

SKIPA NEWSLETTER



SHRI KRISHNA INSTITUTE OF PUBLIC ADMINISTRATION, RANCHI

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From the Desk of the Director General



Smt. Lakshmi Singh

SKIPA newsletter is coming to you after a long time. This has been a period of introspection for us. The complexity of society has been growing day by day and the sweep of globalization has engulfed all aspects of our existence. The concept of global village may be the current flavour but this process has created wider gaps between the haves and the have-nots. The rising complexity has necessitated a change in the role of administration, too.

Growing literacy and education have raised the expectations of the people. Good governance is the crying need of the hour. Right to information, right to employment, humanizing the face of economic reforms, and the concept of human rights highlight the need for a new role of administration and governance. The change for the better can come only through regular training of all those who are expected to deliver the goods, i.e., the bureaucracy.

Some of the basic principles of Foundational Training Course and State Appreciation Course are oriented towards imparting the values of integrity, commitment and dynamism, in addition to imparting deep knowledge about the basics of administration. A vibrant administration therefore will depend on an appropriate State Training Policy.

The draft State Training Policy of SKIPA which has been submitted to State Govt. for approval aims to create an environment in which every officer of each department gets an opportunity to update his skills, attitudes and knowledge.

It was a golden moment for the Institute, when SKIPA was selected as a nodal training institute for disaster management by the Home Ministry of Govt. of India, for training the would be master trainers in the states of the Eastern region. In every financial year it is aimed that 400 participants from five states will be undergoing training in twenty training sessions.

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Department of Personnel and Training, Govt. of India, has been sponsoring multidisciplinary, multidimensional Training courses for officials. The subjects of training ranging from women empowerment, economic reforms, ethical issues in administration, human rights, development and environmental issues, financial management have been a source of attraction for the participant officers all over the State. Frequency of training courses on Computer Application and Awareness has been initiated to make Govt. officers computer friendly at the shortest possible time.

We have attempted to maintain discipline and punctuality during the multifarious training courses and it is a tribute to the hard working faculty of the institute, that in 2004-2005 a record no. of 25 training courses were conducted in which 472 Officers of different departments underwent training. This newsletter brings you the details.

Various training programmes under training of trainers were successfully conducted in which twenty three officers of various training Institutes were trained under Direct Trainer Skill and Design of Training programme. Two weeks training programme under Training Need Analysis was also carried out in which

faculty from A.T.I., Assam and Rajasthan had come as Resource Persons. This programme was conducted at the National level in the month of December 2004 in which twelve people were trained including participants from Vishakhapatnam.

A beginning has been made, in the direction of imparting training at the grass roots level by starting the first Regional Training Center of SKIPA at Deoghar, which started functioning with effect from 11.7.2005. We are grateful to the Principal Secretary Rural Development co-operated in this regard. Premises of Panchayati Raj Training Institute have been made available to SKIPA for this purpose.

SKIPA has ambitious plans to expand its training activities. After many years, we have come out with the Hindi and English versions of our Annual Report 2004-2005, which have been widely circulated.

We are into various activities related to training, including the enrichment of our library. This Newsletter will keep you informed about it all. We look forward to your suggestions and literary contributions for not only enriching this Newsletter but also improving the functioning of SKIPA. □

सम्पादकीय

एक दीर्घ अन्तराल के उपरान्त श्रीकृपा की समाचार पत्रिका आपके समक्ष है। अब निरन्तरता बनी रहेगी, ऐसा विश्वास है। इन दिनों श्रीकृपा की गतिविधियों ने बहुआयामी स्वरूप ग्रहण किया है। जिसकी एक झलक आपको इस समाचार-पत्रिका से मिलेगी। हम अपनी प्रशिक्षण गतिविधियों की अन्तर्वस्तु एवं प्रक्रिया, दोनों की गुणवत्ता और सघनता के साथ प्रगति की ओर अग्रसर हैं। वैसे भी विकास एक अनवरत प्रक्रिया है। श्रीकृपा को सौंपी जाती नई जिम्मेदारियाँ इसके संकाय सदस्यों की प्रतिबद्धता का ही प्रतिबिम्बन हैं।

आपके सुझाव, टिप्पणियाँ एवं रचनाएँ हमें अन्तर्मन से अनुगृहीत करेंगी। इति शुभम्।

रणेन्द्र कुमार



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Role of Training in Skill Upgradation & Creation of Employment Potential

— R. S. PODDAR, Director, SKIPA

Introduction

Training involves imparting appropriate **knowledge, skills and attitudes** to the manpower belonging to an organization, for the sake of achieving the goals of that organization. Though a generally neglected area, it is nevertheless an important tool, whether in the government sector or in the private corporate sector. SKIPA provides orientation training to gazetted state govt. servants, for certain state service cadres, immediately after they enter the service. In addition to this initial orientation training, it also provides refresher courses and in-service training to officers of middle level seniority, in different areas of governance and development administration from time to time. The role of SKIPA and the various courses (including the State Appreciation Course, for the members of IAS and IFS, allotted to Jharkhand cadre) conducted by it, have been given in detail elsewhere in this Newsletter. Here we shall consider the meaning and role of training in its broader and larger perspective, particularly in the context of its vital role and importance in skill upgradation and creating employment potential.

The concept of job and fruitful employment has undergone considerable change in recent times. Employment is generally construed to mean a regular job, i.e., working for a living, with a steady income. However its deeper and fuller meaning includes three aspects viz. income aspect, production aspect (the fruit of the work should be in the form of some useful product and/or service) and the recognition aspect.

Changing Scenario

In the present era of economic reforms, globalization, and liberalization, job opportunities are getting more and more sharply defined in terms of specialized needs of the economy and the market forces. Consequently, education and training have acquired greater meaning today for the dignity of human life. The global trend has been that all societies, as they develop, move towards a knowledge-based culture and economy, as they

evolve. Gone are the days when, in traditional societies, skills and knowledge, were passed on from generation to generation in the family. With growing specialization and super-specialization, newer and newer evolving technologies, newer techniques of resource management, evolving almost by the day, training must occupy an essentially fundamental role for the sustained preservation and consolidation of the accumulated knowledge, and skills of the preceding generations.

Let us look at the situation in our Indian context. The directive principles enshrined in our constitution, are directed towards certain definite socio-economic goals like facilitating adequate means of livelihood for all citizens, ensuring that the ownership, distribution and control of the resources of the nation are directed towards the common good all, removing and preventing concentration of wealth and the means of production in a few hands etc. These same socio-economic goals have been the broad guiding principles of economic planning in India, besides increasing productivity, and achieving higher per capita income. Thus social justice and growth have been given equal emphasis. In 1999-2000, while the per capita income in India, was 450 US \$ at exchange rate prices, purchasing-capacity wise, it stood at 2149 US \$. Even purchasing-capacity wise, we are at the level of 65% of China (3291 US \$), 9% of Japan (24041 US \$), and 7% of USA (30600 \$). Right from the 1st Five-year Plan, our priorities have revolved around self-reliance, growth and social justice.

Changing Plan Priorities

While in the 1st plan we concentrated on self-sufficiency in food and agriculture, the 2nd and 3rd plans laid emphasis on heavy and basic industries and self-reliance. From 4th plan onwards, we concentrated on high growth and expansion of the economy. During 6th Plan a number of schemes were launched which were aimed at direct attack on poverty. Schemes for employment creation like IRDP, NREP, RLEGP were specifically aimed at employment creation in the rural areas on a large scale. This trend continued up to the 7th Plan. It was in the 8th plan, that Economic Reforms were launched for the

liberalization of the economy. The era of liberalization, disinvestment and emphasis on high growth, has been continuing ever-since then. However the experience of liberalization indicated an adverse impact on the employment scenario. While the growth of employment, in the public sector, dropped down to 0.53% in the nineties, from 1.2% in the eighties, the same in the private sector rose from 0.45% p.a. to 1.87% during the corresponding period. The overall unemployment rate, rose from 7% in 1999-2000 to 9% in 2002-2003. Hence, in the 10th plan the emphasis has shifted from liberalization per-se to liberalization with a human face, where employment is also one of the basic concerns. It was in this context that the Employment Guarantee Act was passed in 2004 which aims at providing a minimum of 100 days of employment, in a year, to any one member from a BPL family (BPL meaning below the poverty line).

The present growth rate of population in India is 1.6% p.a. which is also the growth rate of work-force, i.e., the population in the age group 15-60 available for work in the job market. The percentage of population below poverty line standing at 26%, presently there are nearly 5 crore BPL families in India. The challenge for the planners and policy-makers is enormous. The growth rate of GDP in 2003-2004 has been 8% and it is estimated to go up to 9% by the end of the 10th plan period. Estimates show that, if 8% growth rate of the economy is maintained, then in the normal course, the unemployment rate will rise from 9% to 9.79% unless, specific targeted policy interventions are made.

In this context, India faces stiff challenges for bringing the 5 crore BPL families above poverty line. Specific and targeted policy interventions will have to be made for creating 1 million additional jobs per annum for the next 10 years in order to begin to create a dent in the unemployment problem.

Knowledge-based Resources & their Importance

Robert Solow, the Nobel Laureate economist, who studied the growth of US economy during the past century has found that, in the period 1900-1950, 7/8th of the growth was due to technical progress and only 1/8th was driven purely by capital. Similarly, for the period 1929-1982, he finds that 94% of the growth was due to knowledge generation, and R&D effort, and only 6% was attributable to capital.

He seems to suggest that application of knowledge and better resource management is a factor of far greater importance than capital per-se. Financial resources are no longer the key factor and the importance of human capital is far stronger than plants and machinery. In India too, we have experienced the green revolution, the white revolution, and the latest ICT (Information & Communication Technology) revolution. All of these have been possible through the inputs of greater knowledge, better practices, use of better technology, better management of resources and intensive application of knowledge-based resources.

The results of an ILO study report suggest that :-

- (a) Almost 60% of all industrial output is based on information.
- (b) Modern manufacturing sector depends on management of information relating to quality, cost of scheduling, and management of materials and production process.
- (c) Services sector which has the greatest potential for creating new employment opportunities, is predominantly knowledge-based.
- (d) Growth of employment potential is driven by rapid expansion of Small & Medium Enterprises (SME sector), Technology intensive sectors.

Role of SME Sector

The traditional thinking was that setting up large industries in the organized sector is the only way to create employment. But the in-depth ILO study referred to above, indicates that the largest share new jobs can come from SME units in UNORGANISED sector. Also the SME & unorganized sector has 7 times greater labour intensity, per unit of production, as compared to organized sector. In Asian tiger countries like South Korea, 99% of all manufacturing is done in SME units, which give almost 70% of the total employment in the country. In USA too, 50% of the private sector workforce is in small firms, 60% of which have less than 5 employees each. Even in India, at present 92% of current employment is in SME and cottage industries sector.

It is obvious that we have to frame policies in favour of SME sector. The SME sector is, inspite of the open economy in the era of liberalization, better insulated from the volatility and fluctuations of the world markets. The high employment sectors of the future will be in the following areas :—

- (a) Commercial agriculture, agro industry and agri-business, cash crops, crop-diversification, watershed development programmes, fruit-processing, vegetable processing, packaging and distribution activities.
- (b) Afforestation for pulp, fuel, power (bio-diesel), reforestation, timber, fodder, medicinal plants & herbs.
- (c) Retail/wholesale trade
- (d) Tourism, transport and community services
- (e) Garment industry
- (f) Housing construction
- (g) IT and IT enabled services
- (h) Health services, Education services, SSI & MI units in textiles
- (i) Financial services

We have presently, 71 millions hectares under forest cover, but 50% of the existing forests are degraded. And we are a **nett** importer of forest products spending 2.5 billion \$ precious foreign exchange every year. We process only 2% of our fruits and vegetables. Contrast this with 70-80% of fruits and vegetables processed by countries like Brazil and Malaysia. An estimated 50 million man-years of additional employment can be generated from these sectors over the next five years almost eliminating the problem of unemployment. Almost because 2 to 3% unemployment is considered normal for the health and vibrancy of the economy.

Skill Generation & Technical Skills

In the backdrop of this analysis, let us examine the technical and vocational training scenario in our country and assess whether the existing facilities and the infrastructure of training is adequate or not. India has 7 world-class IIT's, 500 engineering colleges, and nearly 4300 ITI's imparting training in 67 different trades. Of these 4300 odd ITI's only 1654 are Govt. run and the remaining ones, forming the majority, are in the private sector. All these technical and vocational training institutions taken together impart vocational training to 17 lakh persons annually. This can cover only 14% of the annual addition to the work-force in the country, which is estimated to be 1.2 crore p.a. India is often said to have an enormous base of scientists, engineers and technically trained people. Yet, as percentage of total population (0.015%), we are at the level of 1/100th of USA, 1/50th of South Korea and 1/3rd of China. Obviously there is a huge gap to be met. Almost 58% of Indian

work-force is still engaged in agriculture. And yet, there is hardly any vocational training facility for farmers. Of course there are 300 KVK's (Krishi Vigyan Kendras), but their presence is worth even less than a drop in the ocean, in view of the huge work-force engaged in agriculture.

A vision for tomorrow's vocational training (VT) will have to incorporate remodeling of VT from existing class-room mode teaching to project-cum-demonstration mode. A nation-wide network of 50,000 computerised vocational training centres will have to be run as private, self-employed businesses like STD booths and Internet Cafes. They would then be able to cater to the training needs of 1 crore work-force being added every year. Agricultural education will have to move from campus to villages, incorporating a national network of farm-schools carrying out demonstration-cum-training on lands leased from farmers in areas enumerated earlier. Educated farmers can be trained to work as self-employed instructors in these farms.

Amartya Sen's Study

In one of his studies, the Nobel Laureate economist Amartya Sen points out a basic difference in the trend of employment pattern in developed and developing economies. In USA 80% of employment of the work-force is as wage worker, in contrast to only 1% being unpaid family work and 11% being workers on own account (self-employed and free-lance worker category). In Malaysia these percentages are 56%, 8% and 34% respectively. In Japan the corresponding figures are 54%, 24% and 22%, whereas the percentage of workers in Korea in the said categories are 21%, 29% and 44% respectively. The unmistakable conclusion is that in newly developing economies, the contribution of unpaid family worker and workers on own account categories is far higher than wage employment as compared to developed economies like USA. Thus generation of employment in unpaid family work and self employment modes in SME sector, tiny sector, cottage industries will have to be given their due place through proactive policy interventions. Sen gives his far reaching conclusions suggesting that policy making should be a social process, and not a bureaucratic exercise. Formulation of policies and programmes should have meaningful involvement of all the stake-holders. Household production modes, and utilization of the existing shelf of technologies with domestic non-wage labour, should have important place in policies for developing economies of less developed countries.

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Conclusion

Our visionary President, **Shri A. P. J. Abdul Kalam** exactly stressed the above very facts in his Independence Day speech when he prescribed the following three pronged strategy to make education attractive and conducive to employment generation.

- The education system should highlight the importance of entrepreneurship and prepare the students right from college level to get oriented towards setting up of enterprises. For this college syllabi, in all disciplines, should include topics and practicals geared towards this end.
- Banking system should proactively provide venture capital at every village level to prospective entrepreneurs.

- There has to be conscious effort for generation of marketable products and enhancement of purchasing power among the people, through implementation of programmes such as rural connectivity, regional linking of rivers, infrastructure missions, power missions and tourism.

All this points towards the tremendous importance that education and training are going to acquire in the coming years when it comes to creation of employment and employment potential. Specialised training and education are the backbone of modern society and they are the most important element for the growth and prosperity of a nation.

□

Counting Correct ?

(A Puzzle)

Fill in the blanks in the following sentence with the count of vowels in the sentence so that it is correct both grammatically and mathematically. The number of vowels should be written in words (not in figures). For example 'one', 'two', 'three', ...etc. has to be entered for the number of the concerned vowel in the appropriate blank space according to the count of that vowel.

This sentence contains a's, e's, i's, o's, and u's,

(This Puzzle has more than one solution)



महिला विकास हेतु सरकार के विभिन्न कार्यक्रम

— ए० एन० सिन्हा, संयुक्त निदेशक, श्री कृष्ण लोक प्रशासन संस्थान, राँची

निम्नलिखित कार्यक्रमों में सरकारी तंत्र द्वारा महिलाओं की सहभागिता पर विशेष रूप से ध्यान दिया गया है —

क) गरीबी उन्मूलन कार्यक्रम :-

- आयजनक कार्यक्रम
- नियोजनजनक (रोजगारोन्मुखी) कार्यक्रम

ख) कल्याण कार्यक्रम

ग) सामाजिक सुरक्षा कार्यक्रम

घ) सामुदायिक विकास कार्यक्रम

ड.) विशेष क्षेत्र कार्यक्रम

उपरोक्त कार्यक्रमों के अन्तर्गत राज्य सरकार द्वारा महिलाओं के विकास सशक्तीकरण हेतु विभिन्न कार्यक्रम चलाये जाते हैं, जिनमें निम्नलिखित विभागों द्वारा महत्वपूर्ण भूमिका अदा की जाती है :-

- कृषि विभाग द्वारा कृषि कार्य हेतु महिलाओं को उन्नत बीज, खाद, कीटनाशक दवाइयाँ एवं उच्च उत्पादन क्षमता वाले बीजों को उपलब्ध कराया जाता है। साथ-ही-साथ दलहन, उद्यान एवं अन्य फलदार वृक्षों के विकास हेतु समुचित सहायता प्रदान की जाती है।

- पशुपालन विभाग द्वारा महिलाओं को पशुधन एवं मत्स्यपालन हेतु विभिन्न सुविधायें प्रदान की जाती हैं।

- सहकारिता विभाग द्वारा "लैम्पस्" अथवा "पैक्स" द्वारा केन्द्रीय सहकारिता बैंक के माध्यम से ऋण उपलब्ध कराकर कृषि उत्पादन एवं सहकारिता क्षेत्र में महिलाओं की भागीदारी सुनिश्चित की जाती है। साथ-ही-साथ सब्जी उत्पादन एवं उनके विपणन में भेजफेड द्वारा सहायता प्रदान की जाती है⁽¹⁾।

- कल्याण विभाग द्वारा कल्याण निदेशालय के अन्तर्गत आरक्षित वर्ग की छात्राओं को छात्रवृत्ति स्वरोजगार हेतु स्वर्णिम योजना, प्रशिक्षण हेतु समृद्धि प्रशिक्षण अनुदान योजना एवं छात्रावास की सुविधा, आरक्षित वर्ग की महिलाओं के लिए चिकित्सा अनुदान, विधिक सहायता एवं अन्तर्जातीय विवाह अनुदान प्रदान किये जाते हैं। साथ ही विकलांग छात्राओं एवं महिलाओं के लिये शिक्षण एवं प्रशिक्षण की समुचित सुविधा प्रदान की जाती है।

- राज्य-स्तरीय अनुसूचित जनजाति/अनुसूचित जाति सहकारिता विकास निगम के अन्तर्गत इस वर्ग की महिलाओं को विशेष आर्थिक सहायता प्रदान कर रोजगार के अवसर दिये जाते हैं।

6. समाज-कल्याण, महिला एवं बाल-विकास विभाग द्वारा समाज कल्याण के अन्तर्गत समेकित बाल विकास सेवा के अन्तर्गत महिलाओं को आंगनबाड़ी केन्द्रों के माध्यम से पोषण एवं चिकित्सा सुविधा प्रदान करना। इन्दिरा महिला योजना, जिसका विलयन एक समेकित महिला सशक्तीकरण योजना "स्वयं सिद्धा" में हो गया है, द्वारा "स्वयं सहायता समूह" के माध्यम से आर्थिक उत्थान में मदद करना है। इसके अतिरिक्त विभिन्न प्रकार के राज्य स्तरीय कल्याण कार्यक्रम चलाये जाते हैं जिनमें विकलांग महिलाओं को सहायता, दहेज विरोधी कार्यक्रम इत्यादि निहित हैं।

7. स्वास्थ्य, चिकित्सा-शिक्षा एवं परिवार कल्याण विभाग द्वारा स्वास्थ्य निदेशालय के अन्तर्गत महिलाओं को जनसंख्या नियंत्रण के लिए विशेष प्रकार की चिकित्सा सुविधायें प्राथमिक स्वास्थ्य केन्द्र के माध्यम से प्रदान की जाती हैं। इसके अलावा परिवार कल्याण हेतु विभिन्न प्रकार के शिविरों द्वारा महिलाओं के स्वास्थ्य हेतु कार्यक्रम चलाये जाते हैं।

8. श्रम नियोजन एवं प्रशिक्षण विभाग द्वारा सामाजिक-सुरक्षा निदेशालय के अन्तर्गत असहाय, एवं वृद्धा को वृद्धावस्था पेन्शन, बंधुआ मजदूर कार्यक्रम, दुर्घटना अनुदान, झोपड़ी बीमा योजना इत्यादि के अन्तर्गत आर्थिक सहायता प्रदान की जाती हैं। यथा गरीब महिलाओं के बीच वस्त्र वितरित किये जाते हैं।

9. राजस्व एवं भूमि सुधार विभाग द्वारा भूमिहीन महिलाओं को जमीन दिये जाते हैं।

10. सहाय्य एवं पुनर्वास विभाग द्वारा प्राकृतिक आपदा से पीड़ित महिलाओं को सहायता दी जाती है।

11. ग्रामीण विकास विभाग द्वारा महिलाओं के लिए विभिन्न कार्यक्रमों में महत्वपूर्ण साझेदारी सुनिश्चित की जाती है। स्वर्ण जयन्ती ग्राम स्वरोजगार योजना, जवाहर ग्राम समृद्धि योजना, सम्पूर्ण ग्रामीण रोजगार योजना, इन्दिरा आवास योजना, प्रधान मंत्री आवास योजना, सुनिश्चित रोजगार योजना, प्रधानमंत्री ग्राम सड़क योजना, मुख्यमंत्री ग्राम सेतु योजना के अन्तर्गत रोजगार, आय तथा आवासीय एवं अन्य सुविधाएँ प्रदान की जाती हैं। इसके अतिरिक्त राज्य पंचायती राज वित्त निगम द्वारा, पंचायती राज्य संस्थाओं के माध्यम से महिलाओं को विशेष सुविधा प्रदान की जाती है। साथ-ही-साथ सांसद/विधायक स्थानीय क्षेत्र विकास कोष से विभिन्न योजनाओं में महिलाओं की सहभागिता सुनिश्चित की जाती है। कठिन एवं दुर्गम क्षेत्रों में रहने वाली महिलाओं के लिए विशेष क्षेत्र कार्यक्रम संचालित किये जाते हैं।

12. नगर विकास विभाग द्वारा स्वर्ण जयन्ती शहरी रोजगार योजना के अन्तर्गत जिला नगर विकास अभिकरण के माध्यम से महिलाओं के स्थानीय समूह, स्थानीय समितियाँ, सामुदायिक विकास समितियों के कार्यरत महिलाओं को रोजगारोन्मुखी आर्थिक सहायता प्रदान की जाती है।

13. उद्योग विभाग द्वारा शिक्षित बेरोजगार महिलाओं को प्रधान मंत्री रोजगार योजना के अन्तर्गत स्व-नियोजन के अवसर प्रदान किये जाते हैं। साथ ही विशेष अंगीभूत योजना के अन्तर्गत अनुसूचित जाति की बेरोजगार महिलाओं को सहायता प्रदान की जाती है।

14. मानव संसाधन विकास विभाग द्वारा प्राथमिक स्कूल तक की छात्राओं को सुनिश्चित रोजगार योजना एवं राष्ट्रीय पोषण सहायता कार्यक्रम के अन्तर्गत दिन का भोजन देने का प्रावधान है। इसके अतिरिक्त राज्य शिक्षा परियोजना द्वारा शिक्षा में प्राथमिक विद्यालय की छात्राओं के लिए सूक्ष्म स्तरीय शिक्षा योजना तथा सर्व शिक्षा अभियान के अन्तर्गत सन्तोषजनक कोटि की शिक्षा प्रदान करने का प्रावधान है। राष्ट्रीय साक्षरता मिशन द्वारा लड़कियों/युवतियों/महिलाओं की साक्षरता पर विशेष ध्यान दिया जाता है।

15. उर्जा विभाग द्वारा सामेकित ग्रामीण उर्जा कार्यक्रम के अन्तर्गत राज्य गैर पारम्परिक उर्जा विकास एजेन्सी (जेडा) के माध्यम से महिलाओं को वायु, सौर उर्जा तथा बायोगैस के उपयोग हेतु सुविधायें प्रदान की जाती हैं तथा सौर उर्जा के प्रकाश से सौर-कुकर, सौर-हीटर, सौर-पम्प के उपयोग में वित्तीय सहायता प्रदान की जाती है। साथ-ही-साथ बायो गैस द्वारा प्रकाश, बायोगैस बर्नर, विकसित चूल्हा पवन चक्की के उपयोग हेतु आर्थिक सहायता प्रदान करने का प्रावधान है, जिससे महिलाओं को रोशनी, खाना बनाने एवं सिंचाई में सुविधा प्रदान की जाती है।

16. वन एवं पर्यावरण विभाग द्वारा संयुक्त वन प्रबंधन एवं लघु वन उत्पादन में महिलाओं की सहभागिता सुनिश्चित की जाती है।

17. जल संसाधन विभाग के अन्तर्गत लघु सिंचाई द्वारा "ग्राम भागीरथी योजना" के अन्तर्गत कृषि कार्य में रत महिलाओं, खेतिहर मजदूरों को सिंचाई संसाधन प्रदान करने का प्रावधान है।

18. वित्त-विभाग के अन्तर्गत राष्ट्रीय बचत निदेशालय के माध्यम से राष्ट्रीय बचत योजनाओं द्वारा महिलाओं में बचत की प्रवृत्ति तथा अतिरिक्त आय उत्पन्न करने की प्रेरणा प्रदान की जाती है। □

IMPACT OF GREEN HOUSE GAS EMISSION

— **A. S. Rawat**, Dy. CF, Evaluation-cum-Planning Cell, Department of Forest, Jharkhand, Ranchi

There is lot of debate on the emission reduction of green house gases in the International Forums. The people have realized the effect of the emission of the green house gases in the atmosphere. The Ministry of Environment & Forest has issued an order in the month of April 2004 to constitute a National Clean Development Mechanism Authority for the purpose of protecting and improving the quality of environment in terms of the Kyoto Protocol.

In the light of the emerging scenario at the National and the International Level, very little efforts is being made through this article to make the readers aware of the issues which if not taken care of may prove catastrophic and our future generation will suffer from our negligent attitude towards nature.

Human activities are increasing Green House Gases (GHG) into atmosphere. The release of gases by burning fossil fuels, agricultural activities & industrial process is the raising level of GHG and changing the climate. The global temperature have risen by 0.6°C over the 20th century. This will rise by 1.4 - 5.8°C by the year 2100. The change will be much larger than any climatic change experienced during last 10,000 years.

The climate change will have a significant impact on the global environment. The mean sea level is expected to rise by 9-88 cm by the year 2100, causing flooding in many low lying areas and other damage. Climatic zones may shift pole wards damaging forests, rangelands and other eco-systems.

Food scarcity is unlikely to be threatened at global level but some regions may face scarcity of food.

Water resources may be affected as precipitation and evaporation pattern may change.

The climate system must adjust to the rising green house gas levels to keep the global energy budget in balance. This adjustment will include global warming of the earth surface and lower atmosphere. The small rise in temperature will be accompanied by many changes. The cooling effects of man made aerosols may counteract the warming by reflecting the sunlight but their existence in the atmosphere being for a short time may not be so effective in overcoming the warming.

Although water vapor is largest contributor to natural green house effect but CO₂ is currently responsible for 60%, methane contributes 20% of the enhanced green house effect. Whereas the nitrogen oxide and other industrial gases contribute remaining 20% of the enhanced green house effect. Future green house gas emission will depend on global population, economic, technological & social trends.

The green house gas levels may change the future, as some of the areas may be warm much more than the other areas. By the end of 21st century the winter temperature in Northern Canada, Greenland and Northern Asia may increase and it is predicted to rise by 40% more than the global average. Inland regions will warm faster than the ocean & coastal zone. The global precipitation is predicted to increase but at local level, it may remain uncertain.

We are likely to see the frequency & intensity of extreme weather events and experience more hot days and heat waves, fewer frost days and cold spells and other unforeseen changes. □

प्रशिक्षण गतिविधियाँ

गत 13 जून से 17 जून 2005 तक श्री कृष्ण लोक प्रशासन संस्थान, राँची में राज्य के सेवारत पदाधिकारियों के लिए प्रशिक्षण सत्र आयोजित किए गए। एक प्रशिक्षण सत्र "वित्तीय प्रबंधन" विषयक था, दूसरा "जनसंख्या वृद्धि, गरीबी एवं बेरोजगारी", विषयक। ये दोनों प्रशिक्षण सत्र भारत सरकार के कार्मिक एवं प्रशिक्षण विभाग द्वारा प्रायोजित थे।



मा० विधान सभाध्यक्ष का व्याख्यान

"वित्तीय प्रबंधन" सत्र के सत्र निदेशक श्री पी० मुखर्जी, उप निदेशक (लेखा) थे। इस प्रशिक्षण सत्र में 53 (तिरपन) प्रतिभागियों ने भाग लिया जो ग्रामीण विकास विभाग, वित्त विभाग, कल्याण विभाग, कृषि विभाग, पशुपालन एवं मत्स्य विभाग आदि से सम्बद्ध थे। इस सत्र के विभिन्न विषयों पर महालेखाकार कार्यालय के वरीय पदाधिकारियों ने प्रकाश डाला।

"जनसंख्या वृद्धि गरीबी एवं बेरोजगारी" विषयक प्रशिक्षण सत्र के सत्र निदेशक श्री रणेन्द्र कुमार, सहायक निदेशक (प्रशासन) थे। इस प्रशिक्षण में कुल 30 (तीस) प्रतिभागियों ने



श्री आर. एस. शर्मा, प्रधान सचिव, ग्रामीण विकास विभाग का व्याख्यान

भाग लिया जो ग्रामीण विकास विभाग एवं चिकित्सा विभाग के पदाधिकारी थे। इस प्रशिक्षण के विभिन्न विषयों पर डॉ० रमेश शरण जैसे अर्थशास्त्री एवं श्री आर० एस० पोद्दार, निदेशक, श्री कृष्ण लोक प्रशासन संस्थान, राँची, श्री आर० एस० शर्मा, प्रधान सचिव, ग्रामीण विकास विभाग, श्री सुखदेव सिंह, सचिव, समाज कल्याण एवं जनसम्पर्क विभाग, श्री एस० के० चौधरी, सचिव, पर्यटन विभाग आदि ने प्रकाश डाला।

13 जून 2005 को दोनों सत्रों को संयुक्त रूप से उद्घाटित करते हुए श्रीमती लक्ष्मी सिंह, महानिदेशक, श्रीकृष्ण लोक प्रशासन संस्थान, राँची ने प्रतिभागियों को सत्रों में ससमय उपस्थित रह कर पूर्ण लाभ उठाने का निर्देश दिया ताकि वे लौट कर अपने कर्तव्य स्थल पर जाएँ तो पूर्व की तुलना में बेहतर एवं नवीनतम जानकारियों से लैस हों। 17 जून 2005 को अपराह्न के समापन सत्र में प्रतिभागियों ने अपने प्रशिक्षणों के अनुभवों पर विचार रखें। महानिदेशक की शुभाकांक्षा के साथ सत्रों का समापन हुआ।

20 जून 2005 से भारतीय प्रशासनिक सेवा के 2004 बैच के तीन परीक्ष्यमान पदाधिकारियों का राज्य परिबोधन सत्र प्रारम्भ हुआ। यह प्रशिक्षण पाँच सप्ताह तक आयोजित होगा। इस प्रशिक्षण की सत्र निदेशिका श्रीमती विभा कुमारी, संयुक्त निदेशक हैं। विभिन्न विभागों के सचिव एवं विश्वविद्यालय के प्राध्यापकगण परीक्ष्यमान पदाधिकारियों के साथ प्रसंगाधीन विषयों पर विमर्शरत हैं। □

संस्थान परिसर एवं आवासीय कॉलोनी का उन्नयन

श्री कृष्ण लोक प्रशासन संस्थान, राँची के महानिदेशक श्रीमती लक्ष्मी सिंह ने दिनांक 13.05.2005 को भवन निर्माण विभाग, पेयजल एवं स्वच्छता विभाग, विद्युत विभाग एवं झारखण्ड राज्य विद्युत बोर्ड के पदाधिकारियों के साथ एक बैठक कर संस्थान के परिसर एवं संस्थान की आवासीय कॉलोनी की स्वच्छता, जलापूर्ति व्यवस्था, बिजली आपूर्ति की स्थिति की समीक्षा की।

संस्थान की परिसर समिति द्वारा निरीक्षण कर अपना प्रतिवेदन समर्पित किया गया था। राँची पुलिस लाइन के निकट स्थित संस्थान की आवासीय कॉलोनी में "ए" टाईप के कुल 39 आवास चार ब्लॉकों में निर्मित है। सभी भवनों की हालत दयनीय है। आवासों के सेप्टिक टैंक टूट गये हैं और भवन का मल-जल परिसर में बह रहा है। ड्रेन पाइप टूट गये हैं एवं पानी का बहाव सीधे भवन की दीवारों पर होने के कारण प्लास्टर आदि टूट गये हैं। नालियों से पानी की निकासी की समुचित व्यवस्था नहीं रहने के कारण यत्र-तत्र गन्दे पानी का बहाव हो रहा है।

उक्त आवासीय परिसर में एक कुआँ निर्मित है जिसका उपयोग नहीं हो रहा है। जलापूर्ति हेतु एक पम्प हाउस निर्मित है परन्तु समुचित जलापूर्ति व्यवस्था नहीं है। एक मोटर पम्प लगाकर जलापूर्ति की व्यवस्था की जा सकती है।

पेयजल एवं स्वच्छता विभाग के सचिव श्री सुधीर प्रसाद द्वारा आश्वासन दिया गया कि समुचित जलापूर्ति व्यवस्था संबंधी जो भी कार्य सुझाए गए हैं, उन्हें 15 दिनों के अन्दर सम्पादित करा दिया जायगा। भवन निर्माण विभाग की ओर से परिसर समिति द्वारा सुझाए गए विभिन्न कार्यों को उनके निष्पादित करने की अवधि को ध्यान में रखते हुए क्रमशः एक माह से दो माह की अवधि में पूर्ण कर लिये जाने का आश्वासन दिया गया है। विद्युत विभाग एवं झारखण्ड राज्य विद्युत बोर्ड द्वारा आश्वासन दिया गया कि उनमें आपस में समन्वय स्थापित करते हुए विद्युत आपूर्ति संबंधी कार्य जैसे - नया ट्रांसफॉर्मर लगाना, कनेक्शन देना, मीटर स्थापित करना आदि कार्यों को पूर्ण करने की सम्भावित अवधि को ध्यान में रखते हुए एक माह से दो माह के अन्दर पूर्ण कर लिया जायगा।

आवासीय क्षेत्र में जिन कर्मचारियों द्वारा अवैध निर्माण कर लिया गया है उन्हें एक सप्ताह के अन्दर हटाने और भवन का मौलिक स्वरूप पुनः स्थापित करने का आदेश दिया गया।

बैठक में संस्थान के निदेशक सहित पेयजल एवं स्वच्छता विभाग के सचिव श्री सुधीर प्रसाद, भवन निर्माण विभाग एवं झारखण्ड राज्य विद्युत बोर्ड के वरीय पदाधिकारियों के अतिरिक्त संस्थान के सभी पदाधिकारी उपस्थित थे। □

श्री कृष्ण लोक प्रशासन संस्थान, राँची में दिनांक 16.05.2005 से 20.05.2005 तक " आपदा प्रबंधन" पर पाँच दिवसीय प्रशिक्षण कार्यक्रम आयोजित किया गया। इस प्रशिक्षण में राज्य सरकार के राजपत्रित स्तर के पदाधिकारी, जैसे राज्य प्रशासनिक सेवा, राज्य पुलिस सेवा तथा चिकित्सा सेवा के पदाधिकारियों ने भाग लिया। प्रशिक्षण में मसुरी में विशेष प्रशिक्षण प्राप्त भा० प्र० से० एवं भा० पु० से० स्तर के पदाधिकारियों ने प्रशिक्षण दिया। इसके अलावे प्रथम बार भारतीय मौसम विज्ञान, रेलवे, दूरसंचार तथा खनन विभाग के पदाधिकारियों को भी अतिथि वक्ता के साथ में आमंत्रित किया गया। आपदा की घटनाओं में जैसे रेल दुर्घटना, खान दुर्घटना में संबंधित विभागों द्वारा क्या कार्रवाई की जाती है इसके बारे में बताया गया। बाढ़, चक्रवात, आँधी,



कम्प्यूटर प्रशिक्षण

सुखाड़ जैसी घटनाओं का पूर्वानुमान लगाकर खतरे एवं जान-माल की हानि को कम किया जा सकता है। इसमें मौसम विभाग बहुत महत्वपूर्ण भूमिका निभाता है। आपदा संबंधी सूचनाओं में प्रिंट और इलेक्ट्रॉनिक मीडिया की महत्वपूर्ण भूमिका होती है। इसे ध्यान में रखते हुए राँची एक्सप्रेस के सम्पादक एवं वरीयतम मीडिया पर्सन श्री बलबीर दत्त जी को अतिथि वक्ता के रूप में आमंत्रित किया गया।

प्रायः ऐसा होता है कि देश में बढ़ती विघटनकारी तत्त्वों द्वारा की गई राष्ट्रविरोधी कार्यों, भूकम्प, बाढ़ किसी भी तरह की दुर्घटना के बचाव कार्यों में सेना महत्वपूर्ण भूमिका निभाती है। इस आलोक में सेना के वरीय पदाधिकारी ने



समृद्ध पुस्तकालय

भी अतिथि वक्ता के रूप में पदाधिकारियों को सेना की भूमिका के बारे में विस्तृत जानकारी प्रदान की। प्रतिभागी पदाधिकारियों को आगलगी की स्थिति में बचाव के उपायों पर व्यवहारिक प्रशिक्षण हेतु प्रशिक्षण देने का कार्यक्रम भी प्रस्तावित है। □

SKIPA NEWS

TRAINING ACTIVITIES

Foundational Training Programme

Two foundational training programme for IAS (Probationers) have been conducted at SKIPA in the year 2004-05.

(1) The first training programme of this financial year has been run for a period of two weeks from 18th May 2004 to 2nd June, 2004. For this training course of two weeks there was only one IAS (Probationer), Shri Manish Ranjan. This was the second phase of his institutional training at this Institute in which he had to know about the State of Jharkhand and make evaluation on it.

(2) The second basic training course for the financial year 2004-05 has been conducted from 14th June to 18th July. This training course was organized for a period of five weeks for the IAS (Probationer) of 2003 batch. The following IAS probationers participated in this Programme :—

- Shri Abu Backer Siddique P.
- Shri Prawin Kumar Toppo
- Shri Rajesh Kumar Sharma

In this five weeks training programme of State Appreciation Course, the subjects included were Special Revenue Methods, Rules and Acts and General History, Geography, Economics, Administrative Structure, Institutions of Jharkhand.

The Second Phase of the Institutional training was organized from 16th May to 31st May 2005. In this programme, the field training and experience of work place of three I.A.S. probationers, viz., Shri Abu Backer Siddique P., Shri Prawin Kumar Toppo & Shri Rajesh Kumar Sharma were analysed and discussed.

Currently three I.A.S. (Probationers) of 2004 batch are undergoing the 1st phase of State Appreciation course.

- Sri Prashant Kumar
- Miss C. Shikha
- Sri K. Ravi Kumar

After conclusion of then 5 week training (20.6.2005 to 23.7.2005) they had joined in their respective District for the District training under the respective District Magistrate. □

SKIPA : Proposed Autonomous Organisation

A proposal to convert Shri Krishna Institute of Public Administration into a Self Governing **Autonomous** Organisation is submitted before the Government. As a voluntary body SKIPA will be active as a training, research and advisory institute. The training, research and advisory activities of this voluntary organization will be associated with Government of India, State Government and Private Organisations.

The objective of this voluntary organization will be as follows :—

- To develop such awareness towards the capacity of modern management science that this institute can prove a main body for the economic and social activities of the state and other organizations.
- To develop management skill, organizational skill, leadership and decision making capacity of the officers connected with the schemes of development; and to develop the capacity for the implementation of different policies, programmes and projects.
- To provide advisory services in the field of Development, Management and Public Administration.
- To play a central role for other training institutes of the state to carry out research for the development of alternative policies in accordance with the prevailing conditions at local, state and national levels.

Prospective Schemes

Training for All

National Training Policy had been framed in 1996 by Govt. of India on the basis of which the State Training Policy 2005 has been formulated. State Training Policy of Jharkhand propose the arrangement of induction training at the beginning of service for each State service cadre as well as in service training and refresher course during the course of service for each officer should be made compulsory.

The main objective of Training for All is to keep the Govt. servants updated about the fast change taking place all over the world in the field of administrative reforms and management techniques. This is not only necessary for capacity building and updation of skills, it is also a sine-qua-non for a vibrant responsive administration and good governance capable of catering to the citizens, the requisite quality of public service. □

वर्षा जल संग्रहण संरचनाओं का उद्घाटन

6 अगस्त 2005 को श्री सुधीर त्रिपाठी, सचिव जलसंसाधन विभाग, झारखण्ड सरकार ने श्री कृष्ण लोक प्रशासन संस्थान, राँची के छात्रावास परिसर में वर्षा जल के संग्रहण की नवीन संरचनाओं का श्रीमती लक्ष्मी सिंह, महानिदेशक, श्री कृष्ण लोक प्रशासन संस्थान, राँची के हाथों उद्घाटन करवाया। इस अवसर पर श्री आर. एस. पौदार, निदेशक, श्री कृष्ण लोक प्रशासन संस्थान, राँची भी उपस्थित थे।



जल संग्रहण की ये संरचनाएँ श्री कृष्ण लोक प्रशासन संस्थान के छात्रावासों की छतों से एवं परिसर से बह कर बर्बाद होने वाले वर्षा के जल को रोकेंगी और भू-तल जल के स्तर को ऊँचा उठावेंगी। संरचना तीन स्तरों से निर्मित हुई है एवं अतिरिक्त जल की निकासी की व्यवस्था भी की गई है। इन संरचनाओं को जल के साथ बह कर आने वाले कचरे नहीं भर दें इसकी भी व्यवस्था की गई है। गर्मी के दिनों में जमा होने वाले वर्षा जल का परिसर के पौधों की सिंचाई के लिए उपयोग किया जा सके इस दृष्टि से दो स्थानों पर बोरिंग करवाई गई है। संरचना के निर्माण में जिस प्रकार की सावधानियाँ एवं आदर्श मानदंडों को अपनाया गया है, उससे लगता है यह एक मॉडल होगा ताकि श्री कृष्ण लोक प्रशासन संस्थान, राँची में प्रशिक्षण के क्रम में राज्य भर से आने वाले विभिन्न विभागों के पदाधिकारी इन्हें देख कर प्रेरित हो सकें।

उद्घाटन के अवसर पर श्री कृष्ण लोक प्रशासन संस्थान, राँची के सारे संकाय सदस्य एवं जलसंसाधन विभाग के सभी वरीय पदाधिकारी एवं अभियन्तागण उपस्थित थे। □

Disaster Management Cell

Shri Krishna Institute of Public Administration has been selected as a model training institute by the Home Ministry of Govt. of India for imparting training to the personnel of the states of the Eastern region. These states are Orissa, West Bengal, Bihar, Jharkhand and states of North-East States. There are four posts, sanctioned by the Government of India for the training of Disaster Management, which are as follows :- Professor-I post, Assistant Professor-2 posts, Research Officer-I post. The persons having practical experience in the field of Disaster Control and Management have to be posted against these posts. At least four officers from IAS, IPS, SCS having the experience of Disaster Management and trained in the field of incident command system will be posted. In every financial year it is aimed that a number of 400 participants from five states will be trained in at least twenty training sessions. □

Details of Training Programmes being conducted in SKIPA, Ranchi and Regional Training Centre of SKIPA, Deoghar, in 2005 (List not exhaustive)

Foundational Training :

Sl.No.	Trainees	Subject	Period
1.	IAS Probationers 2003 Batch	State Appreciation Course (2nd Phase)	16-31 May 2005
2.	IAS Probationers 2004 Batch	State Appreciation Course (1st Phase)	20 June to 24 July 2005

Calendar of Training Programme for State Cadre (Sponsored by Deptt. of Training Personnel, Govt. of India) (2005-2006)

Sl.No.	Name of the Training Programme	Period
1.	Economic Reforms and Rural Poor	11-15 July 2005
2.	Empowerment of Women	11-15 July 2005
3.	Financial Management	13-17 June 2005
4.	Management of Urban Slum	25-29 April 2005
5.	Population Growth Poverty and Employment	13-17 June 2005
6.	MS Excel	09-13 May 2005
7.	MS Excel	25-29 April 2005
8.	Disaster Management	16-20 May 2005
9.	Computer Application	25-30 July 2005
10.	Team Building	01-05 August 2005
11.	Computer Application	29 Aug to 3 Sep 2005
12.	Ethical Issues in Administration	02-06 May 2005
13.	Watershed Management	19-23 September 2005
14.	Computer Application	26 Sep. -1 Oct. 2005
15.	Management of Primary Health Centers	17-21 October 2005
16.	Waste Land Management	17-21 October 2005
17.	Habitation - Rural and Urban	21-25 November 05
18.	Building Accountability in Government	21-25 November 05
19.	Individual Management	05-09 December 05
20.	State Appreciation Course (I.A.S. 2004 Batch)	20 June to 23 July 05
21.	Direct Trainer Skill	01-05 August 2005
22.	Design of Training	08-12 August 2005
23.	Evaluation Training	October 2005