitted on separate sheets.

Proposal 1 - PI Director, Vigyan Ashram ; Co PI Principal, ICRE, Gargoti:- to train instructors for prevocational program, pending receipt of funds by State Rs 60,000 for 1 year June 1994-June 1995.

Proposal 2 - Rural business Centre to be setup in Bhairavnath Vidya Mandir. Total cost Rs. 50,000; School has agreed to contribute Rs. 25,000 and the balance Rs. 25,000 requested from CAPART, as a one .time grant. If this is shown viable, then all schools in the scheme, 100 in the five year plan, will have computers for local service and at least 50% contribution from the school.

Proposal 1 -

Title: Instructors for Rural Technology; Training by ICRE, Gargoti.

Objective: To implement Rural Technology program for 9th and 10 stds and to train 20 instructors in The- Mouni Maharaj High school, Patgaon, under guidance of Institute of Civil and Rural Engineering, Gargoti.

Principal Investigator: Dr S. S. Kalbag, Vigyan Ashram, Pabal Dist. Pune 412 403.

Co-Investigator: Principal, ICRE. Mouni Vidyapeeth, Gargoti, Dist. Kolhapur, 416 209.

Duration: June 19-May 1995 or till the beginning of the State Prevocational scheme, whichever is earlier.

Plan: This is a "bridge" proposal as per the perspective plan of Vigyan Ashram. There may be other proposals for the same program in other areas to train overall 120 -200 instructors per year for about 3 years.

i. The school has applied to the Director, Vocational Education, Govt. of Maharashtra, for permission to start from June 1994, the Rural Technology course in the 9th standard in 1994 and the 9th and 10th stds from 1995 onwards. This will be on the Vigyan Ashram Model.

2. We shall collect Rs 40,000 for the equipment and any funds required for the electric and water connection, the class and workrooms, land etc. from the community.

3. We have requested grant from the Govt. of Maharashtra as per the Prevocational scheme of the MHRD. However as these are not yet available, we request CAPART to grant us the following funds for the interim period, expected to be less than a year.

Funds needed.

Salary for 4 instructors, @ Rs. 1000 p.m. for 12 months Rs. 48,000

Cost of materials for one year, @ Rs. 50/student/year for 100 Rs. 5,000

Contingency, to be used for coordination of Vigyan Ashram, and other Community Polytechnics etc. Rs. 7,000

Total Grant requested Rs. 60,000

Risk Factors:

a. The number of instructors to be trained is 20. They will be given no stipend but will have good chances of being absorbed as instructors from June 95. We do not expect any difficulty.

b. Quality of training. ICRE does not have instructors trained in Rural Technology, for posting at Patgaon. However, they have trained non-formal students in engineering, civil and agricultural subjects. With guidance and cooperation from Vigyan Ashram, we did not expect any problems on this front.

c. We cannot anticipate the value of services from this village. However, on the basis of earlier experience from Pabal, we hope to give at least Rs 25-30,000 per year, worth services to the community.

Reports: We shall submit 6 monthly accounts and reports.

Principal Investigator:

Signature:

Co Investigator: Principal, Institute of Civil and Rural Engineering, Gargoti, Dist Kolhapur.