

Towards Shared Learning

Nonformal Adult Education
for Marine Fisherfolk



Trainers' Manual

BAY OF BENGAL PROGRAM

BOBP/MAG/ 1

Development of Small-Scale Fisheries

(GCP/RAS/040/SWE)

Towards Shared Learning

A Manual of Participatory Training
For Trainers of Animators
In Nonformal Adult Education

Outlined in a Workshop conducted by
Bay of Bengal Programme
from April 16-23, 1984
and designed by a small committee
in May - June 1984

Field-tested in September 1984
and revised in November 1984

Executing Agency

Food and Agriculture Organization
of the United Nations

Funding Agency

Swedish International
Development Authority

Development of Small-Scale Fisheries in the Bay of Bengal
Madras, India, June 1985

Mailing Address: 91, St. Mary's Road, Abhiramapuram, Madras 600 018, India

Cable: FOODAGRI Telex MS-311 FISH Phones: 71294, 71296, 71587, 77760

Contents:

| | |
|------|--|
| v | Preface |
| vii | Nonformal adult education for Tamil Nadu marine fisherfolk: the BOBP experience - by Patchanee Natpracha |
| xvii | Workshop on designing a Trainer's Manual: List of Participants |
| 1 | Introducing the Trainer's Manual |
| 4 | Understanding an Animator's Profile |
| 10 | Designing the Training Model |
| 13 | Looking at the Process of Training |
| 13 | Questioning |
| 15 | Becoming Conscious of the Learning |
| 17 | A Note for the Trainers |
| 20 | Presenting the Training Model |

Manual braffing Committee:

Ms L S Saraswathi
Ms Valli Seshan

Ms Anita Dighe
Ms Patchanee Natpracha

Sketches & Layout:

Mr E Amalore
Mr V S Murugaraj

Preface:

This manual is intended as a guide to trainers of "animators" or teachers in nonformal adult education (NFAE) centres for fisherfolk in Tamil Nadu, India.

Who is an animator? He hails from the village. He runs an NFAE centre and helps the "learners" acquire knowledge and various skills. The "trainer" is the person who trains the animators.

This Trainer's Manual contains profiles of animators and describes the participatory training approach, its beliefs and assumptions. It includes a 12-day training model divided into five stages. It contains easy-to-use, step-by-step explanations for trainers in their conduct of various sessions.

BOBP commenced its NFAE work in Tamil Nadu under a pilot project in Adirampattinam, a fishing village in Tanjavur district. The fisherfolk of Adirampattinam accorded a high priority to education and requested that an education programme be initiated in their village. Since the fishing occupation makes regular school impractical, the idea of an NFAE programme was born.

Available materials for an NFAE programme for fisherfolk were found to be inadequate. BOBP, therefore, developed a model curriculum in close cooperation with the Tamil Nadu Directorate of Nonformal and Adult Education, the State Resource Centre and the Tamil Nadu Directorate of Fisheries. This manual is one element of the package. The other components include an animator's guide, a numeracy primer and an animator's edition of the numeracy primer, literacy primers and workbook, supplementary readers.

The Trainer's Manual was developed after a workshop in April 1984 attended by 14 participants from the Directorate of Fisheries, the Directorate of Nonformal and Adult Education, the State Resource Centre, the National Council for Educational Research and Training, voluntary agencies working in NFAE and BOBP. Following the workshop a four-member sub-committee devised the Trainer's Manual. It was then field tested and circulated to over 150 agencies in India and abroad for comments and suggestions. The project was coordinated by Ms Patchanee Natpracha, Sociologist, BOBP.

The preparation of this manual is an activity of the small-scale fisheries project of the Bay of Bengal Programme (BOBP). The project is funded by SIDA (Swedish International Development Authority) and executed by the FAO (Food and Agriculture Organization of the United Nations), and covers five countries bordering the Bay of Bengal - Bangladesh, India, Malaysia, Sri Lanka and Thailand. The main goals of the project are to develop, demonstrate and promote appropriate technologies and methodologies to improve the conditions of small-scale fisherfolk and boost supplies of fish from the small sector in member countries.

This document is a working paper and has not been officially cleared either by the FAO or the government concerned.

Nonformal Adult Education for Tamil Nadu Marine Fisherfolk: The BOBP Experience

How did BOBP's small-scale fisheries project get involved in non-formal adult education (NFAE)? The marine fisherfolk of Adirampattinam Tamil Nadu are responsible. They were participating in another BOBP project (described in BOBP/WP/17). They said education was one of their prime needs, and requested an education programme: BOBP sought the cooperation of two local authorities -- the Directorate of Non-Formal Adult Education and the State Resource Centre. The idea was that the NFAE centres would be closely related to other activities of the Adirampattinam project. The NFAE centres were also intended as places where fisherfolk could discuss problems and plan action.

It was found that existing material for a NFAE programme for fisherfolk was inadequate considering the type of approach that was necessary. This led to a programme wider in scope than what was originally envisaged at Adirampattinam. The task was nothing less than the development of an entire NFAE curriculum for marine fisherfolk in all Tamil Nadu coastal villages.

Non-formal adult education is essentially a process of learning through reflection and through sharing of experiences by participants. Both learners and animators (teachers) need to be fully involved in cooperative learning to solve the problems of their village. This is the essence of a 'participatory approach'. Such an approach will be found valuable for any development work -- in fisheries or any other field -- that focuses on human resource development.

The concept of non-formal education is generally intellectually appreciated by all those in the field of adult education. However, the operationalization of this concept has always been difficult. Even one involved in the development of this curriculum tried his/her best to evolve a tool for operationalising the concept and translating it into reality. The curriculum development process was genuinely participatory. Constant interaction at all levels was the norm.

Such interaction had a direct impact on the quality of the material developed. The result was not merely a package of educational material but also an experiment in turning the concept of non-formal adult education into reality. The entire venture was long and collaborative, and ensured both the suitability of the package and its quality.

The curriculum package developed consists of:

- * Animator's Guide
- * Literacy Primer and Workbook
- * Numeracy Primer and Animator's Edition of the Numeracy Primer
- * Trainer's Manual
- * Supplementary Readers

Here's a brief description of each component of the package and how it was developed.

Animator's Guide (for the animators)

(June 1982 - February 1985)

An "animator" in a NFAE programme is a person who organises the local NFAE centre and works with the target population of "learners" - in this case the fisherfolk.

The Animator's Guide developed by the project is a handy illustrated booklet. It consists of a set of 33 lessons discussing eight areas of life in Tamil Nadu coastal villages: community, occupation, health and nutrition, social problems, leadership, income and savings, cooperation, education. The guide lays emphasis on the awareness and functionality objectives of the Government of India's National Adult Education Programme. It helps the animators to encourage learners to discuss their lifestyle, workstyle, environment and attitudes, and actively involve them in their own learning process. It is also intended that the animator, over a period, will himself be able to develop new lessons to suit local needs and situations.

Evolution of the Animator's Guide: A few animators were recruited from the local community with advice and help from the State Resource Centre for Non-Formal Education and the Directorate of Fisheries. They were trained first by personnel from the State Resource Centre. The training emphasized skills, in organizing adult education centres, motivating learners, developing curricula, and using the participatory

approach. A second training exercise was organized by BOBP specially to develop discussion skills. Emphasis was on the use of techniques such as role plays, pictures and questioning that would enhance learner participation. A third training exercise was held to review the topics identified and prepare lessons and teaching aids. Following this third exercise, several efforts were made to develop appropriate lessons.

The draft lessons and the participatory approach in using them were then tested at a few non-formal education centres opened in Adirampattinam. Animators and learners in these centres were aware that they were taking part in a test activity. The level of content and presentation, and the quality of teaching aids, formed the criteria for testing the lessons; while the performance of the animator, the comprehension and involvement of the learners and the atmosphere were the criteria for testing the approach.

Two animators were attached to each test centre, taking turns to teach and observe. Three field workers of BOBP and the Directorate of Fisheries provided support and supervision.

The result of the field-testing showed that the animators and learners took a keen part in the discussions and enjoyed them. The animators would be able to facilitate the discussions among learners with sufficient training and field support.

In all, 54 lessons in 10 areas such as "community", "occupation", etc., were prepared by several small groups at a number of sittings. These lessons were reviewed and analysed at a week-long national workshop held in November 1984. Fifteen experts from India and Bangladesh with experience in non-formal education evaluated the lessons. The comments made by the experts were about the format of the questions, the attitudes implied, the participatory nature of the approach, the relevance and the level of content in relation to the needs of the learners. The lessons were revised on the basis of these comments.

Literacy Primer and Workbook (for the learners):

(November 1983 - February 1985)

The Literacy Primer is an attractive publication titled Elelo Eilasa (a theme song of fisherfolk in Tamil Nadu coastal areas). It has 16 lessons that introduce the 147 functional letters of the Tamil alphabet; the theme of each lesson is illustrated by 12 drawings in colour on fishing village activities. The letters of the alphabet are taught through words and pictures. The learner's workbook contains exercises that enable the learners to practise reading and writing at home.

X

The November 1983 national workshop that reviewed the Animator's Guide also provided some guidelines for the development of a literacy primer for the fisherfolk. Workshop participants suggested that the primer being developed should concentrate on the "functional" letters of the Tamil alphabet; that each lesson should stress a single concept or issue; that the primer's vocabulary should be confined to what the fisherfolk know and to words found in the lesson plans.

A study was made of daily newspapers and magazines available in the village to arrive at a set of functional letters. A week-long workshop was held in December 1983 with eight participants drawn from BOBP, DNFE/AE, SRC and university linguistics experts with experience in teaching Tamil to adult learners. A literacy primer and a workbook were developed.

The literacy component of adult education is seen here as a book of information or knowledge to help improve the quality of the learners over a period of time.

Numeracy Primer and Animator's Edition of the Numeracy Primer

(for both learners and animators):

(March 1984 - February 1985)

Titled Andradakkanakku (day-to-day arithmetic), the Numeracy Primer has separate sections that focus on the counting of numbers and the derivation of numbers from numbers (about addition, subtraction, multiplication, division, etc.) There are chapters on how villagers tell the time; money and currency; measuring length; measuring volume; measuring weight. A special animator's edition of the Numeracy Primer was also produced, to enable animators to use the primer effectively.

Counting and arithmetical skills form an integral part of daily life. In preparing the numeracy primer, the stress was on understanding the basic concepts of numeracy and their relationships in real life context. It was believed that such an understanding would give the learners confidence to handle numbers as part of their written culture - at present they do calculations mentally.

The numeracy primer draws on the author's extensive experience from her study of the day-to-day practices on the use of numbers and arithmetical calculations in rural Tamil Nadu. Besides, a brief study was specially undertaken in coastal villages for the purpose of the primer.

Trainer's Manual (for the trainers of animators):

(March 1984 - February 1985)

The Trainer's Manual contains profiles of the animators, a description of the participatory training approach, its beliefs and assumptions, and notes for trainers, besides a 12-day training model (suggested daily exercises for the training of animators) divided into five stages. These are: "Understanding oneself and others"; "Understanding the community"; "Understanding the present education system and its relevance"; "Practising the role of the animator"; and "Designing the workplan for NFE centres."

The Trainer's Manual contains easy-to-use step-by-step explanations for trainers in their conduct of various sessions. A set of questions for each session serve as guidelines. "Support papers" or essays on subjects like "Poverty" and "Health problems in India" are meant to help both trainers and animators.

As part of the preparatory work for a workshop on developing the Trainer's Manual, a field survey was undertaken. This was meant to acquire a better understanding of the social, cultural, economic, health and educational life of fisherfolk along the coastal areas of Tamil Nadu.

The week-long workshop in April 1984 was attended by 14 participants representing the Directorate of Fisheries, the Directorate of Non-Formal Education, the State Resource Centre, the NCERT (National Council of Educational Research and Training), voluntary agencies working in the field and BOBP. The participants reviewed the curriculum already developed; familiarised themselves with learner's and animator's profiles made available from field studies; identified the training requirements of animators; and developed an outline for the trainer's manual.

Subsequently, a training model was worked out in detail during May 1984 by a committee of four members, as a follow-up to the workshop. A draft copy of the Manual was circulated for comment to over 150 agencies and individuals engaged in education and training in India and abroad.

A system of proper evaluation is built into the whole process of training by making the participants conscious of their learning. It is ensured that learning responsibility is shared between the trainers and animators and then between the animators and learners. It is hoped that the manual can be adapted for training field workers in many other areas of development as well.

Supplementary Readers (for animators and fisherfolk):

(September 1983 - March 1985)

These are easy-to-read, well illustrated booklets. They provide the fisherfolk with reading materials to sustain their interest in reading, enhance their knowledge and self-awareness. About 40 such booklets have been prepared at three levels. Picture content is the highest in the first level and the lowest in the third level.

The supplementary readers deal with the subject areas indicated in the Animator's Guide. When topics were identified, popular authors were contacted for writing them up. Some of these booklets were also tested with the learners. Currently the printing of these materials is being undertaken by the Directorate of NFE/AE, Tamil Nadu.

In conclusion, it may be stated that in the evolution of the curriculum package a great deal of effort has gone into thinking through the basic NFAE approach, in the hope that it would enable people going through the educational process to acquire better control of situations that affect their lives. The package lays stress on human development.

The Directorate of Non-Formal and Adult Education, Tamil Nadu, agreed to publish the package and use it in adult education centres in the coastal villages of Tamil Nadu. It was thought possible that the Trainer's Manual and the Animator's Guide could be adapted for use in many other areas of development. The BOBP therefore decided to bring out English editions of these manuals.

The development phase of the NFAE curriculum package for fisherfolk has concluded. An "implementation phase" is essential before it is applied on a wide scale. The mechanism for an implementation phase is presently being finalized by the Directorate of Non-Formal/Adult Education, and it will soon begin. During this phase the package will be used in fishing villages throughout a district/area. This experience will enable everyone interested in NFAE to learn about practical difficulties before the project is expanded.

Finally, the success of development programmes based on the participatory approach depends on a firm belief in the basic ideas of the approach.

These ideas are:

- people have a deep understanding of their needs and problems;
- if they are provided with better opportunities, people are capable of solving their problems;
- education/development is an internal process;
- education/development is possible only through equal partnership, never through hierarchial imposition.

Acknowledgements

I deeply appreciate the close collaboration with the Tamil Nadu Directorate of Nonformal/Adult Education and the Directorate of Fisheries. The whole package was translated into reality and made applicable to a government set-up with their collaboration. Further, their readiness to implement the project and set up non-formal adult education centres all along the Tamil Nadu coast was crucial. The project has also been an excellent manifestation of cooperation between the education and development department.

We are thankful for the cooperation extended by the Tamil Nadu State Resource Centre for Nonformal Education (SRC) and the evaluation cell of the Madras Institute of Development Studies (MIDS).

We deeply appreciate the contribution made by all workshop participants. Their talent, their vast experience and their commitment considerably influenced the package. We also would like to thank those individuals who gave us their comments on the curriculum materials in response to our request. I would like to thank in particular Mrs B Williams, a former colleague, for her constant moral support and encouragement besides her valuable suggestions.

We are indebted to Mr R S Anbarasan who assisted us at an early stage of the project, in testing the NFAE approach in Adirampattinam, and continued to provide assistance later.

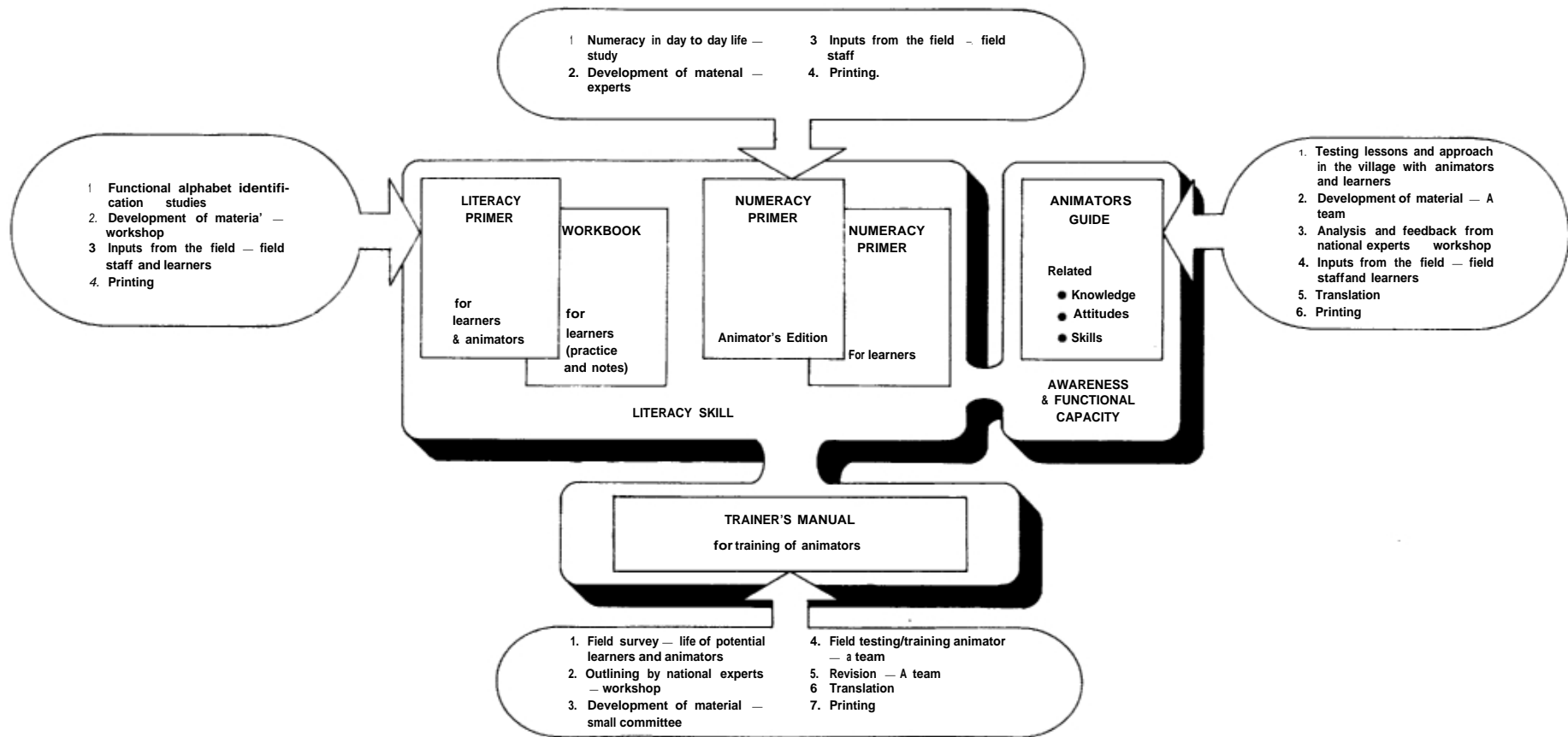
We especially appreciate Dr A K Jalaluddin, Joint Director, National Council for Education Research and Training (NCERT), for his inspiration, encouragement, and guidance throughout the development of this curriculum.

Most of all we are deeply indebted to Dr L S Saraswathi and Ms Valli Seshan, who have been the real strength of the project, and the key to the curriculum development process. Their intellect, their practical acumen, and their deep concern and sincerity for the rural poor have been highly inspirational and educational for me in particular.

Finally, we would like to extend our warm and heartfelt thanks to the marine fisherfolk of Tamil Nadu -- especially those in Adirampattinam who gave us the initial inspiration, and those in Tiruchendur where the NFAE materials were field-tested. The knowledge gained from them played a vital part in the development of this material.

PATCHANEE NATPRACHA
Sociologist
BOBP

TOWARDS SHARED LEARNING: EVOLUTION OF CURRICULUM



Workshop on Designing a Trainer's Manual for Training Animators
in Nonformal Adult Education, April 16-23, 1984

List of Participants:

| | |
|--------------------------|--|
| Mr R S Anbarasan | Social Worker, Madras |
| Ms V Bhavani | Documentalist FAO/BOBP Madras |
| Ms Freda Chandrasekharan | Deputy Director Directorate of Fisheries Tamil Nadu |
| Dr Anita Dighe | Joint Director Council for Social Development New Delhi |
| Mr H Dorresteijn | Training/ Extension Associate Expert FAO/BOBP Madras |
| Dr R Gomez | Director State Resource Centre Madras, Tamil Nadu |
| Dr A K Jalaluddin | Joint Director NCERT (National Council for Educational Research & Training) New Delhi |
| Ms Patchanee Natpracha | Sociologist FAO/BOBP Madras |
| Mr K Ramakrishnan | Adult Education Evaluation Cell Madras Institute of Development Studies Madras |
| Dr L S Saraswathi | Freelance Researcher Madras |
| Ms Valli Seshan | Development Consultant Bangalore |
| Dr Om Shrivastava | General Secretary Seva Mandir Udaipur |
| Mr R Venkatachari | Technical Officer Directorate of Nonformal and Adult Education Tamil Nadu |



INTRODUCING THE TRAINER'S MANUAL

The number of illiterates in India has been growing constantly; an increase of 140 million in 35 years is reported. During the last decade the increase has been 6 million per year. The education system, with inadequate school facilities and a programme irrelevant to a vast majority, keeps out almost 70% of the nation's children.

Nearly 20% do not go to school at all, 50% of those who go to school quit in the first standard itself, 60% abandon it before the fifth standard (age 11), and 75% before the eight standard (age 14). The drop-out rate is extremely high. Since three to four years of schooling are required for lasting literacy, the majority who drop out of school relapse into illiteracy.

The promise implicit in the Constitution of India that "The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years" remains to be fulfilled.

From the picture presented, it is evident that the system of formal education caters to only a small percentage of the population, ignoring a vast majority. The existing system is perpetuated by promoting the values of competition, inequality and individual self-interest, essentially by focusing on subject matter learning and by measuring success through examination results, with little or no respect given to the learner, his needs, interests and capabilities.

In this context, a search for an alternative system is essential. In the past decade, efforts have been made by both governmental and non-governmental organizations to find an alternative. Non-formal education has emerged as an alternative in recent times. The emergence of a powerful alternative nonformal educational system stressing the values of cooperation, equality and group solidarity surely calls for a continuous, intensive effort on the part of all those interested in development.

One of the components of the BOBP's programme of work is non-formal education. This component emerged from the felt needs of the fisherfolk themselves. In their efforts at planning for a meaningful programme of nonformal education for the marine fisherfolk along coastal Tamil Nadu, BOBP provided a common forum for interaction between government and non-government agencies and individuals interested in pooling their experiences in the field. A package of materials to be used with marine fisherfolk learners in a nonformal adult education programme (NFAE) was developed at three workshops, held under BOBP auspices. This Trainer's Manual, to help the trainers of NFAE field workers, was also developed in one of those workshops.

This manual is primarily intended to help the NFAE 'animators' in coastal villages of Tamil Nadu. However, the scope of the manual is wider: it can help field-level workers not merely in education, but also in other areas of development. It is hoped that the manual will be an effective tool in the hands of every trainer who wants to help those who work directly with people; in other words an aid for people-oriented rural development.

It is the belief of those who prepared this manual that the goal of nonformal adult education is to enable people to increasingly control situations that affect their lives. This goal is to be achieved through a participatory educational process, which will have a liberating influence on them.

Such an educational process necessitates the following:

- Creating a learning environment

This would mean promoting equality of relationships, respect for people, trust in one's own ability to solve

3

problems, and sharing in decision-making and responsibility for learning.

- Acquiring a wider perspective

This is achieved by providing required knowledge, attitudes and skills. Basic skills in reading, writing and day-to-day arithmetic form an important part in this. These three components run concurrently. Since learning is to result in change, more emphasis is laid on skills and **attitudes**.

- Developing critical thinking

This is done by helping learners to reflect on their everyday experiences and problems. This may influence the learners towards action to solve their problems.

- Sustaining interest for continued learning

Being helped to constantly look into their own needs and finding possibilities of meeting them, the learners sustain their interest in continued learning.

BASIC BELIEFS

- * People have the potential to solve their own problems.
- * Learning means change in behaviour (not just more knowledge).
- * Learning occurs only through reflection on personal experience.
- * Learning is a shared experience between the animator and the learner.
- * Learning should harmonise the thoughts, feelings and actions of people.
- * Learning becomes effective when it is meaningful to the learners.

Attempts to train adult educators do not generally go beyond pinpointing flaws in teaching practices in formal education. But in designing this manual, the most important criterion has been the acquisition of appropriate skills by the animators, so that they make nonformal adult education work. Efforts have been made to develop a model which will ensure that the animators/village level workers acquire simple, clear, manageable skills, built on the basic beliefs of nonformal adult education.



UNDERSTANDING THE PROFILE OF THE ANIMATOR

An animator is the field level worker in nonformal education who facilitates the learning process of the people.

This section presents the following:

Pre-training profiles : some assumptions

Responsibilities of the animator at the NFAE Centre

Knowledge, attitudes and skills considered essential for performing the job of animator

Desirable attributes to be considered while recruiting the animator.

These are presented so that the trainer can understand the basis on which the training model is presented in this manual

Pre-training profile : some assumptions

The animator is assumed to:

- be a member of the community with a pattern of behaviour similar to that of other members,
- be capable of reading and writing in Tamil,
- be below 25 years of age,
- be likely to be underemployed,

C

- lack experience in helping people learn.

Responsibilities of the animator at NFAE Centres

1. Facilitating the learning of reading and writing, and day-to-day arithmetic
2. Helping people identify some of their problems
3. Generating discussions on problems and possible solution
4. Promoting cooperative efforts towards solving problems
5. Training young people to take up community work
6. Helping the learners gain self-confidence and develop a positive self-image
7. Creating and participating in social and community events
8. Creating a climate to encourage the community to participate in the educational process
9. Identifying and using the existing resources of the community in the educational process

Post-training

Some expectations about the animators, on the basis of the knowledge, attitudes and skills they acquire during the training period:

Knowledge

1. Economic life of fishing community:
 - * contribution made by small-scale fisheries to society,
 - * fishing communities' status and problems,
 - * forms of exploitation.
2. Social System:
 - * magnitude of poverty,
 - * existing social set-up - family, community, caste, etc.
3. Political aspects:
 - * leadership - formal, informal,
 - * local government structure, political parties.

Cultural aspects:

- * festivals, folklore, customs, traditions beliefs and norms.

5 Health, nutrition and sanitation:

- * relationship between these aspects,
- * preventive and curative methods,
- * indigenous methods.

6. Environment:

- * infrastructure facilities,
- * conservation.

7. Role and status of women (social, economic, health).

8. Development agencies and services (government and non-government) available in the area.

The emphasis would be more on how the animator can get, interpret, and present knowledge, than on his acquiring knowledge.

Attitudes of the animators

Towards self:

1. The animator is not all-knowing. He is only a facilitator in the learning process.
2. The animator helps others grow, and he himself grows along with the learners.
3. The animator needs to reflect continuously in order to arrange the learning situations better.
4. The animator's sensitivity to the thoughts, feelings and actions of the learners would help in improving the learning climate.
5. Teaching isn't a job that helps learners pass time, it is a process of social participation.

Towards learners

1. The learners in an adult education programme have their own life experiences, which are valuable.

7

2. The existing beliefs and practices of the learners are meaningful to them and should be understood.
3. The learners are capable of understanding what is being discussed, provided the matter is relevant to their lives and presented in the right manner.
4. The learners are capable of solving their problems.

Towards education

1. Education is a continuous process of learning.
2. Learning is a shared experience.
3. The educational process can be a powerful means of bringing about social change.
4. Education should be relevant to life.
5. Education is everyone's right and responsibility.
6. Knowledge and skills should be freely shared.

Towards group work in education

1. People can achieve more through cooperation.
2. Working together is the only way to improve the people's quality of life.
3. Competition divides the group.
4. Group solidarity is crucial in fighting exploitation.

Towards development

1. The village is developed only when the quality of life of all the people reaches a minimum acceptable level
2. Development is people gaining i'creasing control over their lives.
3. Development is when people can make maximum use of their potential.

Skills

1. In using teaching and learning materials
2. In preparing and selecting aids

3. Organizational Skills:
Ability to:
 - * plan activities/events/centres,
 - * share responsibility,
 - * coordinate.
4. In obtaining, organising and selecting relevant information for use in the centre:
 - * contacting others for information,
 - * classifying the information.
5. In discussions the ability to:
 - * raise relevant questions,
 - * listen carefully,
 - * be objective,
 - * keep track of the issue,
 - * speak clearly,
 - * elicit participation of all members of the group,
 - * stimulate effectively through:
 - case studies,
 - role plays,
 - flannel graphs or pictures,
 - simulation exercises, etc.
6. In communication, the ability
 - * to approach people,
 - * to develop and maintain good inter-personal relationships,
 - * to present and respond to an idea.
7. In group action the ability to
 - * form a group,
 - * identify problems in a group,
 - * analyse problems in a group,

- * think of alternatives in a group,
- * make decisions in a group,
- * implement decisions taken,
- * analyse the results of implementation.

Desirable attributes to be considered while recruiting the animator

Some of the criteria for recruitment could be that

- * the animator is able to comprehend teaching/learning materials,
- * he is able to express himself,
- * he shows some self-confidence,
- * he willingly and enthusiastically accepts what is expected of him as an animator.

Young people with these talents could be spotted through village camps.

DESIGNING THE TRAINING MODEL

The "training model" for training of animators, presented on pages 20 to 172 has been designed keeping in mind the job responsibilities of animators and the knowledge, attitudes and skills they need to have, as presented in the previous section. The process by which the model has been designed, is described here.

Assumptions

1. Training is a shared experience between the trainer and the trainees.
2. Sharing the responsibility for planning, organising and conducting the training programme will increase the involvement of the trainees.
3. What is true of the training group is true of the community and of society at large.
4. Training is to harmonise the thoughts, feelings, and actions of the trainees.
5. Training becomes effective when there is a sense of discovery through personal experience.

Goal

The training is to enable the trainees to become effective animators at NFE centres through experiential understanding of the process of nonformal education.

Objectives

For animators:

1. To develop an understanding of their role in NFAE centres by:
 - a. Perceiving the job of the animator at different points in training,
 - b. Listing the activities of the NFAE centre and developing a work plan for the centre.
2. To develop an understanding of themselves and of others in a group in terms of attitudes, values and behaviour by:
 - a. Creating an atmosphere of trust to encourage learning,
 - b. Sharing responsibilities for learning,

- c. Developing a sense of belonging,
 - d. Realising the importance of cooperative efforts.
3. To develop an understanding of their own village community and of the society at large by:
 - a. Becoming aware of the problems of their own community,
 - b. Examining their attitudes towards the community and its problems,
 - c. Understanding the magnitude of specific problems, seeing them in a larger context,
 - d. Being able to identify specific problems and to undertake preventive measures.
 4. To develop an understanding of the present education system and its relevance by:
 - a. Analysing their own experience in school and its relevance to life,
 - b. Visualising a type of educational programme relevant to adult learners.
 5. To develop some of the skills required by them concerning:
 - a. Collection and organisation of information on the community's problems;
 - b. Group discussion,
 - Preparation and use of aids,
 - Use of the animator's guide (as a source of information),
 - Use of the literacy primer and workbook (as a source of information);
 - c. Self-evaluation and programme evaluation through
 - observation, expression, report-writing and feedback,
 - thinking about each day's learning,
 - (mental) processing of the exercises,
 - relating the objectives of the programme to their own achievements.

6. The animators should acquire information about:
 - a. The health status of the village, and the nation,
Specific problems and their prevention,
 - b. Extent of poverty in the village, state and nation,
 - c. Status of women,
 - d. The problem of dowry,
 - e. Topics given in the Animator's guide.

Time frame for the training

The NFAE training programme in Tamil Nadu is of 10 months duration. The animator is expected to continue learning both within the specified training period and while on the job

The time duration specified for training animators of NFAE by the Government of India is 21 days. The training is seen to occur in three parts: induction, in-service training, field support.

Induction

The time allotted for induction training is 12 days. The training could be organised in one block of 12 days or in convenient segments of shorter duration. The segmenting should take into account the stages given in the training model presented in pages 20 to 172.

In-service

The duration cannot be specified. It will be determined by the needs of the animator in the field; needs as observed by the trainer, training requirements left out during the induction, further reinforcements required.

It is important that the organisers realise that in-service training is essential.

Field support

This is provided by the trainers and field staff during the entire duration of the programme. This is to help the animators with specific problems that may arise in the field. The support can be given to individual animators or to small groups. Animators coming together in small groups for mutual support is also to be encouraged.

LOOKING AT THE PROCESS OF TRAINING

This section is actually a continuation of the previous section on 'Designing the Training Model.' It is given as a separate section to emphasise its importance, as the training given in the model is essentially process oriented. The process of training is described here in relation to the different possible approaches to training.

In general there can be four different approaches to training.*

One approach is passing the content from those who know to those who do not know. This is generally the case in formal systems of education.

The second approach holds that the emotions of individuals are important to their learning. The conscious recognition of this in special group situations can be applied to real life situations.

The third approach provides on-the-job learning opportunities, e.g., apprenticeship, internship, field placement. It is assumed here that the trainees learn the skills sufficient to meet regular job requirements and also to cope with new and unexpected needs.

The fourth approach is the action-reflection process which consists basically of providing participants with alternating opportunities. For parts of the program, participants work on tasks and problems similar to those they face on their jobs. In between they analyse, elucidate, and understand the factors that underlie the experiences they have just had and the points of view with which they approached them. This strategy does not lead to improvements limited to a specific job or situation but to widening and deepening participants' competence to understand and deal with many situations. What to think is taken to be a less potent learning than how to think. Action and discussion methods of training are characteristic of this strategy.**

The training model given in this manual is based mainly on the fourth approach.

QUESTIONING

Since learning occurs through analysis of one's own experiences, the trainees are helped to reflect on their experiences with the help of

* Adapted from John Staley, People in Development, 1982 pp 6-8

** Lynton & Pareek, Training for Development, 1973 p.45

questions. In this context, questioning develops reasoning ability in the learner and helps build awareness, provided there is a skill in listening.

Questioning skill has components of knowledge, skill and attitude. Questioning can be at different levels. It makes a person curious and induces him to seek knowledge. It produces behavioural change, however small it may be. Doubt and hesitation before conclusions are indicators of such change.

Types of questions

1. Questions from a text/episode for which answers can be obtained directly in the text/episode.
2. Questions for which the answers are not provided in the presentation, but can be sought from a more knowledgeable person.
3. Questions based on real-life situations, e.g., one of the participants may be asked to describe a conflict in the community. The narration is likely to be a mix of information, opinion and judgement. This should be followed by probing questions; and subsequently by lead questions which can help one elicit factual information and help learners to be more objective.
4. Questions aimed at analysing human behaviour. For instance take **the episode of a rural working couple. On returning from work, the man beats up the wife because the food is not ready.** Questioning the learners on the type of solutions they would offer to such a situation will give the animator new or more information for analysis. Asking direct questions prevents people being spontaneous.
5. Questions posing a problem that does not directly affect their day-to-day life: the solution to this is to be identified step by step by the learners on the basis of lead questions raised by the animator at every level. At the final stage, the whole exercise should be related to real life with the question:
"Do similar things happen in day-to-day life?"

BECOMING CONSCIOUS OF LEARNING

It is the belief of those who prepared this training model that learning can be productive only when the learners consciously know that they have learned. The term 'productive' is used here in the sense that the learner will continue to learn by himself and will be able to deal with new and unexpected situations in the field.

In the formal system which the trainees are familiar with, the system assesses and informs the learner on how much he knows, which is limited to mere subject matter learning. In the flexible process-oriented non-formal education which deals with attitudes, skills, behaviour and information, learning is difficult to identify and describe. This system demands that the learner assume responsibilities for assessing his own learning, evaluate it, and be able to articulate it for others when required. Towards this difficult task the training model suggests a number of different methods and these are in-built in the training process.

1. Daily reporting

This is for everyday review of the learning during the training, and for developing skills in observation and expression, improving writing skills, learning to provide feedback on content, methodology, level of participation, types of materials, use of resource persons, trainer's performance, the physical arrangements, etc.

The training model suggests both individual and team reporting. Team reporting should enable participants to deepen their learning through further review.

The exercise of all the trainees reviewing together the reports of the entire training could bring to light the progress in learning from one point to another.

2. Reflecting on and sharing the day's learning

This is suggested at the end of each day to help trainees to reflect on their own learning,

3. Processing of exercises

Each exercise suggested in the training model has two components, the task to be performed and an analysis of how it is to be performed.

The analysis here is with reference to the emotive aspects of the individuals and the group. This means that the analysis can

help trainees to become conscious of what is happening within themselves and in relation to the whole group.

4. Personal profile of animators

During the training, the animators are helped to look at themselves in terms of the role they have to perform as animators at different points.

At the beginning of the training - the animator writes to a friend describing his job;

In the middle of the training - writing an application for the job of an animator in response to an advertisement;

At the end of the training - listing his responsibilities while designing his plan of work; and comparing his perceptions of the animator's role at these different points.

5. Application of learning

The training model offers the animators ample scope for applying their skills — such as writing, expressing views, conducting discussions, listening, observing, using materials, being **creative**. **But it offers them only limited scope for applying what they have gained by way of attitudes.**

6. Looking at achievements in terms of the objectives of the training

On the last day, trainees are asked to look at their achievements in terms of the training programme's objectives.



A NOTE FOR THE TRMNNERS



This manual has been prepared to give you, the trainer, some ideas on training the animator better. It is important that you read through the whole manual and understand as much as possible the concept of nonformal education as a process.



Essentially, the training model in this manual creates the atmosphere and uses the approaches which, it is hoped, the animators will use when working with rural people. Thus participants must assume responsibility for their own thinking and learning. It is not the role of the trainers to provide all the answers.



Obviously the instructions in the training excercises do not anticipate every question or circumstance that will arise. Trainers **will** have to be "fast on their feet," ready to handle unexpected things that always happen. Good **humour**, patience and enthusiasm are the most valuable resources that trainers can have.



Special 2oints **for** you to note:



Directions in the training exercises have been written for a group of 20-25 participants. If the group is much larger or much smaller, you will have to adjust or adapt the exercises.



The model has a special column for the trainer for each activity. This is to help you see the sequence and relationships among the various training activities. Hence pay special attention to these columns before you begin these sessions. You can share these ideas with the animator trainees so that they too see the objectives of the activity and understand the sequence.

The trainer's column contains notes to draw your attention to important points to cover in discussions, to point out things that will help the activity or to suggest ideas that should be shared with the group.

Questions given in the exercises are to improve the quality of the discussions. Hence use them as guidelines. Study carefully to whom the questions are addressed.

One of the training objectives is, learning to use the animators' guide. Make it clear that the lessons given in the guide are sample lessons that could be used as they are, if the village situation is similar to what is described in the lesson. Else, they must be changed or adapted to the circumstance in each village. Animators should be encouraged to use the lessons creatively.

You can decide when to introduce the animators' guide, the literacy primer and workbook, the numeracy primer and the animators' edition of numeracy primer.

Special care should be taken over exercises that require materials of any kind. Be sure to make them available.

Whenever there is an exercise requiring distribution of copies of any paper to the trainees, you have to arrange for the required number of copies before hand. A copy of the paper is with this Manual.

Below are some important points for you to act or think about before the first training activity begins:

It is important that you carefully read through in advance the activities you plan to use; a few require gathering materials, duplication of papers and special planning.

The physical arrangements of the room influence the training. Since these activities emphasise discussion and sharing of ideas, arrange to have the group, including trainers, sit in a circle.

Use open-ended questions as much as possible instead of ones that require a "Yes" or "No" answer. Open questions lead to better discussions.

Give the group time to develop confidence in discussing ideas openly. This is a new learning technique for many animators.

When you ask a question, wait until someone answers. Silence should not bother you. It does not mean people have nothing to say. It generally means participants are thinking and you should give them a chance to respond. If discussions remain slow, divide the group up into smaller groups to discuss a set of questions together and report back to the total group.

Help participants discover new information. Don't do all the talking. Go slow; don't rush. Given enough time, groups can generally find solutions to a problem without the trainer giving the answers. It is the best way to learn. Check yourself often.

Take a break when the group is tired or loses interest. Learning is difficult to impossible for the sleepy or disinterested.

Don't expect participants to sit still for long periods of time. Create the opportunities to move around, stretch, get the blood circulating. Intersperse group singing and simple games as well. These relax and renew participants and increase the chance that they will learn more from the next activity.

Display the same kind of attitude as is expected of the animator.

Remember, these training materials are guidelines to be followed. Change, adapt, create your own activities based on them.

Good Luck! Good Training!

PRESENTING THE TRAINING MODEL

STAGE 1

UNDERSTANDING ONESELF AND OTHERS IN A GROUP

The animator trainees go through a process of looking at themselves and others in the group while being conscious of their own individual identities.

The process is designed to help the animator trainees gain confidence in themselves, and to assist each of them to relate to the others. This will encourage their functioning as a group.

CONTENTS

STAGE 1

Day 1

1. Entering into an informal atmosphere
- 2. Introducing oneself**
3. Getting to know each other
4. Anxiety sharing
5. Sharing expectations
6. Daily reporting
7. Keeping up the interest
8. Forming and working in a group (Exercise 1, 2, 3;
30 mts, 30 mts, 1 hr)
9. Perceiving the job of the animator
10. Reflecting on and sharing the day's learning

Day 2

1. Previous day's report
- 2. Understanding oneself and others**
3. Understanding oneself in communication
4. Keeping up the interest
5. Understanding values and their role in behaviour (1)
6. Understanding values and their role in behaviour (2)
7. Overnight exercise

Note: While this manual is for trainers, the titles and objectives are expressed in terms of the desired goals of training from the standpoint of the learners – in this case the animators.

MORNING



Before beginning the training, make sure you have read the section "A Note to the trainers" thoroughly.

NOTES FOR THE TRAINERS

- The animator trainees may not know one another

All/some of them may come from the same community, i.e., they may know something about one another

Some may be shy and reserved; may not feel free to express themselves; may not find it easy to relate to others.

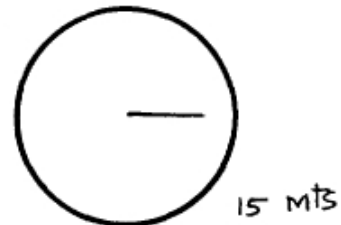
1. ENTERING INTO AN INFORMAL ATMOSPHERE

OBJECTIVE

To enter into a learning environment

EXERCISE

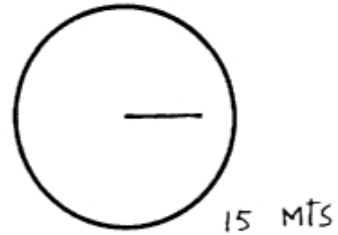
The trainer displays pictures, posters of village events, happenings and scenes, charts on topics like literacy with statistics and so on to add colour and to enliven the room. The trainer moves about talking informally to the trainees.



2. INTRODUCING ONESELF

OBJECTIVES

- To feel at ease
- To realise the importance of one's own self



EXERCISE

The trainer and the trainees sit in a circle and share their names.

NOTE

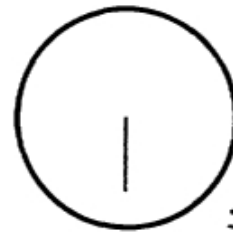
- The trainer should sit in the circle and introduce him/herself as well.
- The trainer should participate in as many activities as possible throughout the training.



3. GETTING TO KNOW EACH OTHER

OBJECTIVES

To find out as much as possible about the other person



30 Mts

EXERCISE

The trainer asks the trainees to choose partners and form pairs. In each pair they are asked to find out their partner's names, the names by which they are known at home, the names by which they would like to be known during the training programme, and anything else of interest.



The trainees return to the circle and introduce their partners to the whole group



Did you like this activity?
Why?

- Did you like to introduce yourself to the group? Why?

Did you have difficulty in introducing your partner? Why?

- Did you like introducing yourself to your partner? Why?
- Was the time enough?

NOTE

Be quick and casual when asking questions.

Give time for the trainees to respond.



4. ANXIETY SHARING

OBJECTIVES

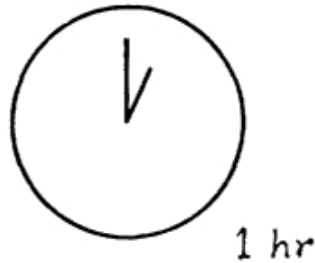
To express his/her own feelings in the group

To be aware of his/her own emotions

To feel that he/she is cared for

For the trainer:

To assess the emotions of the trainees



EXERCISE

The trainees are asked to sit in small groups of three, and each group is asked to share two anxieties they may have at the moment with the others. Enough time is given to the trainees for this purpose. They come back in a large group and are asked to share the nature of their anxieties. The trainer lists the anxieties on the board.

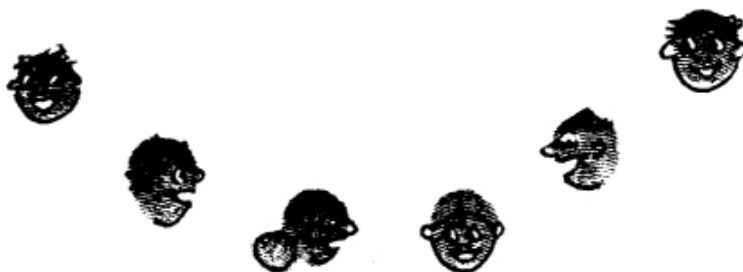
Ask for comments in general on the list of anxieties listed on the board. The other questions would be:

Was it useful to share your anxiety?

Was it easy to share what you felt?

How did you feel about listening to other's anxieties?

What do you think about the other members' response to your sharing of anxiety?



NOTE

The trainer should join in this activity and share his/her anxiety also. The trainer must realise that dealing with people's feelings calls for sensitivity and respect. If stronger feelings are expressed by the trainees, more time and attention must be given. On occasions, it may become necessary to spend time with the trainees outside the session.

It will be necessary to continue the stress on deliberate efforts in getting to know each other.

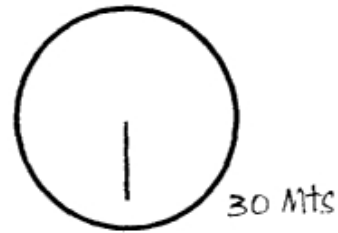


5. SHARING EXPECTATIONS

OBJECTIVES

To begin to understand one's expectations from the training programme

To make a commitment towards sharing responsibilities for his/her learning



EXERCISE

The trainer writes on the board: 'One thing I would like to learn in the next 12 days is

The trainer then suggests that each trainee completes the sentence. When all the trainees finish writing on the board, the trainer initiates discussion on some of the following:

Most common expectations

Whether it would be possible to fulfil these expectations within the duration of the training programme.



NOTE

It is very likely that the trainees would be puzzled and confused in being asked for their expectations. Also, their expectations may still be very limited and unrealistic, such as 'literacy teaching.' The trainer would therefore need to encourage them to think a little more by asking: "Is this all?" "Is there anything more?" Expectation-sharing need not be a one-time exercise, but can be done periodically.

6. DAILY REPORTING

EXERCISE

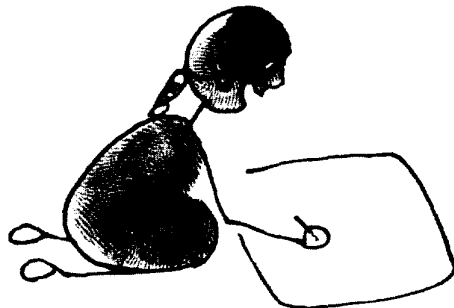
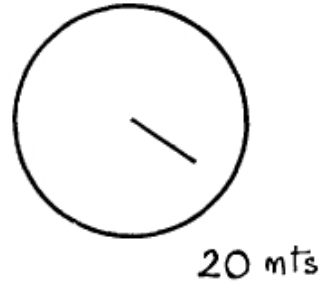
At the end of the morning, the trainer introduces 'Daily reporting' and asks for volunteers for reporting on the first day. The trainer suggests that:

- Reporting should be done daily;
- the reporting could be done by trainees taking turns;
- all members in the group will be encouraged to add to the report; and that

the daily report written in a notebook/on newsprint, etc., will be presented every morning, and is to be preserved as a record of this particular training session.

The report should cover the life of the trainees outside the sessions.

- It should include the plan of the day's programme as observed by the trainees.



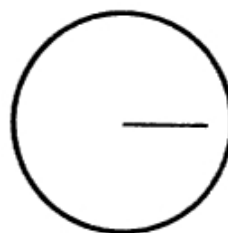
NOTE

Encourage the inclusion of relevant information from newspapers and radio which the trainees might have read or listened to.



AFTERNOON

7. KEEPING UP THE INTEREST



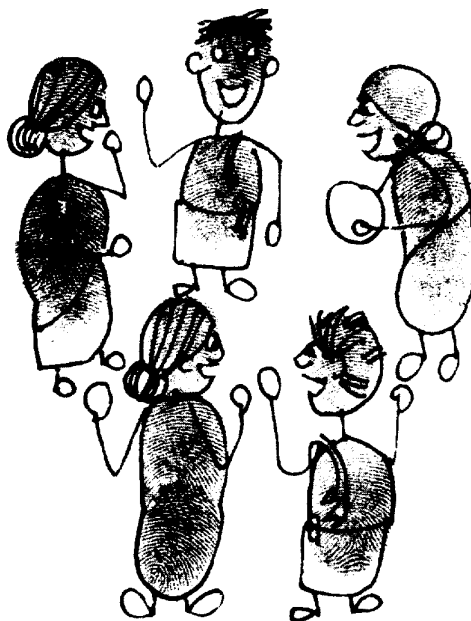
15 mts

GAME 1

The players move about freely. The trainer calls out a number, for e.g., 'three' or 'seven'. The players must immediately join together in groups corresponding to the number called out. Players unable to join a group of the correct size are out of the game. The game continues until only two players remain.

GAME 2

Trainees sit in a circle. Have one trainee start with his/her name. The next person repeats the first trainee's name and adds his/her own name. Go on until the last person repeats all the names.



8. FORMING AND WORKING IN A GROUP

OBJECTIVES

To look at the advantages of cooperative group action

To think about the value of working as a group



2 hrs

EXERCISE 1

The trainer empties all the objects from a bag he has on the floor. He then suggests that the participants take a look at them so that they remember all the objects. He then puts all the objects back into the bag one by one.

The trainer asks for one volunteer to list as many objects as he/she can remember. The other members are asked to work together as a group and also list the objects seen. The trainer collects the lists from the volunteer and the group after two or three minutes. The volunteer and the group come together. He/she reads or writes the volunteer's list first and then the group's list. He/she invites observations from the group and discusses various points raised.

Materials needed

A bag containing 20 local objects such as small utensils, stones, seeds, clothes and so on.

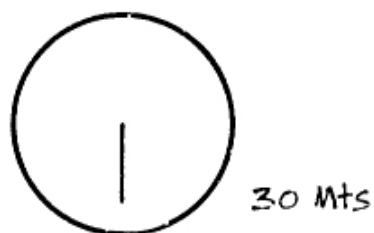
NOTE

Explain that the exercise is not one of competition or for comparing the abilities of an individual with that of the group. It is for understanding the strength of groups.

Which list is longer?
Why?

What strengths do groups have that individuals don't have?





EXERCISE 2

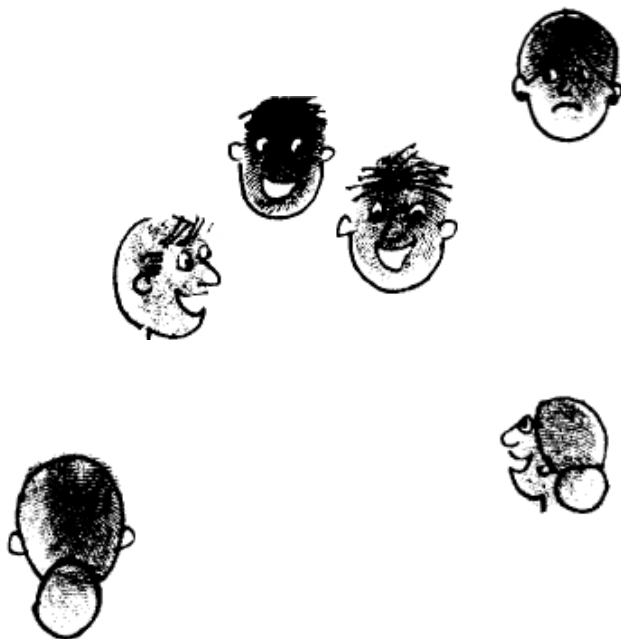
The trainer suggests that the trainees share experiences or ideas about an individual visiting an office alone or as a group to make a complaint about a problem in their community.

Think about your own life,
What could you do better as a member of the group than as an individual?

OBJECTIVES

To develop a desire to work in a group as a member of a group

To experience group decision-making and cooperation



EXERCISE 3

The trainer asks the trainees to form two groups of five to six members each. The remaining members become observers.

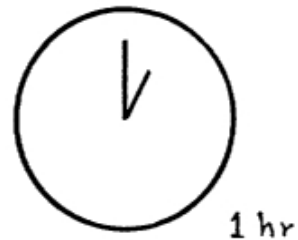
the two groups are asked to go around a specified area together to observe things with a view to depicting a scene when they return. They may use natural objects like stones, leaves and so on and also materials like newsprint, crayons, chalks etc. They are then asked to depict what they observed in any way they like.

The observers are distributed between the two groups. Before distributing the observers between the two groups, the trainer tells them that they do not talk to the members of the groups but only observe:

- how the group works together..
- how they decide what to do
- how they cooperate.

The groups are given 20 minutes for completing the depiction. At the end of 20 minutes the trainer stops the work. He suggests that each group look at the work of the other

Two groups come together. The trainer asks one or two of the observers of each group to give their observations. He then discusses the observations.



- What happened in the two groups? Were they able to complete their task?
- How did members of each team feel? Satisfied? Frustrated? Why?
- How did the group decide what to do? Who made the decision? How? Did the group have a leader or leaders?

Were all the materials used? Why or why not? Did all group members contribute their own resources and ideas?

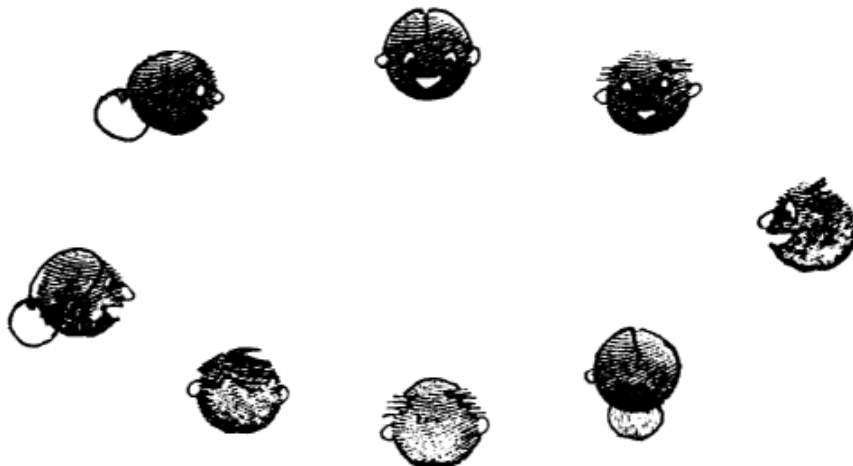
What difficulties did the group members have in working together? How could these difficulties be avoided?

NOTE

You may emphasize that the following points may contribute to effective group functioning.

1. Respect for everyone's ideas.
2. People listening to each other.
3. Arriving at decisions that everyone can agree on.
4. Deciding clearly what action the group will take and also deciding what each person will do.

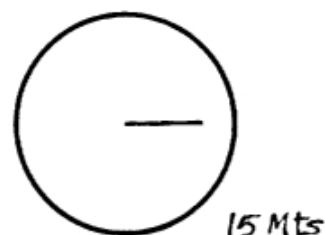
You may suggest that the trainees set themselves some rules for working together effectively for the entire duration of the programme. This will help trainees remember and use them when they are in groups outside the programme.



9. PERCEIVING THE JOB OF THE ANIMATOR

OBJECTIVE

To articulate one's perception of the job



EXERCISE

The trainer give the trainees the following overnight assignment

"Write a letter to your friend describing what your job involves as an animator in the NFAE Centre."

One of the trainees takes the responsibility of collecting all the letters the next morning and handing them over to the trainer.

NOTE

This is the first stage of self-evaluation by trainees.

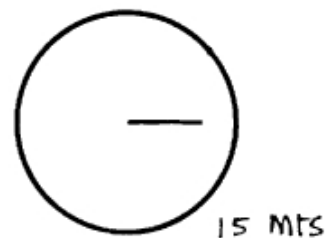
These letters are to be retained by the trainer for use later and for review on day 3.

10. REFLECTING ON AND SHARING THE DAY'S LEARNING

EXERCISE

The trainer asks each trainee to complete the following sentence to express their feelings:

"I am feeling



MORNING



1. PREVIOUS DAY'S REPORT

Focus : Observation and expression

To review the previous day's events

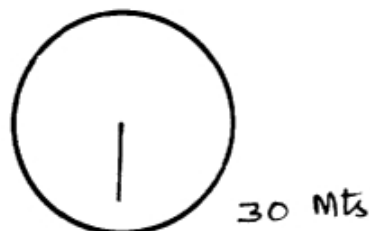
To develop skills in observation and expression

To improve writing skills

To learn to provide feedback

To learn to express both positive and negative comments

To become conscious about planning for the day



NOTE

Reporting can serve three purposes. It can be used:

- to review the previous day's activities in relation to expectations;
- to provide feedback to the reporter, trainer and to the group
- to draw the trainees' attention to planning.

SPECIAL NOTE

Planning is crucial for effective functioning as animator. Hence, take every possible opportunity to stress on the elements of planning: purpose of the activity, resources (time, materials and people), steps used and achievement.

Which were the important events reported?

Why were they important?

Which events were given less importance? Why?

EXERCISE

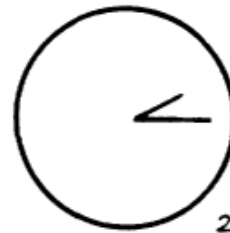
The reporter of the previous day's "Daily report" is asked to share his/her report with the group. The others are encouraged to comment on the report.

The trainer asks for a volunteer for the next day's report. This should be done every morning.

2. UNDERSTANDING ONESELF AND OTHERS

OBJECTIVES

- To look at oneself and others
- To recognise one's own values



2 hrs 15 mts

EXERCISE

1. Trainees sit in small groups of four. They take turns to describe briefly an incident in their life which gave them great satisfaction. After everyone completes this, trainees are asked to reflect on what makes their lives happy and meaningful. The trainer lists these on the board and asks:

"Do the same things make all of us happy?"

2. Trainees are then divided into three groups and each group is assigned a role play with different themes.

Suggested themes are:

A fisherwoman getting into the last bus going to her village suddenly notices she has lost all her money. The conductor approaches her. There are other passengers in the bus.

A scene in the family.

A fisherwoman and customer.



Which character did you like most? Why?

Would you have played any character differently? Why?

Have you come across such people in real life?

What makes people behave differently?

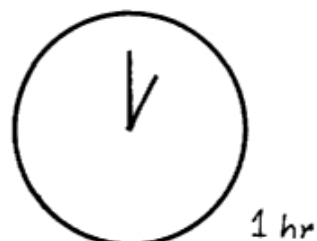
NOTE

Encourage trainees to comment on each role play in terms of characters, situations, performance, etc. This can take place after each role play. Then, more general questions can be asked.

Discussions should be restricted to what happened during the role plays.



3. UNDERSTANDING ONESELF IN COMMUNICATION



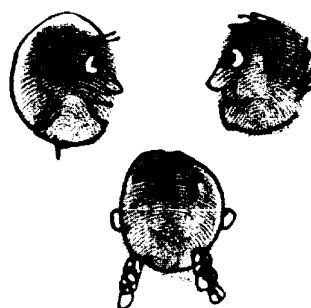
OBJECTIVES

To observe how the group communicates

- To understand factors that affect communication

EXERCISE

- The trainees sit in groups of three. The groups are asked to place themselves in such a way that they do not disturb each other.
- Each group will have one communicator, one Listener, and one Observer.
- Each group is asked to carry on a conversation for five minutes.
- The trainer then gives an instruction sheet to every one and asks them not to share the contents with the others.
- When all members have read their instruction sheets, the trainer asks them to begin the activity.



NOTE

Prepare the following instruction sheets:

- Instruction Sheet for

Communicator:

You are the Communicator

Continue the conversation in your group with the Listener. It is your responsibility to keep the conversation going.

DO NOT DISCUSS OR SHARE
THIS INSTRUCTION WITH
OTHERS AT THIS TIME.





- Instruction Sheet for Observer:

You are the Observer

You need to observe what the Communicator and Listener are doing during their conversation. Do not worry much about what they say. Observe more how they talk – feelings, gestures, tone of voice, body positions and so on.

Do write down your observations.

Describe as accurately as possible what you observed without judging it.

You will be asked to give your observations to the Communicator and Listener.

DO NOT DISCUSS OR SHARE THIS
INSTRUCTION AT THIS TIME WITH THE
OTHERS.

Listener Instruction_Sheet A

• Continue the conversation you are engaged in. You are to appear attentive and to listen carefully to the Communicator. But you are to challenge everything he/she says.

• You may interrupt while he/she is talking; say ahead what is going to be said; and disagree or present your own point of view. Make appropriate gestures while talking to emphasize your points – pointing your finger, leaning forward.

You are the critic.

After you have made your critical comments, allow the Communicator to continue the conversation. Your task is not to take over the conversation but merely to interrupt, disagree, or challenge whatever is said.

Your attitude is to show that you can do better than the other person.

DO NOT DISCUSS OR SHARE THESE

INSTRUCTIONS AT THIS TIME.



- Listener Instruction Sheet B



You are the Listener.

- ' Continue the conversation you are engaged in. You are to listen carefully to what the Communicator says, but indicate that you are bored through signs such as looking away, doodling, sprawling on the floor, twisting, cleaning your finger nails, fiddling with your clothing, etc.
- ' If the communicator accuses you of not being interested, insist that you are interested. You can even review what has been said. Continue to show that you are bored.
- ' Your attitude is to show that you do not care.

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS.

- Listener Instruction Sheet C

You are the Listener

- ' Continue with your conversation with the Communicator. You are to appear attentive, listen carefully, agree with everything the Communicator says regardless of your own opinions on the subject.
- ' Even when your real opinion is the opposite of what he/she is saying, smile to indicate agreement. You may make comments, such as 'That's a good way of putting it,' 'wow,' and so on.
- ' When you are asked to share your idea or criticise, or evaluate what was being said, you just say that 'you agree'

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS AT THIS TIME.

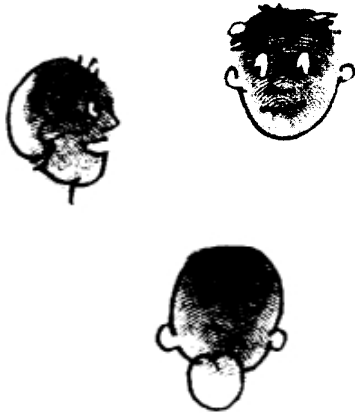


Your attitude is that "Everything is agreeable to you"

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS AT THIS TIME.

- Listener Instruction Sheet D

You are the Listener



- Go on conversing with the Communicator. You listen to him/her carefully and be involved in the conversation and the ideas conveyed.

Indicate that you understand the ideas by re-stating them. If you disagree, say it calmly and logically. Ask for clarifications when necessary.

You can also indicate your interest by looking directly at the Communicator and leaning towards him/her.

Do not try to lead the conversation. You are to play an active part in making the communication process as clear as possible with the involvement of both.

Your attitude is that both the listener and the Communicator must understand one another.

DO NOT DISCUSS OR SHARE THESE INSTRUCTIONS AT THIS TIME

After 10 minutes, the trainer stops the activity and tells the members to read aloud the instruction sheets they have. The Observers are asked to give their observations. The groups spend 10 minutes to discuss the Observer's reports before reassembling into a large group.

The large group then discusses the effects the different listener roles had on the feelings and perceptions of the Communicator. The trainer explains briefly each listener role and then asks the group to discuss. The trainer lists the major points of the discussion.

- What were your feelings while being listeners?
- What were your feelings while communicating with the listener?
- What were the factors that helped! hindered the communication?

AFTERNOON

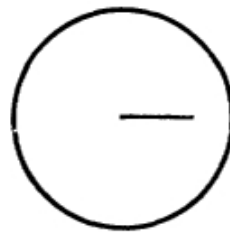


4. KEEPING UP THE INTEREST

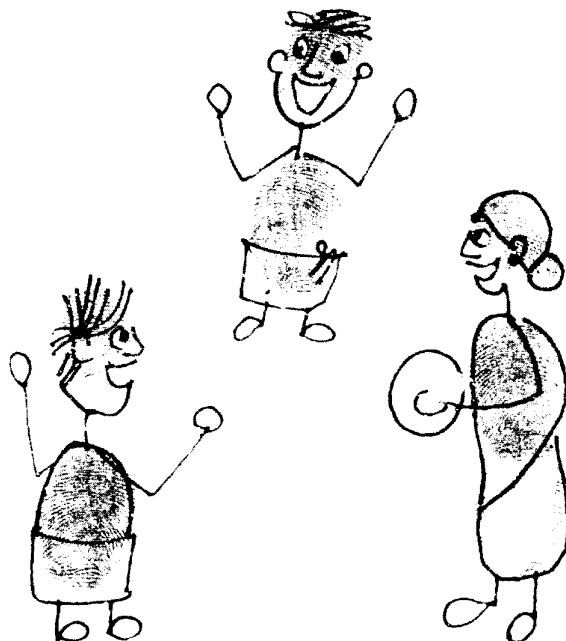
GAME

Imaginary Ball

Players stand in a circle, at arm's length, facing inwards. The trainer explains that he/she has an invisible ball which players are going to throw to each other around the circle. The trainer then starts the game by 'throwing' the ball to one of the players. If the player to whom he/she throws it has understood the game, he/she will then 'catch' the ball and 'throw' it to someone else in the group, and so on. The game is played in silence, and is a simple exercise in non-verbal communication.



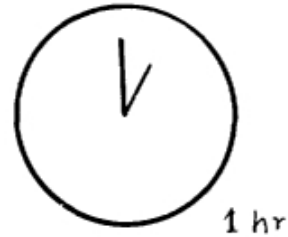
15 Mts



5. UNDERSTANDING VALUES AND THEIR ROLE IN BEHAVIOUR

OBJECTIVE

To look at one's own and others' values and see how these affect oneself and the group



- The trainer asks the trainees to write individually a list of ten things they like to do, e.g.,

reading, playing with children, learning carpentry, etc.

- When the trainees complete the list the trainer asks them to write down against each item when they last did it e.g., two days ago, last year, etc.

whether each of the things is done alone or together with other people

whether each of the things costs them any money or not

which of the things their fathers/mothers do or did

which of the things they expect to be doing in five years' time.

- After all these questions have been answered, the trainer asks the trainees to sit in pairs and share the answers with their partner. They should also reflect on their answers individually.

The trainer and the trainees assemble to discuss.

NOTE

The 10 things you like represent behaviour, and behaviour expresses values. Indeed values must be shown repeatedly in behaviour.

'The things we like to do' is one expression of values.

Is there any connection between what you like and how often you do it?

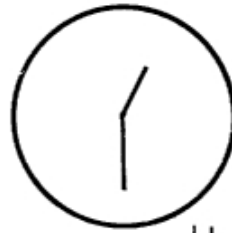
How are you influenced by your parents in what you do?

Do **the** things you like very much change very quickly?

6. UNDERSTANDING VALUES AND THEIR ROLE IN BEHAVIOUR

OBJECTIVES

- To look at one's own and others values
- To understand the roles of values in behaviour



1 hr 30 min

EXERCISE

The story of Muniyamma

The trainer starts by asking the trainees to sit in small groups of five or six. He/she then tells them the following story, saying that afterwards they will discuss it.

This is the story of Muniyamma, who is 19 years of age and very poor. She was engaged to be married to a young man named Velu, a cousin she had known from her childhood. Muniyamma's family was so poor that she had to work in the house of the moneylender Periasami from morning to evening.

One day, Muniyamma heard that Velu, who lived in another village, was very ill and might even die. She becomes very anxious. She loved him very much and wanted to go and be with him as he was sick.

The bus fare to Velu's village was Rs.5 and Muniyamma knew none of her family members could afford to give it to her. She went to Periasami and asked him to give her Rs.10 which she would return later. He refused. She then pleaded with him to give her money as Velu was so ill and might even die.

Periasami said he would give her the money if she came back to spend the night with him.

Muniyamma was very upset about this. She went back wondering what to do. On the way she met her friend Chellam and told her what Periasami had said. 'That's nothing to do with me,' Chellam replied. 'It's your problem' she said as she walked away, leaving Muniyamma feeling very unhappy.



VELU



MUNIYAMMA



PERIASAMI



CHELLAM



ARUMUGAM

Muniyamma did not know what to do, whom to talk to. She hated the thought of Periasami using her, but she loved Velu so much and thought she might never see him again. She had to go and see Velu somehow. She then decided to go to Periasami's place at night. She got the money she wanted, but not before she fell a prey to his wishes. The next day she took the bus to Velu's village and rushed to his house.

At Velu's house, Muniyamma nursed him and looked after him. Soon, Velu felt much better. After some time, Velu asked Muniyamma how she had come and from where she had got the money. Then she told him what had happened. Velu was furious. He shouted at her for allowing herself to be used by Periasami, and abused her. He told her he would never marry her now and that she should get out of his house for ever.

Muniyamma went sadly back to her village. On reaching home she found her younger brother, Arumugam, alone at home. She broke down and told him everything that had happened. Arumugam got very angry and said Velu was a fool and deserved to be beaten up.

Having told the story, the trainer asks the trainees in each group to answer the following questions:

- Which of these five characters - Muniyamma, Velu, Periasami, Chellam, Arumugam - do you think was the worst? Why?
- How would you rank the five characters, from the worst to the best (or least bad)?
- What are the reasons for your ranking?

The trainees from each group then discuss these questions and one member puts up the characteristic that is identified as the worst by the group. The trainer then asks the following questions:

- Do you think your own values have affected your judgement?
- Do you find it very difficult to accept a person whose values are very different?

NOTE

The trainees could be left to reflect on how their values affect their own behaviour.

7. OVERNIGHT EXERCISE

The trainer gives a list of values to the trainees. He then asks them to write down the five values that are important to them personally. They can also be asked to show how these values are reflected in important decisions in their lives. He suggests that the trainees share their answers either in small groups or in the large group. If the trainees want to add or delete from the list they are free to do so.

List of values:

Love

duty

tradition

politeness

self-control

rationality

responsibility

obedience

honesty

open-mindedness

cheerfulness

competence

family

imagination

cleanliness

courage

forgiveness

helpfulness

name and fame

daring

independence

conformity



RESPECT FOR OTHER PEOPLE

(For the Trainer's use)



If we are going to succeed, first, in establishing a relationship of trust and confidence with others, and second, in promoting change, there are certain attitudes which we need to adopt in our relationships with others.

These attitudes are important for the life — and the learning of any group undergoing training for development work. Without these attitudes, we shall not learn much. They are also important for each of us in our visits to villages or slums, and in all our meetings with other people, whoever they are. The attitudes are also important in other aspects of our lives — in our families, at work, with our friends, and in casual encounters with others at the shop or in the bus.

The most important is an attitude of respect for other people. This attitude is based on a sense of the worth of every human being. This is a fundamental value which underlies our approach to development. We believe that without respect for others, there can be little meaningful learning or development, either in a training group, or in a community outside.

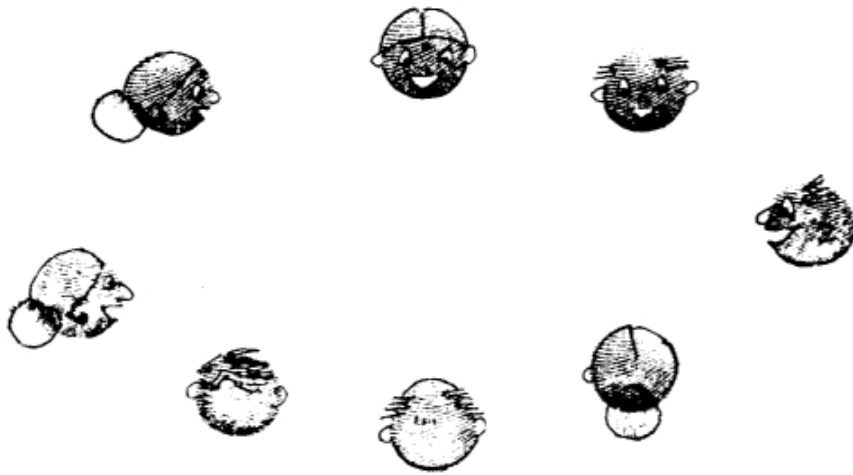
Respect implies confidence in the other person's ability to learn, and in his potential to solve his problems and to change himself in the process. In the wider context of development it implies confidence in the potential of communities and groups of people to take hold of their own lives, to solve their own problems, and to work for change and transformation in society.

By communicating respect, we help others to respect themselves. For those who are downtrodden, this is important: their attitude towards themselves may be one of lack of self-respect. Perhaps in a slum you may hear people saying things like, "We are only poor people. We can't do anything. We are helpless." If we respect them, we shall help them to respect themselves and each other, and to change these attitudes of helplessness and worthlessness. We shall be helping to give them back their dignity.

If we give time to others, listen to others, allow them to make decisions for themselves, and express warmth towards and interest in them, we shall be showing them respect.

One final point about respect. Respect for others is based ultimately on respect for oneself. Unless I respect myself, I cannot respect others. We shall often see in this course that there is a correspondence between attitudes and behaviour towards oneself and towards others.

If you are reading this paper in a group, we invite each of you to do a simple exercise at this point. Look around at - or think of - **all other members of the group for a couple of minutes in silence.** Think whether you have an attitude of respect towards each of them. If not, try to cultivate such an attitude.



Adapted from Poverty and Development, a programmed course, SEARCH, 1980.

STAGE 1

EVALUATION INDICATORS

As a result of the experiences undergone at this stage of the training programme the trainees may show the following behaviour:

Feel more comfortable

- Be more **attentive**
- Be more ready to express themselves
- Show increased enthusiasm in sharing responsibilities

Enjoy working in a group

STAGE 2

UNDERSTANDING THE COMMUNITY

This stage enables trainees to become aware of their communities and their own attitudes towards these communities and to take a fresh look at society.

CONTENTS

STAGE 2

Day 3

1. Previous day's report
2. Perceiving one's own village community
3. Understanding the village community and its problems
(Exercise 1)
4. Keeping up the interest
5. Understanding the village community and its problems
(Exercise 2)
6. Analysing the community's problems
7. Reflecting on and sharing the day's learning
8. Overnight exercise (cultural programme)

Day4

1. Previous day's report
2. Looking at one's idea of health
3. Looking at the condition of health in the village community
4. Keeping up the interest
5. Understanding the magnitude of health problems
6. Identifying and understanding common local problems and
their preventive measures
7. Reflecting on and sharing the day's learning

Day 5

1. Previous day's report
2. Understanding poverty (1)
3. Understanding poverty (2)
4. Learning about various sources of information
5. Keeping up the interest
- 6. Collecting and organising information**
7. Participating at different levels
8. Discussing in a group
9. Reflecting on and sharing the day's learning

MORNING

1. PREVIOUS DAY'S REPORT

Focus : Writing skills

EXERCISE

Part A

The daily report is written on news-print or newspaper and pasted on the wall or board. The trainees are asked to read the report, keeping the following criteria in mind –

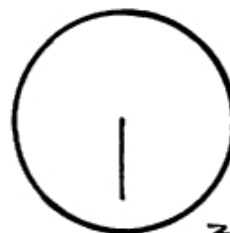
- Length of report
- sentence construction
- language
- clarity
- organisation of the report

The trainer asks for general comments, if any.

EXERCISE

Part B

The trainer discusses salient features from the letters of the trainees written about the job of the animator on day 1.



30 mts



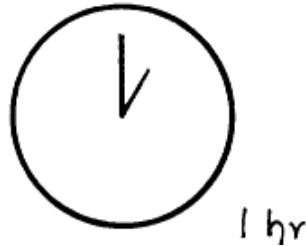
2. PERCEIVING ONE'S OWN VILLAGE COMMUNITY

OBJECTIVE

To look at one's own village community

EXERCISE

The trainer asks five participants from different areas to describe their village communities. The trainer encourages other participants to add to the descriptions. He then conducts a discussion.



- What are you emphasizing — people or physical features?
- Do you think that the descriptions of the village communities are complete?
- Do you think the village has changed?
- Are the changes in favour of the people or against?
- Who is responsible for the changes?
- How much control do communities have over the situation?

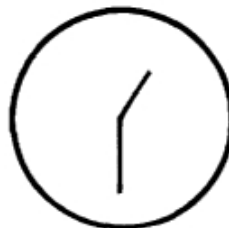
NOTE

The trainees are asked to continue to reflect on things which affect the lives of people.

3. UNDERSTANDING THE VILLAGE COMMUNITY AND ITS PROBLEMS

OBJECTIVES

- To examine one's attitude towards the villagers in relation to oneself
- To develop an understanding of some of the community's problems



1 hr 30 mts

The trainer writes a list of 20 adjectives on the board. They are:

strong
interfering
poor
hardworking
rational
ignorant
hospitable
lazy
helpful
dull
intelliaent
suspicious
cooperative
gossipy
imaginative
selfish
stupid
quarrel some
talented
religious

The trainer then suggests that each trainee choose five of these words to describe a villager.

He also suggests that each trainee choose five words from the same list to describe himself/herself.

The trainer asks the trainees to read out both sets of words.

He encourages the trainees to examine the attitudes expressed through their own choice of words.

How do we describe ourselves?

How do we describe the villagers?

How similar or dissimilar are the descriptions? What are the reasons?

AFTERNOON

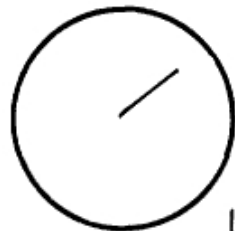


4. KEEPING UP THE INTEREST

GAME

Freezing

One, two or three players are 'freezers.' The remainder are 'freezable,' but are also 'de-freezers.' When a freezer touches a freezable player, the latter remains frozen (i.e., still) until a de-freezer touches him. The game continues until all are frozen.



10 Mts



5. UNDERSTANDING THE VILLAGE COMMUNITY AND ITS PROBLEMS

EXERCISE 2

The trainer tells the trainees that they will be role-playing a few scenes with a view to highlighting different problems that exist in the community. He/she discusses the problems briefly, the various characters. The trainees are then divided into three groups and given one of the following scenarios each:

It is evening. Some men from village are sitting in front of the toddy shop. The shop owner is counting cash. Parvathi, wife of Velusamy, comes there.

- Ponni, the fisherwoman from Periakuppam, who had not paid up fully for the fish she auctioned the previous day, is talking to Muthu, the auctioneer, about taking a loan.

Kuppan, returning from the sea, is very upset as he had no catch. Murugan, his grand uncle, tells him "Nothing is in our hands. We don't put the fish in the sea. It is God who puts it. What can we do?"

The trainer suggests that the groups take time to select the characters and rehearse the roles.

All the trainees come together and do the role-play, one after another. Each group is given 5-10 minutes (or until some of the main points have been brought out).

After all the role-plays are over, the trainer conducts a discussion.

- Are these familiar scenes in your village?
- What problems do they highlight?
- What do you think are the causes of these problems?
- What do you think are some of the possible solutions?
- What were your feelings when you played the roles?



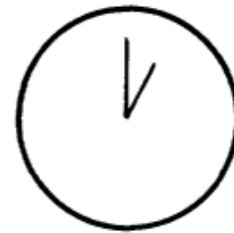
6. ANALYSING COMMUNITY PROBLEMS

OBJECTIVE

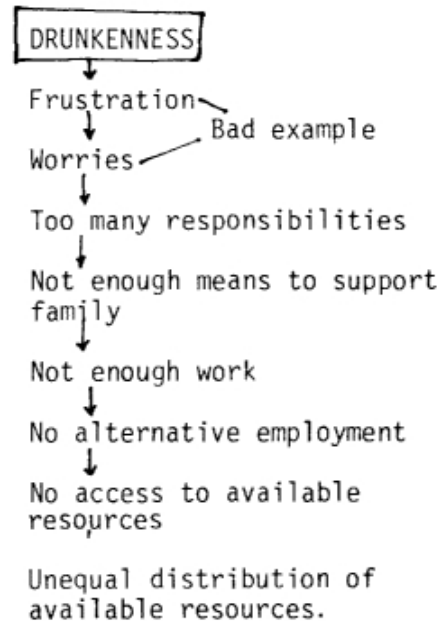
To learn to identify causes of the problems faced

- The trainer asks the trainees to recall the various problems brought out in the role-plays and at other times in the training session.
- He suggests that one of the trainees list the problems on the blackboard.
- He then takes one of the problems, for example, drunkenness, for analysis together with the trainees.
- The trainer writes the word in the centre of the blackboard and asks the participants to list the immediate causes (1). He writes these causes around the word 'drunkenness' while discussing each one of them.
- Again the trainer asks the participants to think of a few deeper reasons (2) for each of the immediate causes listed. Discussion continues at every step.

The trainees continue their exercise individually or in pairs, taking up another problem, e.g., illiteracy, unemployment, ill-health.



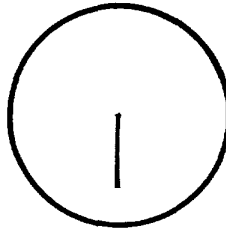
1 hr



7. REFLECTING ON AND SHARING THE DAY'S LEARNING

EXERCISE

Trainees sit in a circle.
One of the trainees takes
the responsibility of
eliciting from the others
what they learnt. He/she
asks each one to state 'one
thing I liked about the day'
and 'one thing I did not like
about the day.'



30 mts



8. OVERNIGHT EXERCISE

Plan an hour's cultural
programme for tomorrow
evening.



MORNING



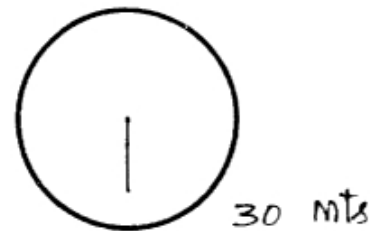
1. PREVIOUS DAY'S REPORT

Focus : Feedback

EXERCISE

Trainees are asked to read the daily report. Trainer asks the trainees for one positive and one negative comment on the quality of reporting. He/She lists his/her statements on the board. The trainer asks the trainees whether such individual comments can help the reporter. The trainer then asks the reporter whether these comments can be of use to him/her in future report writing.

The trainer asks the trainees to choose a different way of reporting for the next day.



FEEDBACK

(For the Trainer's use)

'Feedback' is information given to person (or a group or an organisation) about how he affects others, It helps him become more aware, both of his strengths and of his weaknesses. It does not tell him what he should do, but it raises questions for him. It helps him to decide whether to change his behaviour, so that he can be more effective and is better able to achieve what he wants.

If feedback is provided in a positive way it can be helpful. But if it is given wrongly, it is not only unhelpful, it can also be destructive. Here are some guidelines for feedback:

Do be specific" Give examples and data. For example: "When you interrupted me just now I felt annoyed." The other person is able to make use of such information if he chooses to do so.

DON'T make general statements, such as: "I feel annoyed because you never listen to me." Unless you can give some specific examples, the receiver may not understand or believe what you are telling him.

DO describe your own feelings and reactions: For example "I felt hurt." This is what you actually know.

DON'T describe the other person's feelings or motives or intentions. For example, "You wanted to hurt me." You do not know this: it is only your guess or interpretation. Such feedback will probably be rejected.

DON'T judge the other person's actions: For example: "You were wrong to shout at me." Statements like this will only produce a defensive reaction.

DON'T make general evaluative statements about the other person's character. For example: "You are dominating and inconsiderate." The person who is told this will probably react defensively,

DO think of the needs of the other person and of what will be useful to him. Feedback should be constructive.

DON'T speak out of your own need to react or score off the other person: that is irresponsible and destructive.

DO speak only of behaviour which the other person can change. For example: his habit of interrupting, This is within his control.

DON'T speak of behaviour over which he has no control; for example, habit of stammering. To comment on that will only increase his frustration.

DO choose the right time, climate and company to offer feedback. Generally it is most useful immediately after the event.

DON'T offer feedback long after the event, in some other situation, with some other group of people.

DO give feedback when the other person asks for it. Better still, ask him exactly what he wants to know.

DON'T give feedback if the other person has made it clear that he does not want it.

DO encourage him to check with anyone else who was present on the accuracy of the feedback. This can be done in a group. Feedback is more effective if it is received from several sources.

DO ask the receiver if he understands what you are saying even if he does not accept it.

Feedback is a way of giving help. It is a corrective mechanism for the person who wants to learn how well his behaviour matches his intentions. It is a means of increasing a person's autonomy and establishing his identity — for answering the question "Who am I?"

2. LOOKING AT ONE'S IDEA OF HEALTH

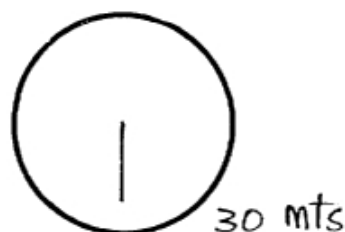
OBJECTIVE

To look at one's idea of health

EXERCISE

The trainer asks the trainees what they think about their own health and to comment on it.

The trainer allows time for each of the trainees to respond.



- Who is a healthy person?
- What makes him/her healthy?
- Why are some of us less healthy than others?
What have you done about it? Is there anything else that you could have done?

3. LOOKING AT THE HEALTH OF THE VILLAGE COMMUNITY

OBJECTIVE

To get an impression of the health of the village community

EXERCISE

The trainer asks the trainees to spend half an hour going around the village, looking at the people and the surroundings in order to get an impression of the health of the village community.

On return, the trainees discuss their impressions.



What is the general impression of the health of the community?

What are the reasons for this impression?

Why are some people healthy and some unhealthy?

What are the causes for some people being unhealthy? Could something have been done about it? Who could have done it?

AFTERNOON



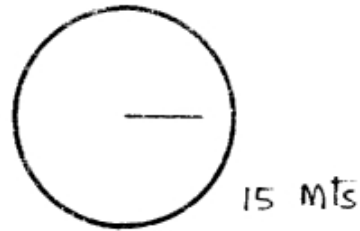
4. KEEPING UP THE INTEREST

GAME

Who is missing?

The players stand in a circle facing outwards, at arm's length from each other, with their eyes closed the trainers reshuffle some of the players (who must keep their eyes closed) until no one knows anymore who is standing next to him/her. Then one player is moved into the centre of the circle, told to crouch down, and is completely covered with a cloth so that he cannot be seen.

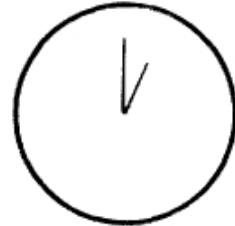
The trainer then gives a pre-arranged signal to the other players to turn around and look to see who is missing. The trainer may keep note of the time the players take name the missing player.



5. UNDERSTANDING THE MAGNITUDE OF HEALTH PROBLEMS

OBJECTIVE

To understand the magnitude of the health problem in the country



1 hr

The trainees discuss the questions given in the paper

EXERCISE

The trainer circulates the paper on 'Magnitude of Health Problems' among the trainees. Trainees take turns reading the paper aloud, paragraph by paragraph. The trainees discuss as they go along and complete

NOTE

Trainer should use his discretion regarding the size of the group suitable for this exercise

Materials

Statistics to be provided.

Paper to be distributed to the trainees

HEALTH PROBLEMS OF INDIA

(Some basic statistical information)

Malnutrition

Malnutrition prevails widely among those below the poverty line, such as the landless, people in slums and remote tribal areas. Victims of drought and other calamities are more vulnerable to this phenomenon. Children, pregnant women and nursing mothers are hit hard by malnutrition, and the damage they sustain is irreversible. Lack of employment opportunities, illiteracy, lack of safe drinking water and health facilities, and unhealthy environments further lower the quality of life. Inequality of incomes, a weak public distribution system, insufficient clothing and housing, aggravate these conditions further.

Some studies show that the average energy intake is less than the recommended level in about 50% of the population. The extent of malnutrition would be in the range of 15 to 20%. People do not get the minimum amount of cereals and pulses that are necessary to meet their normal requirements. The most seriously affected group in this regard are pre-school children, especially the 0-3 age group, pregnant women and nursing mothers of the lower socio-economic strata, and families belonging to landless agricultural labourers, small and marginal farmers, particularly those living in drought-prone areas.

According to data supplied by the National Institute of Nutrition in Secunderabad, 65% of children in the age group 1 to 5 from lower income levels suffer from moderate malnutrition, and 18% from severe malnutrition. Sixty million children of this group are badly nourished due to overall calorie starvation, and not just protein starvation. Large numbers of children of this group die every year, accounting for 40% of the total deaths in the country. Approximately 100,000 children die every month as a result of malnutrition (India Today, Jan. 16-31, 1979, p.8). Many of those who survive childhood starvation are condemned to retarded physical and mental development. Symptoms of Vitamin A deficiency, which is the predominant cause of blindness, are found among 7 to 8% of these children. Blood tests reveal that 52% of children suffer from anaemia and associated loss of energy.

Infant mortality rates vary widely between rural and urban areas, male and female children, and across different areas and socio-economic strata. Nearly 60% of infant deaths take place at the neonatal stage. Besides causes peculiar to infancy, fevers, respiratory and digestive disorders are mainly responsible for high infant mortality. Socio-economic imbalances in the distribution of incomes, low purchasing power, maldistribution of essential food commodities, inadequacy of calories, proteins and other micro-nutrients in average diets, limited access to medical and public health facilities, lack of knowledge about balanced nutrition or hygiene, lack of safe drinking

water and sanitation, are some of the reasons responsible for high mortality rate and morbidity patterns prevailing in the country.

Maternal and infant mortality rates are still on a high plateau compared to advanced and some developing countries. Infant mortality rate was 146 during the fifties, 129 during 1976, and 120 in 1981. It should come down to 60 or below 60 in the year 2000. (In India, 120 children die by the time they are one year old, for every 1000 live births.) Only 0.5% of the children are immunized against measles, one of the six main immunizable diseases of childhood.

According to 1979 figures, infants born with low birth weight constitute about 30% of the new-born population of our country, a very high percentage compared to almost all the developing countries in the world. Low birth weight babies are approximately three times more likely to die in infancy. Among those who survive, low birth weight has also been shown to be associated with longer and more frequent illnesses and with mental and physical impairments. One of the main reasons is that the mother herself has been malnourished in her pregnancy.

Diarrhoea: a major cause of high IMR.

Diarrhoea is a major public health problem among infants and young children.

They are susceptible to this due to preparation of supplementary foods in unclean utensils and contaminated water.

Meaning of malnourishment: A malnourished child grows more slowly. Instead of letting the child's genetic potential determine its growth, the body begins to struggle against itself to keep growth down to a level which its food intake can sustain.

The child seems to live from one minor illness to another — always suffering from a cold or diarrhoea, or a fever. Here lies the heart of the malnutrition story. For frequent infection is both a chief cause and a chief consequence.

Infections cause malnutrition by consuming the body's energy, by reducing the body's absorption of food, by draining away nutrients through diarrhoea or vomiting, and by depressing the appetite so that the child simply does not want to eat.

If a child is malnourished, infection is both more likely and more severe; children with even moderate malnutrition are three times as likely to get diarrhoeal infections and ten times more likely to die from an infection like measles. Conversely, a child with an infection is also more likely to become malnourished.

For children who live in the poorest parts of the world, this means an average of 160 days' illness a year. Every one of those illnesses is an assault on the child's growth. If the assaults are just too frequent— and the recovery time in between is just too short — then the child dies. But those who survive do not escape unscarred.

Mental retardation

There are over 20 million mentally retarded people in India of which one million are children.

Blindness

According to a survey conducted by ICMR, out of an estimated 9 million blind persons in the country, about 5 million could be cured by proper surgical interference. In addition, 45 million persons were reported to be otherwise visually impaired.

Among the major causes responsible for visual impairment and blindness, cataract accounts for 55 to 58%, followed by trachoma and other eye infections, 20 to 22%. The balance is due to injuries, malnutrition and other causes.

Malaria

The incidence of malaria has shown an upward trend since 1965. The positive incidence of malaria increased from 1.48 lakhs in 1966 to 64.7 lakhs in 1976. This was due to vector mosquitoes having developed resistance to DDT and partly due to ineffective supervisory services.

Filaria

It is estimated that 23.6 crore people are exposed to the risk of filariasis with 1.4 crore showing manifestations of the disease and 1.8 crore with filarial parasites in their blood. the facilities available for prevention and treatment are very inadequate.

Tuberculosis

TB continues to be the killer disease number one in India. It accounts for about 5% of the one crore annual deaths in the country. Today, over 80 lakhs suffer from TB. Of the 116.94 lakh persons suffering from TB in 1974 in the 15 major States in the country, only 11.22 lakhs were treated.

Leprosy

It is estimated that out of a total of 11 million leprosy patients in the world (1971), over 3.2 million were in India, and a majority in the rural areas.

Of the estimated 3.2 million leprosy patients in the country, 20% are infectious and another 20% suffer from various deformities. Curative and rehabilitative services for these are necessary.

Health Services

There has been a preoccupation with the promotion of curative and clinical services through city-based hospitals, which have, by and large, catered to certain sections of the urban population. The infrastructure of sub-centres, primary health centres and rural hospitals built up in the rural area touches only a fraction of the rural population. The concept of health in its totality, with preventive and promotive health care services in addition to the curative, is still to be made operational. Doctors and para medicals are reluctant to serve in the rural areas. They are generally city-oriented and their training is not adequately adapted to the needs of the rural areas, particularly in the field of preventive and promotive health. The involvement of the people in solving their health problems has been almost non-existent.

According to the 1971 Census, we have 137,000 doctors, 88,000 nurses and midwives, 54,000 auxiliary nurses, 32,000 health inspectors, 300,000 hospital beds, 5,195 dispensaries. These numbers are at least four times more than what they were in 1947.

About 2.7 lakh registered practitioners are practising Indian systems of medicine. In addition, 15,000 dispensaries and 240 hospitals are also functioning in the country.

The country has about 50,000 sub-centres, 5,400 primary health centres, including 340 upgraded primary health centres with 30-bed hospitals, 106 medical colleges with an admission capacity of 11,000 per annum and about 5 lakh hospital beds (by 1980).

The doctor population ratio varies widely from 1 doctor for 8,333 in Meghalaya to 1 doctor for 1,400 in Delhi. The bed-population ratio varies widely in urban and rural areas.

Medical aid is not within the reach of our poor, especially those who live in villages. The poor man has to walk miles before he can see a doctor or a poorly equipped health centre.

Eighty per cent of the doctors and 97% of the hospital beds are for the urban population which accounts for only 20% of the total Indian population. The remaining 80% are left to manage without any medical personnel or medical aid. Besides, to add to the

rural health predicament, out of 5,400 primary health centres, 700 are without buildings and 2,650 have no staff quarters. Out of the 39,000 sub-centres functioning, 15,000 have no buildings.

Medical personnel in India are not trained to cater to the masses. As one doctor recently confessed, "We are trained to practise abroad." We seem to produce doctors for two reasons: for export, and for supporting the pharmaceutical industry, which is mainly in the hands of the multinationals. Statistics explain the situation better. An estimated 20,000 doctors have left India in search of greener pastures. Currently, about 12,000 doctors are registered with employment exchanges. At a conservative estimate, taking into account the approximate Rs.95,000 spent on each doctor, the loss of investment caused by the brain drain is close to Rs.150 crores. Likewise, 12,000 unemployed doctors - again a highly conservative estimate - represent another Rs.90 crores worth of investment lying idle at any given time. Currently, about 13,000 students qualify as doctors each year. The per capita expenditure on health incurred by the State has gone up from about Rs.1.50 in 1955-56 to about Rs.12 in 1976-77.

Water Supply and Sanitation

The available statistics relating to the status of rural and urban water supply in India present a discouraging picture, especially in the rural areas. By March 1980, of the 5.76 lakh villages in the country, about two lakh villages with a population of some 160 million were yet to be provided with potable water supply facilities. The situation in the urban areas is relatively better, but here too, particularly in the hundreds of smaller towns, water supply and sanitation arrangements are far from adequate. The statistics in fact do not portray the hardship and inconvenience that is experienced by the poor, particularly the women and children, in areas where water is scarce, inadequate, or polluted. In terms of man-days lost due to water-borne or water-related diseases which constitute nearly 80% of the public health problem of our country, the wastage is indeed colossal

Until the end of the Fourth Five-Year Plan, i.e., during the period 1951-1974, the total investment made by the central and state governments for providing water supply and sanitation facilities was of the order of Rs.855 crores, over 65% of it in the urban areas. During this period, it was not given a high enough priority in the planning process.

38% of the urban population are provided with a sewage system; there is practically no sanitation system for the rural population of this country.

Health in the poor world

In the game of life and death, many people in the world are playing against the odds:

1 in 2 never see a trained health worker,

1 in 3 are without clean drinking water,
1 in 4 have an inadequate diet.

Every year, diarrhoea kills five million under-fives; malaria kills one million people in Africa alone. These and other killer diseases are preventable.

- Around two-thirds of under-fives in the poor world are malnourished,
80% of the world's disease is related to lack of safe water and sanitation,
- Some five million children die and another five million are disabled yearly from six common childhood diseases (measles, tetanus, whooping cough, diphtheria, poliomyelitis, and tuberculosis). Every six seconds a child dies and another is disabled from a disease which can be immunised against. Many more suffer setbacks to normal health and growth,
Over half a million mothers die at childbirth and 10% of the babies die before their first birthday,
- Up to 50% of health budgets are spent on drugs,
- 1,000 million cases of acute diarrhoea in under-fives each year,
- 33% of the people in the world are infected with hook worm,
Traditional birth attendants deliver 60% to 80% of babies in the developing world.

Discussion questions

- 1) What do we mean by 'health'?
Is it absence of disease?
- 2) People suffer from poor health because:
 - they do not eat properly,
 - they have large families.
 Do you agree?
- 3) Who is responsible for the health of the people in the community?

Sources

1. Sixth Five-Year Plan 1980-85
Government of India, Planning Commission, pp.366-381.
2. India. A Reference Annual 1979.
Publications Division, Ministry of Information and Broadcasting.
Government of India, pp. 96-112.

3. Desmond A D'Abreo. 'From Development Worker to Activist.'
DEEDS, Lower Bunder, Mangalore, Karnataka 575 002. p.58-61.
4. The State of the World's Children, 1984, UNICEF.
5. The Hindu, April 8, 1984

6. IDENTIFYING AND UNDERSTANDING COMMON LOCAL PROBLEMS AND THEIR PREVENTIVE MEASURES

OBJECTIVE

To develop skills in identifying the symptoms of some common health problems and their preventive measures

EXERCISE

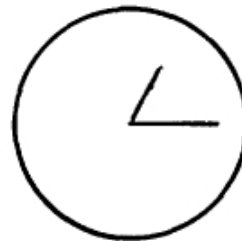
The trainer divides the trainees into groups and each group is asked to take up one health problem listed/shown. Each group is then provided with the materials (written and visual) and asked to read and to discuss the problem in the group.

Materials

Pictures, posters, cyclostyled materials on topics like:

- diarrhoea
- anaemia
- vitamin A
- vitamin B
- scabies

The trainees then reassemble in the large group. A volunteer from each group reports on the topic discussed.



1 hr 15 mts



How do you see the knowledge gained to be of use in your work?

7. REFLECTING ON AND SHARING THE DAY'S LEARNING



30 mts

Each one to list one thing that he/she has learnt that day on the board.

What did you feel about the day?



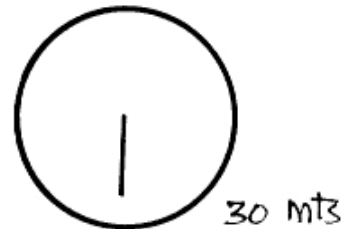
MORNING

1. PREVIOUS DAY'S REPORT

Focus : Team Reporting

EXERCISE

Report by the team, with each one reporting on different aspects of the previous day's programme. Comments on the report by the trainees.



Questions to the reporting team:

How did you find the exercise of team reporting?

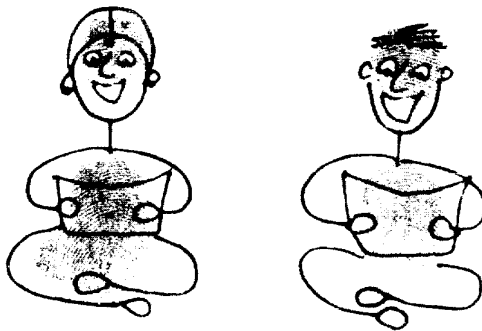
What is it that you liked about it? Give reasons.

What is it that you did not like? Give reasons.

Questions to the trainees:

How do you compare team reporting with individual reporting?

Can you think of other ways of presenting the daily report?



Th

2. UNDERSTANDING POVERTY

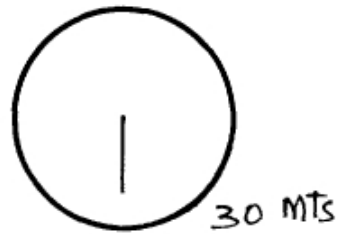
OBJECTIVE

To understand the term 'poverty'

EXERCISE

Part A: The trainer asks each trainee to write a sentence or two about what the term 'poverty' means to him/her. He then suggests that they read aloud in turn what they have written.

Part B: He/she then asks the trainees to form groups of five and share with each other the first incident in their lives they recall that made them conscious of poverty.



3. UNDERSTANDING POVERTY

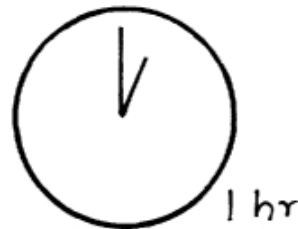
OBJECTIVE

To understand the extent, the symptoms and the causes of poverty in India.

EXERCISE

A paper on the topic with a set of questions is distributed to all the trainees. They are divided into three groups and asked to read and discuss the questions that are raised.

The trainees return to the large group. The trainer encourages them to share their thoughts with the other members of the group.



What are your feelings when you look at the poverty situation?

What is your understanding of poverty?



Paper to be distributed to the trainees

POVERTY

An analysis of the economic condition
of the people in India



It is now 34 years since our country was proclaimed a sovereign democratic republic. What is our progress in terms of the quality of life of the people in general? How far have we been able to realize the objective of social justice? These are some of the questions which may help us to look into the economic progress of our nation as a whole. Efforts are made in this paper to present an idea about the condition of life of the people in general and the direction of economic progress in the country.

The first and foremost thing that sets anyone thinking about the economic condition of the people is the census figures related to the people who live below the poverty line. It is revealed by the census that more than 50% of the people in the rural areas are living below the poverty line. To think of the percentage in actual number: more than 340 million people are below the poverty line.

Can we really depict the condition of these people? It is doubtful. **It is very difficult to describe these people in terms of their** feelings, hopes, aspirations, anger, hatred, desires, etc., etc. At the most, what is possible is to present some of the national statistics on some of the important aspects of life of the people. This can help us feel the magnitude of the problems, which may be part of our own experience in day-to-day life.

Consumer expenditure and economic condition

The economic condition of the people could be studied by the amount of money they can spend on necessities. This is known as consumer expenditure. In 1960-61, consumer expenditure was Rs.276 per year. This is equal to 75 paise per day. This is an average estimate. Millions of people are not in a position to spend even this much.

Consumer expenditure distribution among the lower strata

| | | |
|--------|--------|----------|
| Lowest | 6.3% | 27 paise |
| | 11.95% | 37 paise |
| | 9.88% | 43 paise |
| | 9.82% | 50 paise |

(Source 1, p.4)

About 38% of the people are in a position to spend 27 to 50 paise per day. Fifty paise per day means Rs.15 per month.

75.

Food requirements and economic condition

The economic condition of the people can also be studied by the amount of food required per head. The Government of India has calculated the minimum requirements of food per person to carry out normal routine work.

The calories required are 2,250 made of:

- 495 grams of cereals
- 85 grams of pulses
- 115 grams of milk
- 45 grams of sugar
- 35 grams of oil

This is minimal. In 1960-61, the cost of such food was estimated to be Rs.18 to Rs.20 per month. In 1974-75, the same amount of food cost Rs.35 to Rs.40. In 1978, it was Rs.53 per head per month, and in 1982, this was Rs.80 per head per month. Those who do not get this minimum food are considered to be below the poverty line. One half of the population is not getting this minimum. In this calculation, other basic needs of clothing and shelter are not taken into accountH (Source 2, p.53)

Employment position

In 1971, the number of people in India who were of working age, was about 180 million, or 33% of the total population. Of these, 9 million were reported to be without any work and another 10 million worked less than 14 hours a week, remaining virtually unemployed. In 1979, the work force consisted of 264 million men and women. Only 24 million of these are in the organised sector. (Source 2, p.69)

In the rural areas, the number of landless workers has increased by 200 lakhs in 14 years, at the rate of nearly 15 lakhs per year. One in every 20 agricultural workers in India is a bonded labourer. Eighty per cent of these bonded labourers are below 40 years of age, 53.6% are below 30, and 21% are below 20 years of age. Eight out of ten of the bonded labourers belong to the Scheduled Castes. If the figures are looked at from the point of view of the loans that have made them bonded labourers, it is found that 45.7% incur debts for meeting daily needs and 33.6% for festivals and ceremonies. Of these, 41.3% take loans of less than Rs.300, while 23.1% take from Rs.300 to Rs.700, and 15% need loans exceeding Rs.1,100. Of them, 11.6% pay an interest higher than 40% per annum, 15% pay interest ranging from 25 to 40%, while 45% do not pay any interest and live entirely at the mercy of the masters. (Source 2, pp.69-70).

The Rural Labour Enquiry has shown that between 1964-65 and 1974-75, the number of days for which employment was available for rural labourers declined by 10% for men, 7.5% for women and 5% for children. The data on average earnings when corrected for inflation, also show a decline. (Source 3, p.9).

76

The rates of unemployment by daily status show an average of 8.2% which in terms of absolute numbers means that on a typical day, about 21 million people are seeking and are available for work, but unable to find it. (Source 3, p.9).

India has the largest child labour force in the world. They number over 30 million. (Source 2, p.70).

Distribution of assets

Eighty per cent of the Indian population are in the rural areas. According to the All-India Debt and Investment Survey, the distribution of assets in rural areas was as follows:

| Sl. no. | Percentage share in assets | | 1961 | 1971 |
|---------|----------------------------|-----|------|------|
| 1 | Lowest | 10% | 0.1 | 0.1 |
| 2 | Lower | 30% | 2.5 | 2.0 |
| 3 | Top | 30% | 79.0 | 81.0 |
| 4 | Top | 10% | 51.4 | 51.0 |

These figures bring out the very low level of asset holdings of the poorest 30% in rural areas. They also show that there has not been any major change in the structure of asset ownership in rural areas during the sixties. In fact, if 'poor' householders are defined as those with less than Rs. 1,000 of assets in 1961, or to allow for inflation, Rs.2,500 in 1971, the percentage of such households increased from 30% in 1961 to 35% in 1971. The bulk of the assets of these 'poor' households consists only of their huts, some household goods and some livestock. (Source 3, p.8).

The principal productive asset in rural areas is land. The distribution of land is given in the following table:

| <u>Number of acres owned</u> | | <u>Percentage of rural families</u> | <u>Percentage of land</u> |
|------------------------------|---------------|-------------------------------------|---------------------------|
| | 0 acres | 6.0% | 0% |
| 0 | - 2.5 acres | 48.0% | 6% |
| 2.5 | - 5.0 acres | 16.0% | 11% |
| 5 | - 10.0 acres | 16.0% | 20% |
| 10 | - 25.0 acres | 10.0% | 30% |
| 25 | - 100.0 acres | 4.0% | 33% |
| | | 100% | 100% |

It is evident from these figures that:

The top 5% of rural families own 40% of land

The top 10% of rural families own 56% of land

The bottom 50% of rural families own 4% of land.

According to the Land Ceiling Act, 1.151 crore acres of land should be available for distribution among landless agricultural labourers. However, only 40.4 lakh acres have been declared surplus. The area taken over by the Government was 21 lakh acres and the area actually distributed was only 12.9 lakh acres. (Yojana, April 1, 1980) (Source 2, p.64).

Housing conditions

The 1971 census placed the shortage of housing units at 1.45 crore units, that is, 29 lakhs in urban areas and 1.16 crores in rural areas. In urban areas, with a population of over 50,000, roughly 50% of the people live in one-room houses. In metropolitan cities, nearly 75% of the householders have less than 10 sq. metre of space per head. The number of slum dwellers is over 3 million in Bombay, 2 million in Calcutta and 1 million in Madras. Twenty to 25% of the population in big urban centres live as 'pavement dwellers.' India is building only two units per thousand per year in the urban areas and 0.44 in the rural areas, while the UN recommendation is 10 house units per thousand per year. (Source 2, p.61).

Distribution of total income among the various strata of society

The top 1% enjoys 10% of the total income of the country. The top 2.5% enjoys 18%. The top 10% enjoys 34% of the whole income. The lower 50% enjoys 22%. The lowest 15% gets only 4% of the total income.

Production of Necessities and Luxuries

| Necessities | | <u>Luxuries</u> | |
|-----------------------------|-------------------|-----------------|-------------------|
| (Items of mass consumption) | | | |
| | <u>% increase</u> | | <u>% increase</u> |
| Cereals | 0.6 | T.V. sets | 44.0 |
| Pulses | -1.8 | Refrigerators | 15.8 |
| Edible Oils | 1.6 | Cars | 4.0 |
| Milk | -0.7 | Telephones | 7.6 |
| Railway passengers | 2.4 | Air passengers | 8.5 |

The items produced seem to cater to the needs of the top 10% more than to the needs of the bottom 50% of the population. (Source 2, p.57)

Payment of taxes

The Government gets revenue from the taxes levied and spends the amount on development plans. There are two kinds of taxes – direct and indirect. The direct tax is the one levied directly on the income. The indirect tax is the one levied on the things purchased and used by the people. The price of the things includes the tax. The people who live below the poverty line also pay these taxes. The following table gives an idea of the tax collections from direct and indirect levies.

| Taxes | 1948-49 | 1958-59 | 1968-69 | 1977-78 |
|----------------------|---------|---------|---------|---------|
| Indirect (in crores) | 362 | 817 | 3,017 | 10,545 |
| Direct (in crores) | 239 | 336 | 910 | 3,158 |

The revenue from indirect taxes is three times that from direct taxes. The increase in the indirect taxes from 1948 to 1978 is phenomenal and the comparative increase in direct taxes is much less. (Source 4).

According to Dastur, when you drink a cup of tea costing 20 paise, you pay an indirect tax of 14.5 paise. (Source 2, p.57).

Labour force and gross domestic product

There are three major sectors of work that could be identified. The primary sector is the agricultural sector. The secondary sector is the industrial sector and the tertiary sector is services, transport, communication, etc. The labour force working in each of these sectors is given below:

| <u>Sector</u> | 1951 | 1971 |
|---------------|-------|-------|
| Primary | 72.1% | 72.1% |
| Secondary | 10.6% | 11.2% |
| Tertiary | 17.3% | 16.7% |

When the industrial sector grows, it generally absorbs some of the labour force from the agricultural sector. The data given below shows that the number in the labour force in the agricultural sector remained the same. The reason for this is not the reduced growth in the industrial sector. When we look at the gross domestic product, it shows clearly a growth in the industrial sector. There is a decrease in the gross domestic product in agricultural sector. However, the population of the labour force dependent on agriculture remains the same.

79

Composition of gross domestic product

| Sector | 50-51 | 55-56 | 60-61 | 65-66 | 68-69 | 73-74 | 78-79 |
|--|-------|-------|-------|-------|-------|-------|-------|
| 1. Agriculture & allied sectors | 58.9 | 57.3 | 54.2 | 45.6 | 46.3 | 45.2 | 41.6 |
| 2. Industrial sector | 14.9 | 15.9 | 17.7 | 22.0 | 21.2 | 21.6 | 22.5 |
| 3. Electricity, gas, water supply, transport, storage communication services | 26.2 | 26.8 | 28.1 | 32.2 | 32.5 | 33.2 | 35.9 |

(Source 3, p.13)

This trend could be attributed to the type of products turned out by the industries. The products of the industries are the luxury items consumed by the upper classes as brought out earlier in this paper.

Even in the agricultural sector, the 'package strategy' adopted by the Government and the consequent green revolution benefited the small-scale farmers with irrigation resources, and the landlords in irrigated areas in Punjab and Haryana. It left the small-scale farmers without irrigation or other resources absolutely stranded. Many were forced to sell their lands to the richer landlords and worked under them as landless labourers. Soon, with the increase in tractors and other mechanised farming equipment, they became redundant and jobless, joining the vast army of unemployed landless labourers, which totals up to more than a hundred million. The rich became richer and the poor became poorer.

The paper presented some of the facts about the economic conditions in our country today. There are some basic questions related to the economic problems in the society, which are placed before the reader. All of us must try and answer these questions, probably after collecting some more additional information.

1) Is it true that

- poor people are poor because they are lazy?
- poor people cannot progress as they have large families?
- poor people spend their money on arrack and cinema and hence remain poor?

2) Is it true that the poor people are not utilising and getting the benefit of the programmes implemented for them by the Government?

- 3) What do you think of the general opinion that the nation cannot solve its problems as long as people do not work hard and they are not disciplined?
- 4) What is our answer to those who say that the new industries are not coming up because of the demand for higher wages by the labourers, which results in loss to industrialists and this comes in the way of progress?

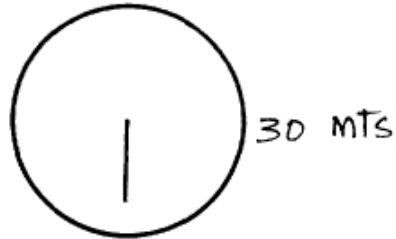
SOURCES

1. Dandekar V.M. and Rath, Nilakantha
Poverty in India. The Ford Foundation.
55 Lodi Estate, New Delhi. December 1970.
2. Desmond A D'Abreo
"From Development Worker to Activist.
A Case Study in Participatory Training." Deeds.
Mangalore, Karnataka 1983. (Quotation from Pay Commission
Report; Quotation from India Today, May 1-15, 1979;
Quotation from Yojana.)
3. Sixth Five-Year Plan 1980—85, Government of India
Planning Commission, pp.8,9.
4. Statistical Background to the Indian Crisis,
Booklet from the Indian Social Institute, Bangalore.

4. LEARNING ABOUT VARIOUS SOURCES OF INFORMATION

OBJECTIVE

To know various sources of information



EXERCISE

The trainer explains the need for gathering information for use in an education programme, giving examples of some of the common sources from where useful information is gathered on what happens inside and outside the village. The examples are: radio, newspapers, market place. He/She then asks the trainees to list the sources of information they know, from their own experiences. As they list the sources, the trainer or one of the trainees writes them down on the blackboard, or on newsprint. Then the trainer discusses with the trainees the sources of information listed.



NOTE

Any educational programme aims at helping people in the programme to know more. Knowing more means seeking more information about various aspects of life and living dealt within the programme, from sources which provide the relevant information. For example, if we want to know how to keep ourselves healthy, probable sources of information could be health personnel in the health centres, radio programmes on health, newspaper articles on health, booklets and leaflets, a grandmother or any person who has enjoyed good health, etc.

- Were the sources of information listed easily accessible?
- Of the sources listed, which are the most easily accessible in your village(s)?
- What is your experience in collecting information of interest to you?



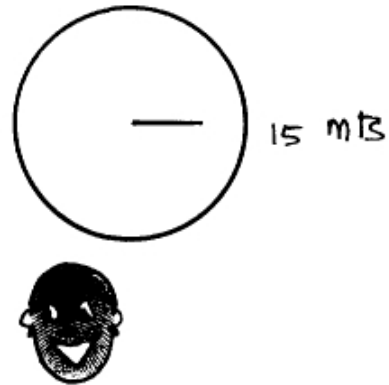
AFTERNOON

5. KEEPING UP THE INTEREST

GAME

Touch blue

The trainer calls out a word, e.g., 'blue', 'floor', 'wood', 'grass', 'yellow', — and the players must all push to touch whatever has been named. As soon as most people have touched it, the trainer calls out the next word.

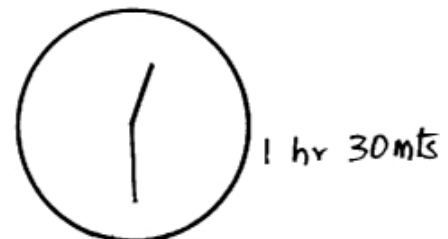


6. COLLECTING AND ORGANISING INFORMATION

OBJECTIVES

- To understand the need for collecting and using information in one's work

To get introduced to the skill of collecting relevant information



EXERCISE

The trainer distributes copies of the paper on the source book of information to the trainees. He/she then suggests that the trainees read the paper individually or as a group, each one reading a paragraph. He/she invites comments on the paper.

The trainer asks the trainees to form small groups. Each group is provided with materials, such as newsprint or brown paper, needle and thread, newspapers, magazine, gum/maida paste. The trainer tells them to select a theme (e.g., health, women, education, etc.), then collect the relevant information from available sources and organize them in such a way that they can draw upon the information as and when needed. Before they start with their work, the trainer provides a model source-book for the trainees to look at.

After the assignment (preparing a source-book of information), the trainer asks the groups to display what they have prepared. Each group is asked to go through the work of other groups and raise questions that occur to them.

The trainees assembled in the large group discuss their experiences in preparing the source-books reviewed.

The trainer suggests that they continue to collect and organize the information as and when they find time during the training programme and after it as well.

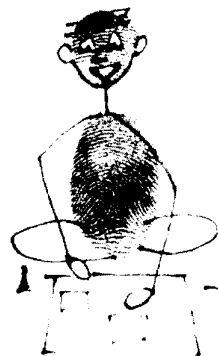
NOTE

Prepare copies of the paper on 'source book of information'

Prepare a model source-book.



Are you satisfied with the preparation of the source-book of information?



SOURCE BOOK Paper to be distributed among trainees

The animator is a major resource for the effective implementation of adult education programmes. Hence, it is important that he strengthens himself. One way to do this would be to collect and organize information in a simple manner.

The source book will help the animator make the lessons more interesting, convey the ideas better and possibly involve the learners more in the learning process.

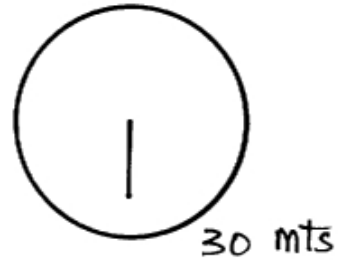
Preparation

1. Contact families who get some newspapers or magazines, and try to make a collection.
2. Set some time aside to go over these. Pick news items/pictures that will be useful to you and mark them.
3. Cut out whatever you have marked from time to time. Put the date of the newspaper on the cutting, if you think the date is useful.
4. Club together news items by subject.
Examples: health, women, education, fisheries, agriculture.
5. Prepare a note book with whatever paper is available.
6. Allot a few pages in the note book for major headings under which you have collected news items.
7. Write the headings boldly in the pages allotted to them.
8. Arrange the news items collected under each heading in a way convenient to look at and read. Stick them with gum or maida paste.
9. Get into the habit of using the source book as often as possible while preparing to conduct the lessons.
10. Go over the source book with the learners from time to time — Read aloud the information, show them the pictures.

7. PARTICIPATING AT DIFFERENT LEVELS

OBJECTIVE

- To understand the levels of participation in a group discussion



EXERCISE

he trainer speaks about the
els of participation in a
group discussion.



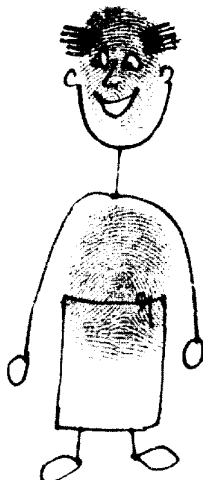
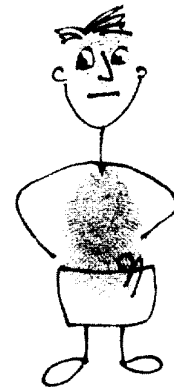
LEVELS OF INDIVIDUAL FUNCTIONING IN GROUP DISCUSSIONS (For the Trainer's use)

The following are short descriptions of five different levels at which individuals generally function.

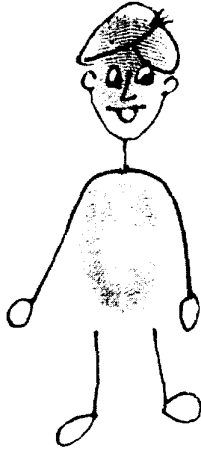


The first and lowest level is that of 'detractor'. The detractor does not attend closely to what other people say or what is going on in the group. His comments are mostly in the nature of destructive criticism.

The next level is that of 'observer'. He attends to what is happening, but he does not get much involved. His comments are often made as asides to his neighbour, or outside the group meetings.



Thirdly, there is the participant. He attends to what is happening and also takes part, but without making much of an effort to contribute on his own account. He tends to wait until the leader asks him to comment.



Fourthly, there is the 'contributor'. . . He attends and responds on his own account, and also draws attention to what is deficient in the group by pointing out strengths and weaknesses in its performance and by articulating concerns on behalf of the group. He seeks clarifications of what is not clear and contributes his own insights, learning and feelings.

Fifthly, there is the level of **leader'** As well as contributing on his own account, the leader gives direction to the group and to its performance of tasks. He initiates action in the group when tasks have to be performed, and he sets the standards of performance.



Points to be remembered

1. The same person may function at different levels on different occasions and at different moments, and also depending upon the task. What we are concerned with here is the level at which each member is functioning for most of the time.
2. In any group there will be individuals who usually function at particular levels.
3. If members of this group want to change, and to experience the process of change for themselves, they can aim to function at progressively higher levels.
4. Changing one's behaviour in a group — or indeed in any circumstance — is not easy. Individual members who are trying to improve the level of their functioning should be content to try to move up one level at a time, i.e., from observer to participant, from participant to contributor, and so on.
5. Constantly reflecting upon the role that one is playing is another aspect of the learning and development process.
6. At various times during the course, one should reflect and comment on the roles that they are playing, not only in the training group but in other situations as well.

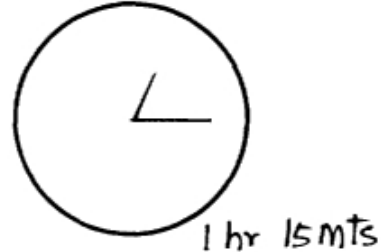
8. DISCUSSING IN A GROUP

(Practising group discussion)

OBJECTIVES

To learn to use the information gathered (application of knowledge)

To practise conducting group discussion



EXERCISE

The trainer suggests that the trainees divide themselves into three groups.

One person from each group takes the role of animator at the NFAE*centre, while other members take on the role of adult learners.

The animator conducts a group discussion using the source book and the knowledge he/she has gained during day 4 and the morning of day 5.

The three groups come together and discuss what happened in their own groups.

NOTE

The trainer points out to the trainees that during the past four days of experience they have acquired new knowledge, skills and attitudes. They must now use all these during the group discussion.

Questions to animators who conducted the group discussion:

Were you satisfied with your group discussion?

Did you feel you used the information adequately?

• Were the learners attentive?

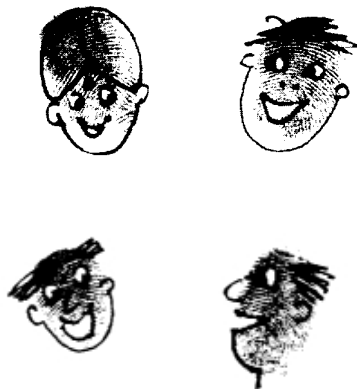
• Do you think they were clearer?

Questions to the group members:

What did you like about the discussion conducted by the animator?

What did you learn from the discussion?

Do you feel that your group was attentive?



*NFAE : Nonformal Adult Education

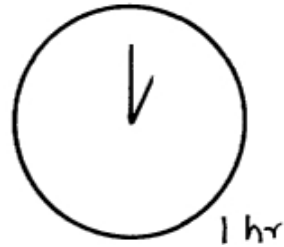
9. REFLECTING ON AND SHARING THE DAY'S LEARNING

Focus : Indicators of Learning

OBJECTIVES

To identify the day's learning

To understand the importance of how learning has taken place



EXERCISE

The trainees sit in a circle.
The trainer asks them to reflect on the day and list what they have learned on the board.

- ' How do you know that you have learned?
- ' Is it you alone who know within yourself that you have learned?
- ' Can others see that you have learned?

DEVELOPMENT, WHAT DO WE MEAN BY IT?

(For the Trainer's use)

During the 25 years that we have been speaking about development, the concept has gone through four different phases, and a fifth phase now begun. Simplifying matters very much, the four phases can be distinguished, and the accent on the role of voluntary agencies can be seen to have shifted.

1. Development - Growth in income

Initially, there was heavy emphasis on the economic aspect of development, on the need for raising the per capita income, especially by the injection of foreign investment, technology and know-how in backward countries. Countries having an annual per capita income of US \$500 or more were considered 'developed,' those not so privileged were classified as 'underdeveloped.' The advantage of this approach was its simplicity. Development was uni-dimensional, it could be measured by means of statistics. It was the heyday of economists, econometricians and statisticians. They had the answers.

The reference point was the developed countries of the West. They decided what development and underdevelopment meant, and did so, as can be expected, in their own image. The strategy for development was transfer of funds and technical know-how from developed to developing countries through aid programmes. Aid, therefore, came from outside the needy group.

Voluntary agencies did not have a very important role to play during this stage. They were largely ignored. Only during times of crisis or calamity or natural disaster was aid pumped in for providing relief to the most vulnerable sections of society.

2. Development - social progress

The economists started finding out that they did not have all the answers, and that development was far more complex than an increase in per capita income. A large variety of variables measuring health, education, sanitary conditions, calorie intake, protein consumption, etc., were, therefore, introduced into the equation. This was more or less the idea of development that prevailed during the First Development Decade declared by the UN.

The developed countries remained the reference point or yardstick.

A more important role began to be given to voluntary agencies. During this stage of evolution of the idea of development – and many of us are still in this stage – a great effort was made to build up institutions to provide a range of social services for the rural poor. Many of the dispensaries, schools, and other institutions built by either government or voluntary organisations owe their origin to this phase. And thank God for this, because otherwise, large tracts would have remained deprived of the most essential social infrastructural facilities.

The institutional approach meant that, in a way, the institution becomes the point of reference. The individual in need of a service has to come to the dispensary, the block, the school, as a client or patient. It also entails the danger that institutions will too often be measured by their size and style rather than by the quality of personnel working in them, or the services they provide to the people. There is, further, the danger of institutions becoming ends in themselves.

This approach also creates the possibility that those living at a certain distance from an institution can profit very little from it. Development thereby becomes patchy and begins to generate 'centres' of development, the so-called 'demonstration' farms, 'model' villages, 'pilot' projects, etc., on the one hand, and large tracts of untouched terrain on the other, and hence a growing disparity between the two, even at the regional or local level

3. Development . Integration

In the two approaches described, development was seen primarily as something coming from outside, whether in the form of finance, capital or social benefits. By the mid-60s the failures of the First Development Decade were making it increasingly clear that unless the process started within the poor country itself, it was unlikely to start at all. The expression 'Third World' entered into the development jargon, and third world countries began to take a serious look at their internal structures, at the prodding of eminent scholars such as Gunnar Myrdal, author of Asian Drama.

The problem they shared in common was a highly unequal distribution of wealth, most of it being concentrated in the hands of a small minority, while the masses of the people lived in poverty and on the 'margin' of society. The chief task of development therefore came to be seen as that of re-integrating these marginal people into the existing social structures. Attempts were made to broaden the latter and thus ensure a greater flow of benefits from the "haves" to the "have-nots." India's 20-point economic programme can be seen as a concrete expression of this approach to development.

Note that during this phase the point of reference shifts to the developing countries themselves, but to their metropolitan centres, the organized sector of the economy, and the elite of the decision-makers who themselves are moulded on Western standards and values. Naturally enough these persons, inspired by the best of intentions, view development of the ordinary people as they see and think fit, and one gets planning from above.

The strategy for development reaches out from the centre or from institutions. It takes the form of projects and extension programmes, planned at the centre, started through outside initiative, financed by the centre, through services manned by development workers who come from outside the community. This does not preclude the presence of self-help elements, but only lip service is usually paid to this approach. Food-for-work projects could be included in this third approach, wherein the element of self-help is already more pronounced.

The approach was politically safe, for it did not encourage the people to ask too many questions about the system itself. Development work was used as a 'confidence mechanism' to win the allegiance of the people to the existing political system and its rulers.

The role of voluntary organisations grew considerably in importance. Because of the 'missionary' zeal that animated them, the government felt that projects meant for the most disadvantaged or remote people, where government officers would hardly go, could be entrusted to voluntary organisations, whose personnel would work with full motivation. Or again, because these volunteers had the confidence of the people, they could get across to them more easily than officials could.

A frank question can perhaps be posed at this juncture: Is this not how the present government still sees the role of voluntary agencies?

4. Development . Liberation

There were two serious flaws in the third approach. First, it presumed that the benefits of development could 'trickle down' from the top to the bottom of the social scale: that without any major changes in the existing social structure, those who "have" will be prepared to make the necessary concessions to provide for those who "have not." Secondly, it presupposed that the poor would gladly accept development as a gift from above.

There is now a growing awareness that real development can only start from below, from the people at the bottom. Words like 'grassroots' and 'barefoot' are now becoming the fashion. The first step in development must be an attempt to help the people free themselves from the various oppressive forces keeping them in a state of dependency.

In this fourth phase, one reaches the opposite of what the original idea of development started out with. Now the ordinary man at the grassroots becomes the point of reference and the yardstick for judging whether development takes place or not. Any development measure, at whatever level it be taken, finds its justification to the extent that directly or indirectly helps the marginal man in the Third World to become more fully himself. The 'human' aspect now takes precedence over the economic and technological aspects. Economic projects and progress are still very much relevant, but only to the extent that they result from decision-making by the ordinary man in his own community, and to the extent that they bring more equality and more participation in decision-making.

In this last phase, the people are 'conscientized' about the situation in which they live, the oppression they suffer, the contradictions they experience. They are encouraged to ask questions, to get organized, to build up countervailing power (as the trade unions did earlier) and to exert pressure from below. Politically, therefore, development becomes a live wire, for amongst the questions that people are asking will inevitably be those dealing with government officials and how they exercise their power, government structures, and the interplay of vested interests at the top that keep people in a state of oppression.

The role of voluntary organizations becomes vital. A role emerges of awakening the poor to their state of dependency and to the possibility of themselves changing the structures that oppress them by exerting organised pressure from below. Note that such an approach does not preach revolution or physical violence, but only favours building up of countervailing power, without which as a matter of fact, the initiatives of government remain a dead letter. The possibility of misunderstanding between the government and the voluntary agencies during this fourth phase is a very real one. An example of this can be seen in a country like the Philippines.

5. Development dialogue and the rich learning from the poor?

Pointers are already on the horizon to indicate that the 'development debate' has turned 360 degrees, and that in the near future, **theso-called 'developed' countries will begin to discover that** they can learn very much from the poor nations, in matters of total and integral development, the quality of life, the warmth of human relations, the stability of family life.

Once this fifth stage will have been reached, a real dialogue on the basis of mutual respect for each other's dignity can begin to take place. It must also be noted that such a dialogue has to take place between the 'developed' sectors and the 'marginal' people in each country as well. To be more concrete, real development is likely to take place once we, the so-called civilized, educated,

and advanced elite, begin to realize that we do not have all the answers, cannot therefore, plan on our own what shape the development or liberation of the mass of the people should take, without very seriously consulting them. This can be done if we would be ready for a dialogue with the people, and are willing to encourage and work for planning from below.

Adapted from Basic Issues in Development, Michael Van den Bogaert, AFPRO, 1977, pp.4-10.

STAGE 2

EVALUATION INDICATORS

As a result of the experiences undergone at this stage the trainees may show the following types of behaviour.

Some:

- may be more inclined to question.
- may be more curious.

become more sensitive to things that are not alright

appear more confident about the role they have to play.

STAGE 3

UNDERSTANDING THE PRESENT EDUCATION SYSTEM AND ITS RELEVANCE

This stage enables the trainees to look critically at their ideas of education in the light of their own school experience, and to think about a programme of adult education that is relevant.

CONTENTS

STAGE 3

Day 6

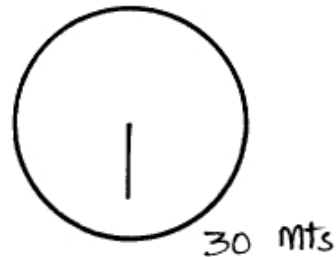
1. Previous day's report
2. Discussing the cultural programme
3. Focusing attention on education
4. Understanding one's idea of education
5. Keeping up the interest
6. Visualising an NFAE programme for adults
7. Understanding the present system of education
8. Reflecting on and sharing the day's learning

MORNING



1. PREVIOUS DAY'S REPORT

Focus : Different ways of reporting



EXERCISE

The trainees on Day 5 discussed different ways of reporting. The trainer now asks them to present the report in the way they had decided on.

How did you find today's reporting?

How was it different?



2. DISCUSSING THE CULTURAL PROGRAMME

OBJECTIVE

- To understand the elements of planning

The trainer suggests that the trainees discuss the cultural programme of the previous evening in terms of time taken selection of items, quality of the items, involvement of the group. He then introduces the game 'Tiye Friends' for them to remember the basics of planning any programme. He says that each finger in the hand represents one friend. The five fingers stand for

WHY ? the reason for the programme (thumb)

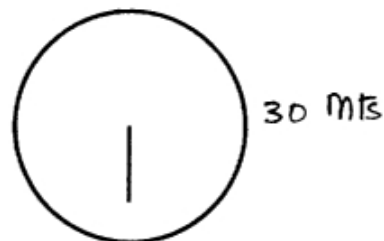
WHO ? the people who will carry out the programme (index finger)

HOW ? the steps in implementing the programme (middle finger)

WHEN? the time required for implementation ("ring" finger)

WHAT? the resources needed (little finger)

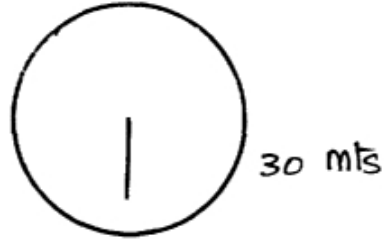
The trainer asks all the participants to stand and raise one of their hands in front of them and name the "five friends" on his/her fingers. The participants are asked to sit down when they are able to list all the "five friends."



3. FOCUSING ATTENTION ON EDUCATION

OBJECTIVES

- To focus attention on education
- To gain a better understanding of education



EXERCISE Part A

The trainer calls out the word 'education' and asks trainees to speak out one word that comes to their mind quickly. The trainer lists the words on the blackboard.

Part B

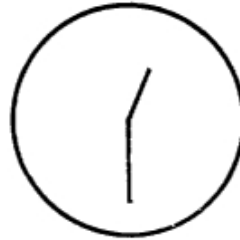
The trainer asks the trainees to reflect for a few minutes on the words listed. He then asks for comments on how they have looked at education.



4. UNDERSTANDING ONE'S IDEA OF EDUCATION

OBJECTIVE

To analyse one's school experience and to understand its relevance



hr 30 min

EXERCISE

The trainer gives the following set of questions to all trainees. He divides them into small groups of five to six. The trainer suggests that each group elect its own moderator. The trainees spend some time jotting down points on questions raised before beginning the discussion

- What have you gained from this session?
- Do you feel you are clear about the meaning of education?

NOTE

The trainer suggests that the trainees continue to reflect on the relevance of education.

- What kind of school(s) did you attend?
- What was the average number of students in each class?
- What do you remember about teacher-student relationships in your own case and in the case of others?
What were the kind of punishments given? What did you think of them?
What made your student life good?
- What made your student life bad?
- How much of what you have learned do you use today?
- If you were to go back to the same school, what changes would you like to see?



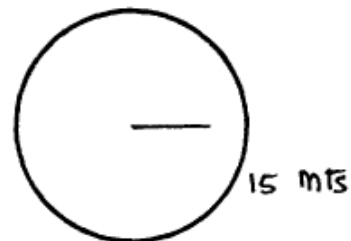
AFTERNOON



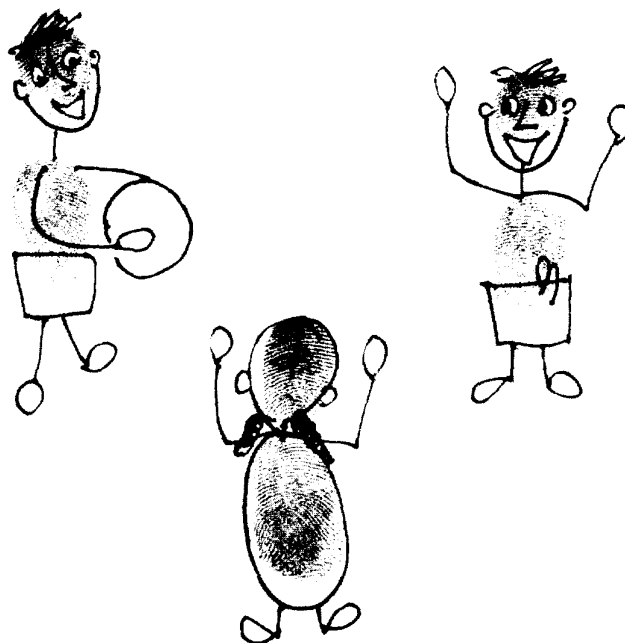
5.KEEPING UP THE INTEREST

GAME

The trainer asks the trainees to think for themselves about any game and play the game for 15 minutes.



The trainer joins the trainees in playing the game.



6. VISUALISING AN NFAE PROGRAMME FOR ADULTS

OBJECTIVE

To visualise an educational programme for adults

EXERCISE

The trainer asks the trainees to form groups of five. He asks them to think about education for adults and also to recall the discussion about school education. He suggests that the groups discuss with each other so as to bring out similarities and dissimilarities between the two. Each group must elect a reporter. The groups discuss for 15 to 20 minutes.

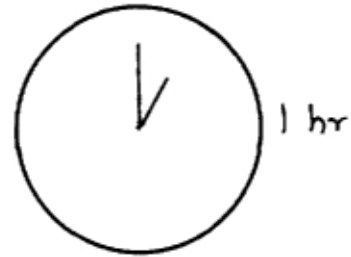
The trainees reassemble in a large group and the reporter from each group reports on the discussion. The trainer lists their ideas on the board or on newsprint.

The trainer concludes the session emphasizing that

adult education should result in bringing about changes in the lives of adults in the programme,

the problems faced by adults form the content of education, the method used is to help them analyse the problem and think about solutions on their own,

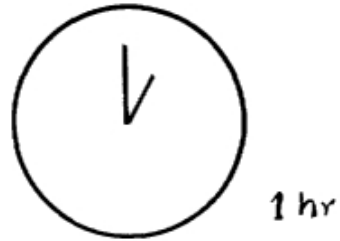
the relationship between the teacher and learner is that of equals.



7. UNDERSTANDING THE PRESENT SYSTEM OF EDUCATION

EXERCISE

The trainer circulates a paper on the 'Status of education in the country.' The trainees sit in small groups, read either by turns or individually by themselves. The trainees discuss the paper with the questions given at the end of the paper.



Paper to be distributed among trainees

STATUS OF EDUCATION IN INDIA

A network of 6.5 lakh schools and colleges employing over 3 million teachers with an annual budget of the order of Rs.3,000 crores constitute our education system.

Primary education

One of the directive principles of the Constitution states that:
"The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years."

The Sixth Five-Year Plan document states that it has not been possible so far for the system of education to achieve the goal of universal education of all children up to the age of 14 years.

The total enrollment in elementary education has increased over the years.

| | 1950-51 | 1955-55 | 1960-61 | 1965-66 | 1977-78 |
|--|----------|----------|----------|----------|----------|
| Number of pupils in Classes I to V (in lakhs) | 191.5 | 251.7 | 349.9 | 504.7 | 701.3 |
| Percentage of total population in age group 6 - 11 | 42.6 | 52.8 | 62.4 | 76.7 | 82.8 |
| Number of primary schools | 2,09,671 | 2,78,135 | 3,30,399 | 3,91,064 | 4,77,037 |

It is clear that nearly 20% do not go to school at all. The 80% who go to school do not continue attending the school. They seem to drop out. It is estimated that about 50% drop out during the first standard, and 60% abandon school before the fifth standard. This can be seen clearly from the following figures:

| | 1950-51 | 1955-56 | 1960-61 | 1965-66 | 1977-78 |
|---|---------|---------|---------|---------|---------|
| Number of pupils in classes VI to VIII (in lakhs) | 3.2 | 42.9 | 67.0 | 105.3 | 179.9 |
| Percentage thereof to total population in age group 11 - 14 years | 12.7 | 16.5 | 22.5 | 30.8 | 38.4 |
| Number of middle schools | 13,596 | 21,730 | 49,663 | 75,798 | 97,021 |

For every three children enrolled in primary and middle schools, one other eligible child is left behind.

The children of socially disadvantaged groups, such as the economically poor, scheduled castes and scheduled tribes, are on the periphery of the schooling system. About 38% of the scheduled caste children (20% of boys and 56% of girls) and 56% of scheduled tribes children (49% of boys and 70% of girls) are yet to receive elementary education.

It is reported that

Of every 100 pupils entering Class I,
 39 drop out or stagnate in Class I
 11 drop out or stagnate in Class II
 8 drop out or stagnate in Class III
 8 drop out or stagnate in Class IV
 7 drop out or stagnate in Class V
 3 drop out or stagnate in Class VI
 2 drop out or stagnate in Class VII
 2 drop out or stagnate in Class VIII

(The Rally, August 1980)

According to an all-India survey conducted by the NCERT (National Council of Educational Research and Training), there are over 2 lakh villages in the country which have no schools at all. The Hindi states account for half the number of such school-less villages. The conditions in rural schools are deplorable, to say the least. Either the schools are manned by one or two teachers, or go without any teachers at all. (Deccan Herald, Dec. 17, 1981).

More than 65% of the primary and middle schools are located in rural areas, but 90% of the budget for providing facilities like playing fields, sports, laboratories and libraries, goes to the urban schools.

Secondary education

In the area of secondary education, there has been an expansion in the past three decades. The quality of the programme as envisaged in the national policy on education (1968) has not been taken care

of effectively. This is particularly true with reference to the integration of practical aspects in the educational programmes.

The enrollment in secondary education over the years is shown in the following table:

| | 1950-51 | 1955-56 | 1960-61 | 1965-66 | 1977-78 |
|---|---------|---------|---------|---------|---------|
| Number of pupils in classes IX to XI/XII (in lakhs) | 12.2 | 18.8 | 28.9 | 50.4 | 87.0 |
| Percentage thereof to total population in the age group 14 - 17 years | 5.3 | 7.4 | 10.6 | 16.2 | 20.2 |
| Number of schools | 7,288 | 10,838 | 17,257 | 27,477 | 44,579 |

Though it is said that the education is free up to secondary school stage in a number of states, only one child out of every five children is in school at this stage.

It is reported that these schools lack certain minimum facilities. Forty per cent of these schools do not have a pucca structure or adequate drinking water facilities.

University education or higher education

Between 1950 and 1978, enrolment improved threefold at the primary school stage, fivefold at the middle school stage, sevenfold at the secondary stage and eightfold at the university stage. The following are the figures of enrollment of students at the university stage:

| | <u>1950-51</u> | <u>1955-56</u> | <u>1960-61</u> | <u>1965-66</u> | <u>1977-78</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| Number of students at the university stage (in lakhs) | 3.6 | 6.3 | 8.9 | 14.9 | 29.7 |
| Percentage thereof to the total population in age group 17 - 23 years | 0.8 | 1.4 | 1.8 | 2.7 | 4.0 |
| Number of universities | 27 | 32 | 45 | 64 | 105 |
| Number of arts, science and commerce colleges | 542 | 772 | 1,122 | 1,788 | 3,270 |

A professor from the Andhra University once declared at a conference on Education held at that University in 1978, that our education system is 'planned unemployment.' It has been found that of those who appear for the SSLC exam half will fail, while of those who appear for the PUC or Intermediate, only 40% will pass. From those who appear for graduate degrees, again 50% will fail. While finally, from those who pass the degree examination today, a large number will be without a job. Our education system has already produced 11 million educated unemployed registered in various employment exchanges in the country. This does not include those who have not registered themselves at these employment exchanges and are still looking for jobs.

The alarming rise in unemployment is revealed in the following figures:

During 1965-77, the number of unemployed graduates rose at the rate of 21% every year - from 9 lakhs in 1965 to 5.6 million in 1977. The annual rate of increase in unemployment among graduates and post-graduates was 21% during 1971-76 as against 16.9% in the case of matriculates, underlining the fact that in the absence of any gainful employment, matriculates drift into the universities.

The expansion of the various faculties of universities bears no relationship to the needs of the economy. While the number of arts graduates increased by 13% a year during the last decade, the rate of unemployment among them increased by 26%. In the case of science graduates, the corresponding percentages were 12.9 and 33; for commerce graduates 16.4 and 27.4; engineering graduates 4.6 and 29; and medical graduates 12.2 and 37.

In the case of post-graduates, the situation is even worse. During the Fourth and Fifth Plans, only five out of ten post-graduates found jobs. Though the Government spends more than Rs.25,000 to educate an engineer, 20,000 of them are looking for jobs (1977 statistics). (India Today, November 16, 1978)

Literacy in India

The number of illiterates in India is constantly growing. An increase of 140 million in 35 years is reported. In the last decade, there has been an increase of 6 million per year. Of the 60 million increase in the past decade, 50 million were from the lower 40%. India will have 54.8% of the world's illiterates in the 15-19 age group in the year 2000. Rural folk and women form the bulk of illiterates. According to the 1971 Census, more than half the people, nearly 60%, were literate in urban areas, whereas just about one fourth of the rural population - 27.89% - was literate. Education is out of reach of the poor, especially those working in the villages.

The literacy and illiteracy figures in 1961 and in 1971 are given in the following table:

| Age group | 1961 | | | | 1971 | | | |
|-----------|---------------|------|-----------------|------|---------------|------|-----------------|------|
| | Literates No. | | Illiterates No. | | Literates No. | | Illiterates No. | |
| 5 - 14 | 336.5 | 29.5 | 803.2 | 70.5 | 523.3 | 34.9 | 973.6 | 65.1 |
| 15 - 24 | 263.3 | 36.0 | 468.8 | 64.0 | 430.1 | 47.5 | 475.9 | 52.5 |
| 25 - 34 | 192.3 | 28.5 | 481.9 | 71.5 | 260.0 | 33.9 | 506.1 | 66.1 |
| 35+ | 262.7 | 22.3 | 917.7 | 77.7 | 366.2 | 24.5 | 1126.7 | 75.5 |

Expenditure on education

The expenditure on education increased from Rs.153 crores in the First Plan to Rs. 912 crores in four years of the Fifth Plan. The proposed outlay for the Sixth Plan 1978-83 is Rs. 1,955 crores.

Expenditure on Education

(Rs. crores)

| | First four 5 yr plans | Fifth Plan | | 1974 - 78 | |
|---------------------------------|--------------------------|------------|----------|-----------|----------|
| | | Outlay | Per cent | Oytlay | Per cent |
| Elementary | 694.7 | 410 | 31.9 | 317 | 35 |
| Secondary | 366.6 | 250 | 19.5 | 156 | 17 |
| University | 421.0 | 292 | 22.7 | 205 | 22 |
| Social education | 56.2 | 18 | 1.4 | 9 | 1. |
| Cultural programme | 25.7 | 37 | 2.8 | 28 | 3 |
| Other educational prograrnes | 177.8 | 122 | 9.5 | 90 | 10 |
| | 1,741.8 | 1,129 | 87.8 | 805 | 88 |
| Technical education | 380.7 | 156 | 12.2 | 107 | 12 |
| | 2,122.5 | 1,285 | 100.0 | 912 | 100 |

The expenditure pattern reveals an emphasis on higher education where only a very small percentage from the higher income groups enroll. The expenditure on primary education was comparatively low, though the policy of universalization of primary education is emphasized.

There was hardly any expenditure on adult education when the illiteracy rate was so high in the country.

The system of formal education caters to a small percentage of the population, ignoring a vast majority. The system in its present form is not relevant to the majority of the people who live in the rural areas. It is geared to white collar jobs and tends to drive the rural population away from the land and their local situation. The massive urban migration that is going on in India is, to a large extent, created by the educational system.

Questions for discussion:

1. What do we mean by 'education'?
Is it acquisition of a certificate to get a job?
2. Is illiteracy the result of:
 - unwillingness on the part of the people to send their children to school or attending adult education centres themselves?
 - the type of atmosphere in the school and the type of education given?
 - poverty of the people?
 - inaccessibility of the present system of education to those who are illiterate or who are future illiterates?
3. Who is responsible for the 'education' of the people in a village community?
4. What, in your opinion, is relevant education?

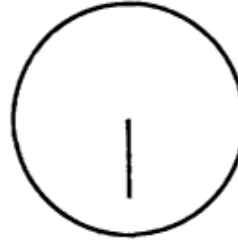
Sources

1. Sixth Five-Year Plan 1980-85,
Government of India. Planning Commission.
2. India. A Reference Annual 1979.
Publications Division, Ministry of Information and Broadcasting. Government of India. 1979.
3. Desmond A D'Abreo. "From Development Worker to Activist."
DEEDS. Mangalore, Karnataka. 1983.

8. REFLECTING ON AND SHARING THE DAY'S LEARNING

EXERCISE

The trainees sit in a circle, and one of them takes the responsibility for the session. He asks the members to mention the most impressive experience of the day and also evidence to show that they had learned from it.



30 mts



STAGE 3

EVALUATION INDICATORS

As a result of the experience undergone at this stage, the trainees:

- may continue to express their feelings about the relevance or irrelevance of the education they went through

- may question the trainers more about competitions, punishments, teacher-student relationships, etc., in the system

STAGE 4

PRACTISING THE ROLE OF ANIMATOR

The trainee can now look into the skills he/she needs to play the responsible role of animator. At this moment, he/she is given opportunities to gain some essential skills, also to be transferred to learners.

STAGE 4Day 7

1. Previous day's report
2. Understanding oneself in communication
3. Understanding the features of a good group discussion
4. Writing an application for the post of animator
5. Keeping up the interest
6. Conducting a discussion on status of women
7. Role playing the problem of dowry
8. Reflecting on and sharing the day's learning

1. Previous day's report
2. Getting introduced to the Animator's Guide
3. Understanding the basic assumptions of the curriculum and its approach
4. Keeping up the interest
5. Practising lessons in the Animator's Guide

Day 9

1. Previous day's report
2. Understanding the need for literacy and numeracy
3. Keeping up the interest
4. Getting introduced to the literacy primer
5. Preparing literacy aids
6. Demonstrating a literacy lesson
7. Reflecting on and sharing the day's learning

Day 10

1. Previous day's report
2. Understanding the need for numeracy Teaching
3. Getting introduced to numeracy primer
4. Keeping up the interest
5. Preparing and demonstrating a numeracy lesson
6. Reflecting on and sharing the day's learning

MORNING



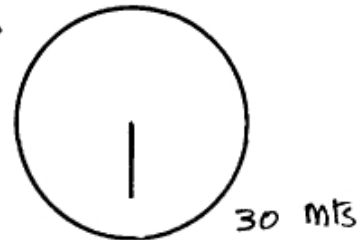
1. PREVIOUS DAY'S REPORT

EXERCISE 1

A team of trainees report on the previous day's programme in a novel way

EXERCISE 2

The trainees are asked to look at the expectations listed on the first day and discuss the achievements. The trainer suggests that they could add new ones.



To the reporting team and the group:

How did you find today's reporting?

Do you think we should continue this form of reporting?

2. UNDERSTANDING ONESELF IN COMMUNICATION



OBJECTIVES

To experience one-way and two-way communication

To understand that effective communication is a two-way flow



EXERCISE.

The trainer selects one demonstrator and a few observers. The remaining participants are supplied with a pencil and two sheets of paper each. They are asked to mark Diagram 1 on one sheet, Diagram 2 on the other sheet.

The trainer introduces the exercise by saying that the group is going to learn something about communication. He then calls for or selects a demonstrator. This should be someone who can communicate freely. The trainer selects observers. The observers are asked to report on the behaviour and the reactions of the demonstrator and the other members of the group.

The other members are told to take two sheets of paper and a pencil each, and to sit facing the demonstrator in such a way that others cannot see whatever they draw on their paper. They are then told that the demonstrator will give them directions for drawing some squares. They must draw the squares exactly as the demonstrator tells them. They may not speak to the demonstrator nor ask any questions, and they may not consult one another.

The demonstrator is told to sit facing the group, like a teacher facing a class. He is given the first diagram with its instructions (Figure 1). He studies this for a couple of minutes. The trainer reminds the group that they may not ask questions, and then tells the demonstrator to start.

The trainer records the time the demonstrator takes to give instructions to the group. He then asks each member to estimate how many squares he thinks he has drawn correctly in relation to the other squares. These estimates are recorded on the blackboard (see Table 1 below).

The trainer then gives the demonstrator the second diagram and instructions (Figure II). He tells the group this time they may ask questions and may seek clarifications.

The trainer again records the time the demonstrator takes to complete the instructions. He then asks each member to estimate how many squares. These estimates are again recorded on the blackboard in Table 1.

He then shows the members the first diagram and asks them to decide how many squares they actually drew correctly. These figures are put on the board in Table 1. Finally he shows the members the second diagram and asks them to decide again how many squares they actually drew correctly. These figures are also put on the board. He discusses the results in terms of the time taken, the accuracy estimated and the accuracy achieved. The observer is asked to report his observations and the demonstrator and members are asked to share their experiences and feelings.

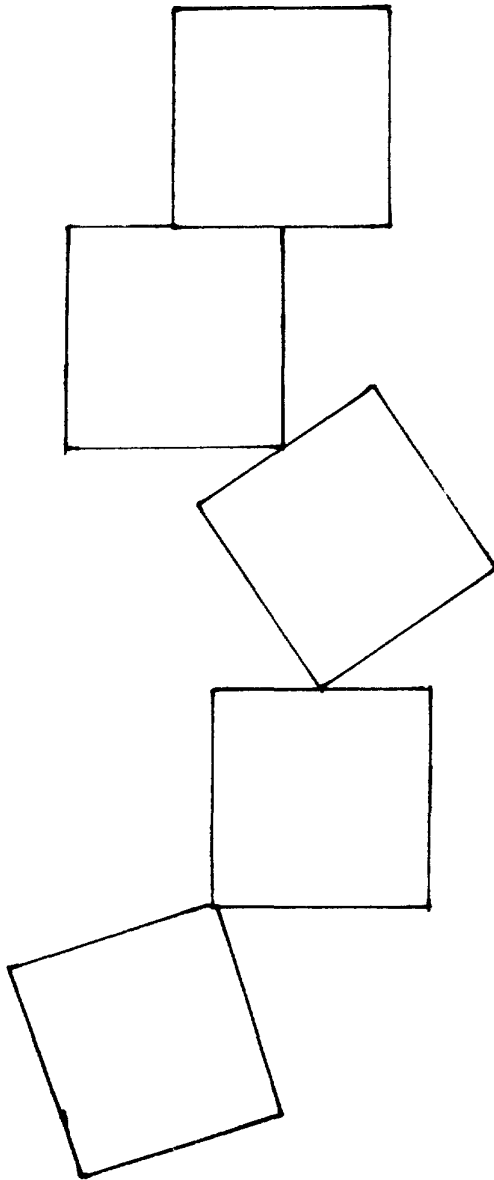
Which phase of the exercise took more time?

- What are your observations regarding the degree of accuracy in the two phases?
- In which phase did you feel more comfortable, while receiving instructions and while drawing? Why?

NOTE

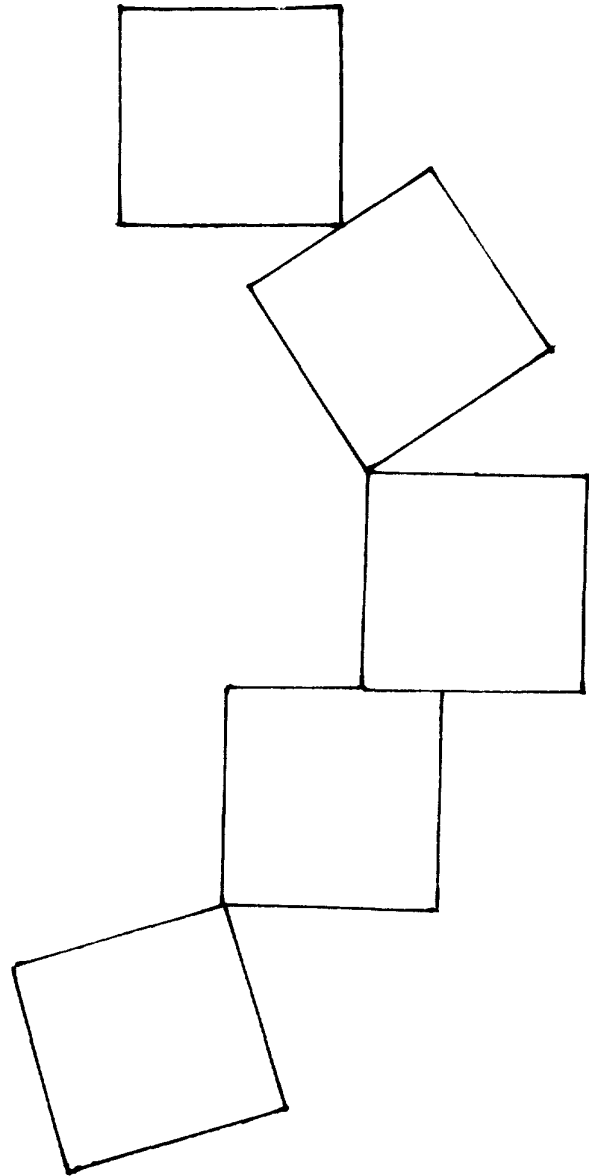
The trainer may choose to make enlarged copies of the diagram.





(FIGURE I)

Study the diagram. Your task is to instruct the other members on how to draw the squares. Begin with the top square and describe each one in succession. Notice the relationship of each square to the others. The members are not allowed to ask you any questions.

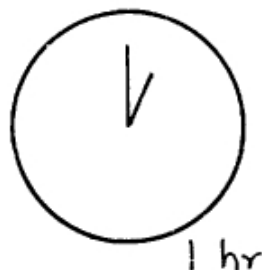


(FIGURE II)

Study the diagram. Your task is to instruct the other members on how to draw the squares. Begin with the top square and describe each one in succession. Notice the relationship of each square to the others. Answer all questions from participants, and repeat your instructions if necessary.

| Number of squares correct | First diagram | | Second diagram | |
|---------------------------------|---------------|--------|----------------|--------|
| | Estimated | Actual | Estimated | Actual |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| 0 | | | | |
| Average (median) | | | | |

3. UNDERSTANDING THE FEATURES OF A GOOD GROUP DISCUSSION



OBJECTIVES

- To understand what makes a discussion good
- To be introduced to a new technique

NOTE

Brainstorming

Brainstorming is a technique used for bringing out as many ideas as possible in as short a time.

EXERCISE

The trainer invites ideas on a good discussion from participants in quick succession. The ideas are listed on the board by one of the trainees. The trainer suggests that they reflect on what is written on the board.

Following this, the trainer presents a set of ideas on good discussion.

- What do you think are the most essential among those listed?
- Is good discussion possible without any of them?

NOTE

These questions may only be asked when the list is adequately long.

The purpose of discussion should be clear and acceptable to most of the trainees.

- Discussion topics must be relevant and acceptable to the majority.
- There should be an encouraging atmosphere - where everyone participates.
- Participants must speak clearly when they speak. Everyone must listen when someone speaks



STIMULATING PARTICIPATION THROUGH QUESTIONS AND DISCUSSION

(For the Trainer's use)

Almost all learning activities can be improved by the effective use of questions and discussion. The next two activities focus on the kind of questions a field worker might ask to stimulate participation, and on techniques for leading discussions. Asking questions and leading discussion are basic adult education teaching practices upon which most other teaching tools are based.

Activity A : - Effective questioning

One hour

Purpose

Tell the group that the purpose of this activity is to use questions to stimulate learner interest and participation.

Steps.

1. Explain to participants that a good field worker makes her audience feel relaxed and happy to be at the group meeting. She welcomes each person, asks about her children, talks about local events while she waits for everyone to arrive.

There are several tools that can be used to help everyone in the group to be an active participant - pictures, games, problem dramas - and we will be dealing with these teaching techniques later. However, almost all these techniques are based on the effective use of questions and discussions to involve the group.

Explain that in this activity you are going to discuss how different types of questions can be used to get people to express their ideas and to participate in meetings.

The questions a field worker asks after showing pictures or at the end of a problem drama or game are very important. They help the audience think about important points and talk about their ideas. There are different kinds of questions, and they have different purposes. A mix of different questions will usually lead to a good group discussion.

Inform the group ~~that~~ three kinds of questions will be considered: closed questions, open questions, and redirected questions.

2. Closed questions

'When should a mother start feeding her baby small amounts of soft porridge?'

Ask field workers to discuss what a closed question is and how to handle reactions to it. What are its advantages, disadvantages? When should it be used?

Trainer reminder

Be sure the points listed below about closed questions are covered in the discussion. THEY ARE IMPORTANT.

A closed question calls for a brief and exact reply. The advantages are that it can focus discussion on a specific point, can help the field worker check content and whether the group agrees or disagrees with the content ideas. If the audience does not know or agree with the correct answer, the field worker must plan more teaching exercises on the content. The disadvantage of closed questions is that it can limit discussion by discouraging expression of attitudes related to the topic.

Ask volunteers from the group to give you examples of closed questions.

3. Open questions

'What should a wife do about her mother-in-law's strong wish to have more grandchildren?'

Ask the group to discuss the above question. One of the trainees should lead the discussion. After a few minutes of discussion, ask field workers to consider what an open question is and how it should be used in a discussion. What are its advantages, disadvantages?

Trainer reminder

Be certain these points about open questions are covered in the discussion and that they are understood by the group. THESE POINTS ARE IMPORTANT.

Open questions allow for several different answers, most of them long. The advantage of an open question is that it forces people to think, and makes people want to talk and give their opinions. It is a good way of getting ideas out in the open for the group to discuss. When working with people who are not used to expressing their opinions freely in a group, it may be more effective to use other techniques to stimulate interest (such as a factual or closed question, pictures, game, problem drama) before asking open questions.

In handling answers to open questions, a **field worker** should:

- Encourage everyone who looks as if she wants to answer to do so. To do this, the field worker must remember to move her eyes and her attention around the group and not focus her attention only on some members of the audience.
- Ask the group to first listen respectfully to the answer, even if they disagree with it.

Then encourage the group to respond to answers that are controversial. This will lead to a good group discussion.

- After the question has been well discussed, the field worker may want to sum up the discussion, emphasising the important ideas.

Now ask volunteers from among the field workers to give you examples of open questions.

4. Redirected question

"Mrs. Kamalamma says her whole family drinks water from the stream without getting sick. She is asking why she must boil the stream water for her baby. That is a good question. What do you think the answer is, Mrs. Lakshmi?"

Ask the field workers to identify the advantages and disadvantages of redirecting a question from one person to another.

Trainer reminder

Following are important points to cover in the discussion about redirected questions.

If someone in the audience asks the field worker a question, it might be a good idea to ask someone else in the group to answer. This places responsibility on the group to think through problems rather than to rely on the field worker for all the answers. The advantage is that it directs attention away from the field worker to the learners. A disadvantage is that a person may not be

prepared to answer a question redirected to her and may feel uncomfortable about answering in front of the group; this is most often true when the question is a closed question requiring factual information.

Summarize

Ask field workers to look at a prototype lesson and identify an open question and a closed question. Ask them to write their own examples of all three types of questions in their notebooks.

ActivityB: : Approximately 2 to 3 hours if field workers are in small groups of five to six persons

Leading a discussion

To the trainer

It is important to know what makes a good discussion - that is, one in which everyone participates and shares ideas. It is even more important for people to practise discussion-leading. This activity focuses on both these things.

Purpose

Tell the group that this activity is to enable us to identify the characteristics of a discussion in which everyone participates and to give each of us an opportunity to practise leading a discussion.

Steps

1. Explain that the discussion is a method of learning in which there is an exchange of ideas and opinions within a group.
A discussion helps:

people to hear, talk about, and consider new ideas.

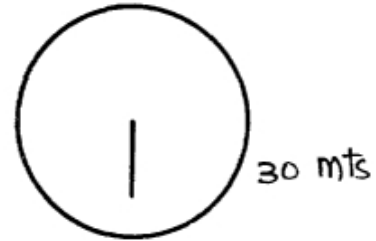
the group to work together to find a solution to a problem.

people to make their ideas clear by saying them aloud.

the field worker to learn about the ideas and feelings of the audience.

From Working With Villagers jointly developed by East West Communication Institute and the American Home Economics Association, International Family Planning Project.

4. WRITING AN APPLICATION FOR THE POST OF ANIMATOR



EXERCISE

The trainer distributes application forms for the posts of Animators at NFAE centres all over Tamil Nadu. He suggests that the trainees fill in the application forms.

At the end, one of the trainees collects all the application forms and gives them to the trainer.

NOTE

A letter was written by the trainees on the first day of the programme. This was called the first stage of self-evaluation. The application is the second stage of self-evaluation. A comparison between the two stages will show the progress made by each trainee. In any case, these two should be reserved for use at the end of the programme.

Application form

1. Name
2. Reason for applying for the post
3. Two things you are good at:
4. Essential tasks of an animator as you understand them (list 5)
5. The ways in which the last six days' training will help you to do your job (list 5)



AFTERNOON



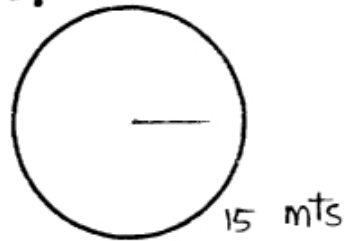
5. KEEPING UP THE INTEREST

GAME

Statues

Players form pairs. One partner is the clay. The other is the sculptor. The clay stands

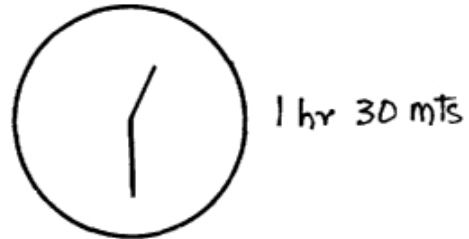
entirely relaxed, while the sculptor arranges him in a certain posture. Neither may speak during the game. They then exchange roles. Sculptors may be left to choose the postures or the trainer may specify what is to be depicted, e.g., fear, anger, joy.



6. CONDUCTING A DISCUSSION ON STATUS OF WOMEN

OBJECTIVES

- To develop discussion skills
- To understand the issues related to women



EXERCISE

The trainer suggests -

- That the trainees study the Animator's Guide the lesson on 'Fairness' individually for 15 minutes.

That the trainees seat themselves in two circles, the inner and outer circle. While members of the inner circle discuss the topic they read, the members of the outer circle become the observers. The trainer tells the members of the outer circle things to observe, such as:

- the participation behaviour of the members
- the achievement of the purpose of discussion
- atmosphere in the group
- role of facilitator
- listening

To the observers -

- What did you observe with reference to the list given to you?

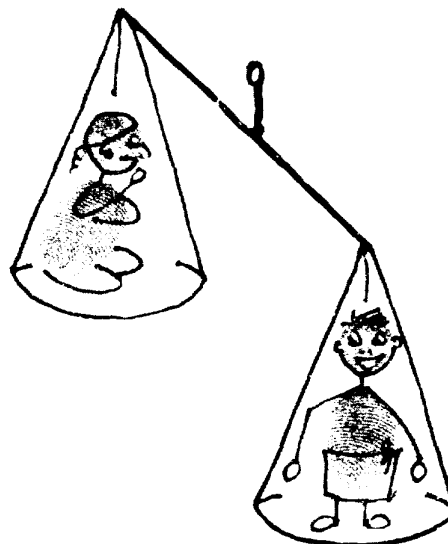
To the group involved in discussion -

Were you satisfied with the discussion?

What do you think about the observer's comments?

How do you see the place given to women in your village?

What, if anything, can women do to improve their situation



7. ROLE PLAYING THE PROBLEM OF DOWRY

OBJECTIVES

To analyse the problem of dowry and one's own attitude towards it

To practise role play and understand the use of it as a tool to enhance learning

EXERCISE

The trainer suggests that the trainees form three groups and enact the problem of dowry through role play.

The trainees prepare and enact the role plays.

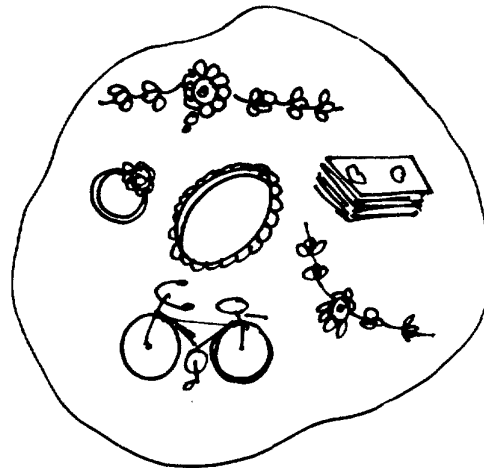
Each group is to have an observer from among the members.

A discussion follows the role play.

A paper on 'role play' is distributed to the trainees at the end of the session.



1 hr 30 mts



General comments from observers are invited on:

- Is there a custom of dowry in your village?
Do you think it is a problem?
- What are some of the problems you have heard of regarding dowry?
- What/who is affected by dowry?
What remedial steps do you think could be taken?
Did you have any difficulty in playing the roles?
- Did it help you understand the characters in the role play?
- Did you learn anything about yourself, by participating in the role play?

Do you think your understanding of the problem of dowry is better?

Do you think role playing will be useful in teaching adults?



Paper to be distributed among trainees

ROLE PLAY

"Role play", as the term indicates, is a play to enact roles or characters seen in real life, consciously bringing out the feelings of the characters being played.

Role play could serve the following purposes in educational programmes:

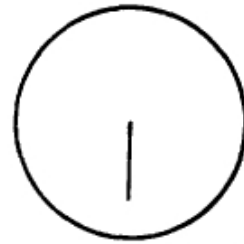
- (a) Understanding the roles played by people in actual life;
- (b) Understanding oneself and others;
- (c) Examining personal attitudes, feelings and behaviour;
- (d) Understanding the different aspects of a role and interactions between the roles;
- (e) Experimenting with new personal behaviour;
- (f) Rehearsing and practising for dealing with new situations.

Everyone must have had some experience in role playing. Every child likes to pretend to be a parent, a teacher, an adult. This natural tendency in all could be used in the educational process. When the role play is used as a method of teaching and learning, careful attention should be given to the procedure.

If the role play is to be about an issue or is to reflect an aspect of the group itself, then the following steps need to be followed:

1. Defining the purpose of the particular role play, e.g., talking to a group of illiterate adults, talking to a village level worker or B.D.O. The learning objective must be clear, otherwise the role play may become a skit or drama which only entertains.
2. Discussing briefly the issue or problem or previous experience or relationship and deciding which are the important aspects to be included in the role play.
3. Identifying the roles and if necessary their general characteristics.
4. Briefly trying out the main roles.
5. Selecting those who will be most effective in the roles by asking for volunteers or identifying characters.
6. Planning the role play and scenario in outline form by the main role players.

7. Choosing observers and briefing them as to what they should look for. These should be decided on the basis of the objectives.
8. Intervening wherever necessary and clarifying.
9. Intervening for checking on the role player's feelings.
10. Stopping the role play after 5-10 minutes or when the main points have been brought out and asking for role players' own comments and experience. The comments should relate to the roles and not to the persons.
11. Asking the observers for their comments.
12. Reflecting on and discussing the role play. Discovering insights and giving expression to them.



30 mts

8. REFLECTING ON AND SHARING THE DAY'S LEARNING

EXERCISE

Trainees sit in a circle and one of them assumes responsibility for the session. He asks members to say what impressed them most in the day's learning and also give evidence that they had learned it.



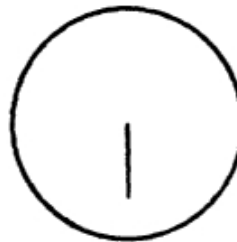
MORNING



1. PREVIOUS DAY'S REPORT

EXERCISE

The reporting of the previous day's programme using the method which has been decided earlier by the group.



30 mts

Do you like the method selected for reporting today?

Which method would you like to use for reporting tomorrow?

2. GETTING INTRODUCED TO THE ANIMATOR'S GUIDE

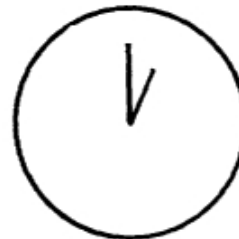
OBJECTIVE

To look at the content of the Animator's Guide, its functions; its use in the NFAE centre

EXERCISE

The trainer starts the session by explaining to the trainees that they will spend the day looking at the Animator's Guide. The group has already used two lessons from this when it discussed fairness and dowry.

The trainer asks the trainees to divide themselves into small groups of five. Each group is to spend 30 minutes to go through the Animator's Guide in general. The trainer asks them to pay attention to various lessons/topics and areas given in the guide and exchange ideas about it.



1 hr

How similar are the problems listed in the Animator's Guide to the problems you had come across earlier during the training?

What do you see as the functions of the Animator's Guide in an NFAE programme?

Do you think the Animator's guide would help/hinder learning?

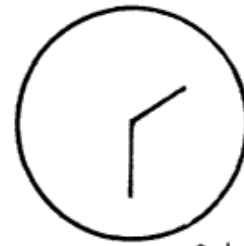
Do you think that the discussion on these topics at centre is also a part of the curriculum.

3. UNDERSTANDING THE BASIC ASSUMPTIONS OF THE CURRICULUM AND ITS APPROACH

OBJECTIVES

To begin to look into the basic assumptions of the Animator's Guide

To begin to be able to see the basic approach used in the presentation of ideas/problems in various lessons



2 hrs 30 mts

EXERCISE

The trainer divides the trainees into small groups and assigns various 'areas' in the animator's guide. Each group is asked to study in detail the 'area' assigned to it by dividing the lessons among members.

Each trainee shares important points with others and offers his comments on the lessons he studied.

The trainer asks the trainees to keep the following in mind while going through the lesson:

- Whether the situation depicted is true to life
- Whether they think they can encourage the learners to think more clearly about their problems
- Whether the lesson will encourage learners' participation
- Whether the animator will feel confident to encourage the learners to work as a group

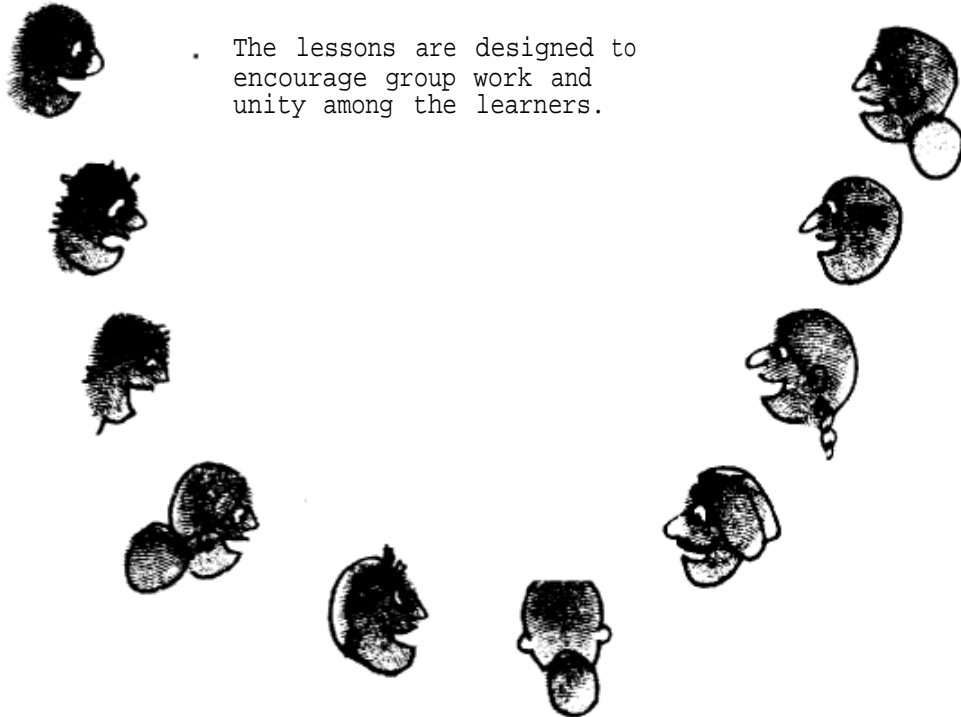


The trainees assemble in a large group. The trainer asks for general comments, if any. In conclusion, the trainer makes the following points:

- Ideas encountered in the Animator's Guide are based on the learner's ability and knowledge.
- Every learner is given a chance and is encouraged to express his opinion. Also, the learners are encouraged to share responsibility for learning and for creating a favourable atmosphere.

The discussions and the questions suggested in the lessons encourage learners to think about possible solutions.

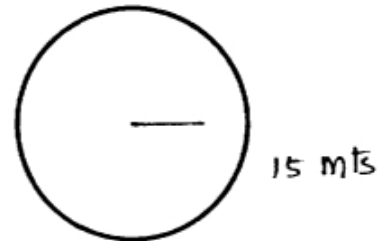
- The lessons are designed to encourage group work and unity among the learners.



AFTERNOON



4. KEEPING UP THE INTEREST



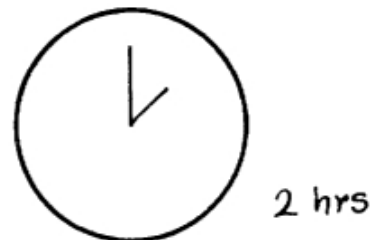
15 mts

The trainer asks the trainees to select and play a game that is popular among the villagers.

5. PRACTISING LESSONS IN THE ANIMATOR'S GUIDE

OBJECTIVES

- To select a lesson most applicable to the learners' situation
- To practise using the lessons
- To gain more skill in discussion



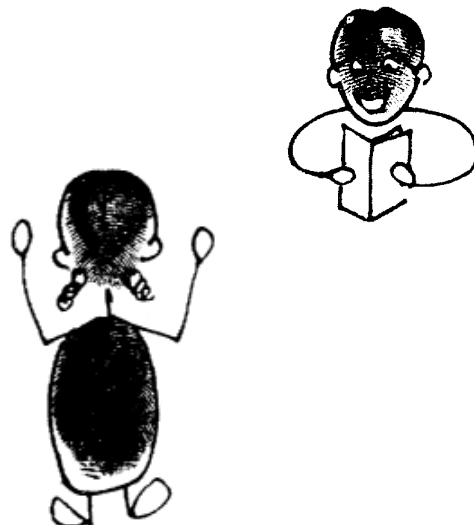
2 hrs

EXERCISE.

The trainer asks the trainees to form groups of five.

Each group chooses one or two 'areas' from the Animator's Guide. The groups make sure that all the 'areas' are covered.

Each member prepares to demonstrate one lesson. The trainees should feel free to make any adaptation in the idea and the presentation



Before the demonstration of each lesson, an observer is selected by the group. Each member gets his turn to be an observer. At the end of each demonstration lesson, the observer has to conduct a discussion with the observations he has made. The members demonstrate lessons in turn. Those who are not conducting the lesson act as learners. The observer may pay attention to the following:

- Was the demonstrator able to bring out the main theme of the discussion clearly, e.g., savings?
- What was the involvement of the learners?
- Did everyone participate in the discussion?
- Were the learners attentive?
- What were the special efforts made by the learners and the demonstrators to take the discussion further?
- Did the demonstrator encourage learners to raise questions?
- What was the relationship between the learners and the demonstrator?

The selected observer then conducts the discussion at the end of each demonstration lesson.

At the end of all demonstrations, the trainees come together in a large group. The trainer conducts the discussion.

NOTE

- The trainer should be available for consultation with any trainee when needed.
- They may need to prepare teaching aids, if the lesson so requires. The trainer should have the necessary materials and be ready to assist if required.
- If time is limited, two trainees can work on one lesson assisting each other in preparation. They can then decide who will present the lesson.

Since practising lessons is very important, the trainer must give as much opportunity as possible to individual trainees

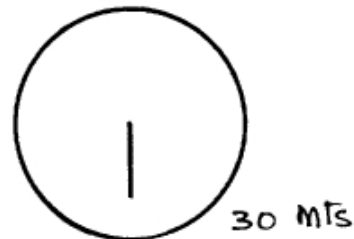
- Do you feel more confident about conducting discussions using the Animator's Guide?
- Do you anticipate any difficulty in using some of the lessons in the Animator's Guide?
- Did you make any adaptation for demonstration?
- Do you think you can develop your own lessons using the same approach?



MORNING

1. PREVIOUS DAY'S REPORT

Focus : Observation and expression



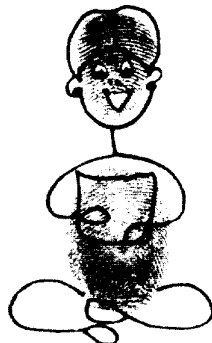
EXERCISE

The previous day's programme is reported in whatever manner the trainees decided to. Those who are not involved in reporting are asked to comment on the report.

Does the report show the different feelings that existed in the group the previous day?

- What were the important feelings expressed? Why?
- Does the report indicate recognition of the need for planning by the trainees?

The focus on observation and expression is again emphasized. Encourage trainees to comment on their own ability to observe and express themselves.



2. UNDERSTANDING THE NEED FOR LITERACY AND NUMERACY

OBJECTIVE

To realise the need for learning to read and write.

EXERCISE 1

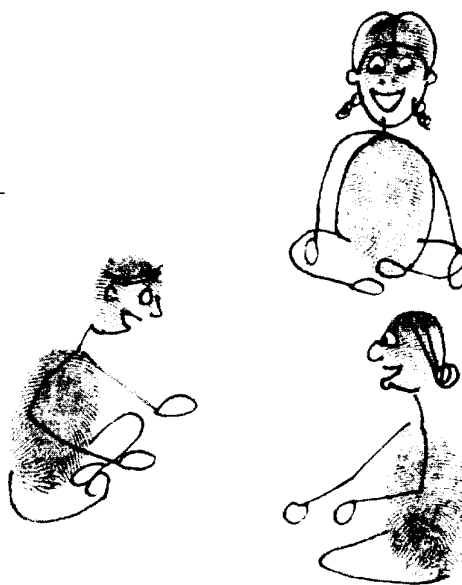
The trainees are divided into three groups. Each group is given a theme for an one-act play.



2 hrs
30 Mts

Depicting a scene in a family involving members from three generations. Use the following guidelines for preparing the scene.

- Imagine yourself to be living in your grandfather's time and your father's time.
- Think about the things you are doing now which they would not have done.
- Think about the things which they did which you are not doing.
- Compare the problems you face today and their solutions, the problems your father and grandfather faced and their solutions. Think of the reasons.



One-act play 2:

Depicting a situation in a Tahsildar office/post office where an illiterate and a literate person are trying to apply for a birth certificate/send a money order.

One-act Play 3:

Depicting a discussion between parents sending their daughter for studies to a hostel, away from the village.

The groups prepare one-act plays on the suggested themes for about 30 minutes and present them one by one to the large group. Each play is 15 minutes long. At the end of the one-act plays, the group discusses them.

- What are your general comments on the one-act plays presented?
- What were the problems depicted by the characters?
- What were the solutions given?
- What is the role of literacy in each of these solutions?

EXERCISE 2

The trainees sit in small groups of four or five. They take a few minutes to think about the various changes that have occurred in their villages in the last 10 years in relation to the following:

1. people moving out of/into the village;
2. mode of transport for people and things;
3. massmedia - radio, TV, cinema and newspapers; and
4. organizations - banks, youth clubs, post office, cooperatives...

Each member then shares his/her view on the changes in his/her own village with others. They discuss the role of literacy in terms of the changes that have taken place.

NOTE

In the past communication was mostly oral. To cope better with life's problems, people have to use written communication more and more.

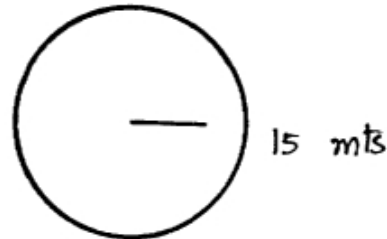


AFTERNOON



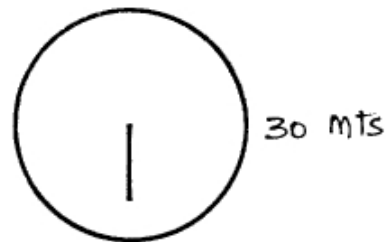
3. KEEPING UP THE INTEREST

The trainer asks the trainees to conduct a game.



4. GETTING INTRODUCED TO THE LITERACY PRIMER

To be familiar with the tasks involved in using the literacy primer and the learners' work book



EXERCISE

The trainer distributes copies of the primer and the workbook to every trainee. He explains the format of the primer and of the workbook. The probable time required for teaching and learning literacy using the primer is also explained.

The trainer familiarises himself before hand with the introduction or the trainers note given in the primer.

The trainer asks the trainees to share their feelings about using these books in their centres and share their thoughts about the format of these books.

5 PREPARING LITERACY AIDS

OBJECTIVE

To develop some skill in preparing literacy aids for use with the literacy primer

EXERCISE

The trainer shows the animators a set of four aids that may be useful in learning words and alphabets one by one and ask them to observe carefully. He explains the purpose of each aid as he shows it.

The trainees are divided into groups of five. They are then given some cardboards, scissors, rubber bands, crayons or colour felt pens. Each group is asked to prepare a set of four aids shown for one lesson from the primer, which they would use during the session for later demonstration of the lesson.



1 hr

NOTE

The trainer prepares the set of four aids before the session using the materials planned to be given to the trainees.

The following are the set of literacy aids:

1. Chart of words and matching word cut-outs
2. Word slide
3. Alphabet card
4. Alphabet slide

Purpose: This aid helps the learners to identify the symbols of words with whose sounds they are familiar. Using words from the primer could serve to reinforce learning.

Preparation: This aid consists of one chart, 2 ft x 2 ft in size, and a set of cut-outs. The size of the chart can vary with the number of words introduced in the chart.

The model presented here has six words. The chart is to be prepared as shown in the figure given here.

| | |
|-------|--------|
| மீன் | புழு |
| நாம் | குங்கை |
| நீளம் | அதிகம் |

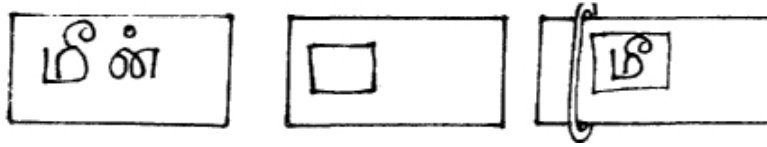
| | |
|-------|--------|
| மீன் | புழு |
| நாம் | குங்கை |
| நீளம் | அதிகம் |

When to use: This aid is to be used when the words are being taught. Once the learners are shown the words in the book, they are to be provided with this set of aids which they should be allowed to handle themselves. Looking at the chart, they match the same words with the cut—outs.

2. Word slide:

Purpose: This aid helps the learner to see that the words are made up of letters or alphabets.

Preparation: For each word in the lesson, a word slide is to be prepared. Two cardboard pieces 3 to 4 inches long and 2 inches wide are required. The word is written on one cardboard piece. On the other piece, a window is to be cut out. The window's size will be identical to that of a single letter on the other cardboard piece. The cardboard with the window cut out is placed on the cardboard with the word written on it and fastened with a rubber band at the left hand edge. The following figures show the steps.



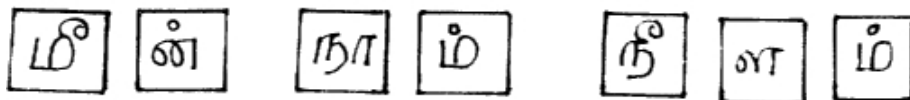
When the top cardboard is pulled to the right slowly, the window moves and the next letter in the word becomes visible.

When to use: This aid is useful when the learners have learned to say the word shown in the book or on a card or on the blackboard. The learners should be allowed to handle the aid themselves and thus should be given opportunity to see for themselves that the words are made up of letters of the alphabet.

3. Alphabet Cards:

Purpose: This aid is useful to identify single alphabets from their sound and to build new words from the symbols of sounds already learned.

Preparation: The alphabet cards are small, 2" x 2" in size. They should be made of thick cardboard. On each card only one alphabet should be written, as shown in the figure.



When to use: Once the learners are familiar with the symbols of words in the lesson and identify the letters of the alphabet in the words, they need to have a lot of opportunities to identify the alphabets individually. This aid serves the purpose of helping the learners to use the alphabet letters learned to build new words.

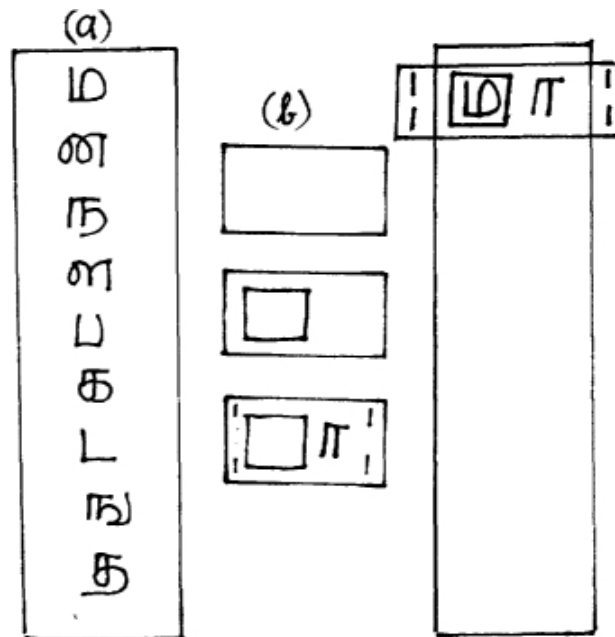
4. Alphabet slide

Purpose: The aid helps the learners to find a pattern in the symbols of vowel consonants and thus help in learning all the vowel consonants faster.

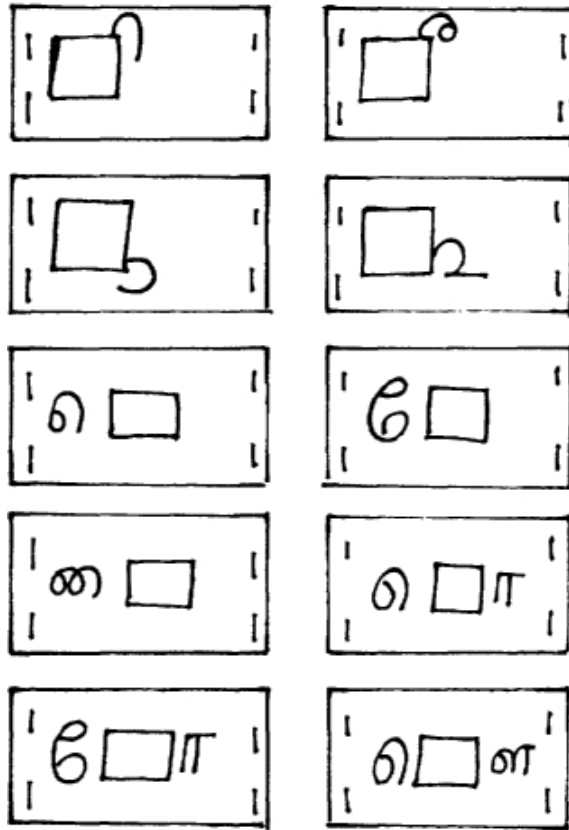
Preparation: This aid consists of two pieces (a) a strip of cardboard about 4 to 6 inches or more long, depending on the number of vowel consonants introduced in a lesson and an inch wide; (b) a set of two cardboard pieces of size slightly wider than the width of the long cardboard strip.

The set of two cardboards described in (b) are to be prepared further. A window is to be cut out on one piece just the size of the alphabet letter written on the long strip cardboard of (a). This piece with the window and the other piece are to be stapled together on either side. Ten such sets should be prepared for the Tamil language. This setting is slid into the long strip of cardboard (a). On each set is marked the symbol of the notation of a vowel.

These are shown in the figures given here.



(&)



When to use: This aid is to be used when the learners are somewhat familiar with the alphabets.

6. DEMONSTRATING A LITERACY LESSON

OBJECTIVE

To develop some skill in using the primer and workbook, and the aids prepared

EXERCISE

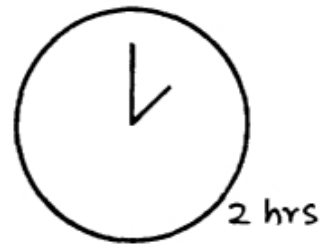
The trainer asks the trainees to divide themselves into three or four groups. Each group is asked to select a lesson from the first part of the primer. They are to study that lesson, the corresponding exercise in the workbook, and the aids for that lesson, and prepare for a demonstration.

They should choose one from the group as animator and the others will be learners. The animator in each group is asked to conduct a demonstration literacy class.

The trainer asks for general comments on the classes conducted.

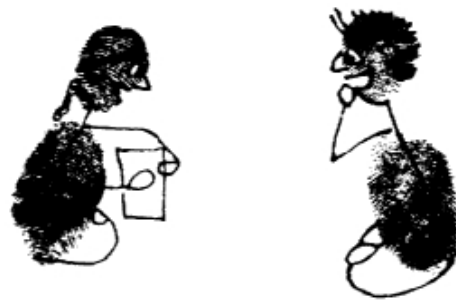
He then asks the trainees to tell individual demonstrators about the quality of the aids prepared, and the involvement of learners. The comments will be on both positive and negative aspects of the demonstration.

The trainer concludes the session, emphasizing the basis for use of aids in teaching literacy.



NOTE

Trainer is to give opportunities to as many trainees as possible for the practice of the literacy lessons.



LITERACY AIDS

(For the Trainer's use)

Literacy is a basic skill to be acquired. The sound of the spoken word is to be associated with written symbols.

Literacy aids serve two purposes:

- (a) to motivate the learners, as it is fun for them to have access to a variety of things - especially those which they can hold and handle themselves; it is also possible to organize literacy games through aids such as alphabet cards and word cards, which can help build words and sentences.
- (b) to reinforce the ability to identify the written symbols.

Some points to remember in preparing and using aids:

1. Every aid has a limited purpose.
2. Every aid has to be used at a specific **time** in the process of learning the skill.
3. Each of the set of aids suggested should be prepared in sufficient numbers, at least one for a group of five learners.
4. Aids are extremely useful, especially in the initial stages of learning the literacy skill.
5. Aids should be made with materials thick enough for them to withstand handling by several learners.

Some basic points to keep in mind while teaching literacy skills to learners are

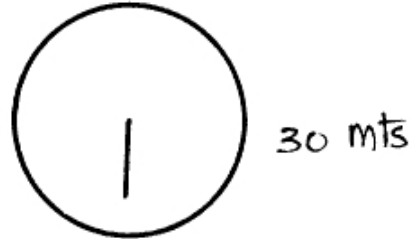
Comprehension of what is being read is important

When learners are given the skill of identifying words as units, they are able to comprehend more.

7. REFLECTING ON AND SHARING THE DAY'S LEARNING

The trainer asks trainees
to complete the following
sentence

"What I am beginning to
learn



MORNING



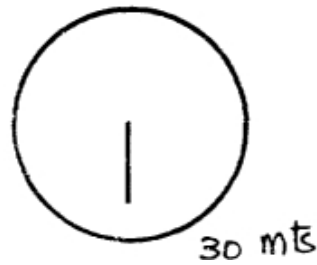
1. PREVIOUS DAY'S REPORT

Focus : Writing skills

EXERCISE

The daily report is written on a newsprint or newspaper and posted on the wall. The trainees are asked to read the report, keeping in mind the following criteria:

- length of the report
- sentence construction
- language - simple/complex
- clarity
- organisation of the report

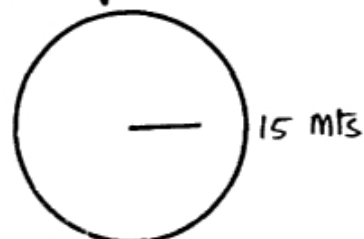


The focus on writing skills is again given a place. Encourage the trainees to comment on their ability to write the report..



2. UNDERSTANDING THE NEED FOR NUMERACY LEARNING

To realise the need for numeracy in day-to-day transactions



EXERCISE.

The trainer asks any four trainees to describe a typical day in their lives. He/she asks others to listen carefully.

How did you find the days described by your friends?
How many of the activities of the day described involve numbers, calculations?

Can you describe the activities involving the numbers and calculations?

Imagine and describe a day of activities without involving any numbers or calculations

3. GETTING INTRODUCED TO LITERACY AND NUMERACY

OBJECTIVE

To look through and get familiar with the Numeracy Primer and the Animator's edition of the Numeracy Primer

EXERCISE

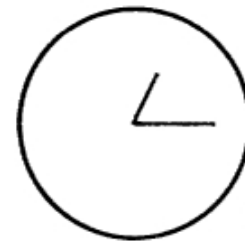
The trainer distributes copies of the Numeracy Primer and the Animator's edition of the

Numeracy Primer to every trainee. The trainees are to leaf through the books in their hand for five minutes.

The trainer then explains the basis of the Primer and also the detailed format of the book in terms of sections and the lessons in each section.

He then explains the Animator's edition of the Numeracy Primer in terms of its relationship to the Primer

The trainer answers questions and clarifications raised by the trainees.



1 hr 15 mts



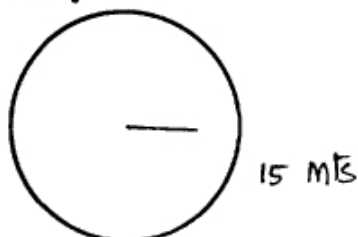
AFTERNOON



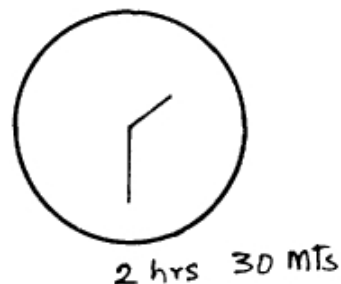
4. KEEPING UP THE INTEREST

EXERCISE

Trainees are to play their own game in which the trainer participates.



5. PREPARING AND DEMONSTRATING A NUMERACY LESSON

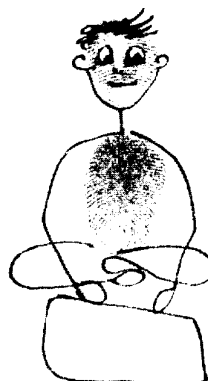


OBJECTIVES

To select one of the lessons presented in the Primer

To read through the Animator's edition and prepare to demonstrate the selected lesson

To develop some skill in using the Numeracy Primer and the Animator's edition



EXERCISE

The trainer asks the trainees to form groups of 4 or 5. Each group chooses one lesson for demonstration. The group prepares the lesson for demonstration using the animator's edition.

Each group then demonstrates the lesson. While one member conducts the demonstration, the others in the group become learners.

The trainer discusses the demonstration lessons with the trainees.

Give your general comments on the demonstration lesson.

Did you find learning/teaching enjoyable?

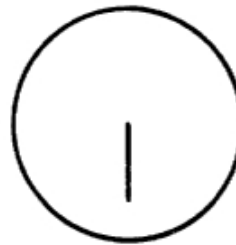
If yes, why? If not, why not?

6. REFLECTING ON AND SHARING THE DAY'S LEARNING

Focus : Indicators of learning

EXERCISE

As the trainees sit in a circle, each trainee is asked to mention a particular example of learning from that day and the previous day. The trainees are also asked to say how they know that they have learned and how others would know that they have learned.



30 mts



STAGE 4

EVALUATION INDICATORS

As a result of the experiences undergone at this stage,
the trainees may show the following types of behaviour:

- listen more attentively,
- express themselves with clarity,
- be more critical about oneself and others,
- be more confident from information gained and
skills learned and discovered,
- be more appreciative of oneself and people in
general

STAGE 5

DESIGNING THE WORK PLAN FOR THE NFAE CENTRE

With his/her emergence as an Animator impatient to play his/her role, the trainee is taken through a process of designing his/her own centre's programme, taking into account his/her own strengths, weaknesses, opportunities available and difficulties foreseen in the field.

STAGE 5

Day 11

1. Previous day's report
2. Identifying one's own strengths and weaknesses
3. Seeing opportunities and difficulties that exist in the field.
4. Planning the NFAE programme
5. Keeping up the interest
6. Examining the NFAE programme plans
7. Reflecting on and sharing the day's learning
8. Overnight exercise

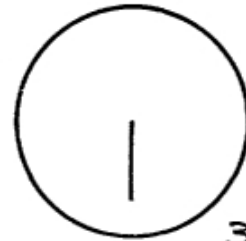
Day 12

1. Previous day's report
2. Reviewing the reports of all the days
3. Evaluating the training programme
4. Keeping up the interest
5. Concluding the training programme



MORNING

1. PREVIOUS DAY'S REPORT



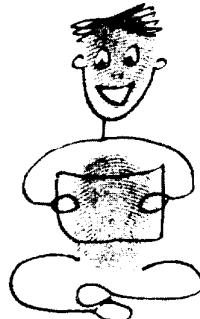
30 MIN

Focus : Feedback

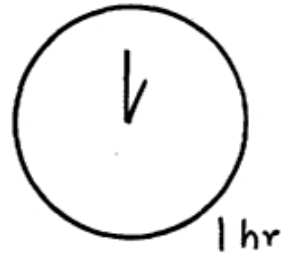
EXERCISE

The trainer asks the trainees to give their comments on the report presented; one positive and one negative comment on the quality of reporting. The comments are listed on the board. The group is to discuss the usefulness of such comments in improving the quality of reporting.

The focus on feedback is done for the second time here. Encourage the trainees to compare their ability to provide feedback earlier and now.



2. IDENTIFYING ONE'S OWN STRENGTHS AND WEAKNESSES



OBJECTIVE

To realise and state one's own strengths and weaknesses

EXERCISE

The trainer asks each trainee to write down two of his/her strengths, two weaknesses.

What is listed as strength need not be related to the weakness.

Strengths

e.g., can speak well

Weaknesses

e.g., gets angry soon

As the trainees read out their strengths and weaknesses identified one by one, the trainer writes them on two separate newsprints/blackboards.

The two lists are displayed for the trainees to study and reflect on.

The exercise concludes with a discussion.

- Comment in general on the lists displayed
- Can you identify more of your strengths and weaknesses from the large list?

NOTE

The trainees could be encouraged to keep a checklist of their strengths and weaknesses and to build further on the strengths and overcome the weaknesses.

3. SEEING OPPORTUNITIES AND DIFFICULTIES THAT EXIST IN THE FIELD

OBJECTIVE

To be able to identify factors in favour of the NFAE programme (opportunities) and factors against NFAE (difficulties)

EXERCISE

The trainer asks each trainee to write down two opportunities available at his/her village and two difficulties.

Opportunity

e.g., Existence of active women's groups in the village

Difficulty

e.g., Family restrictions for the learners

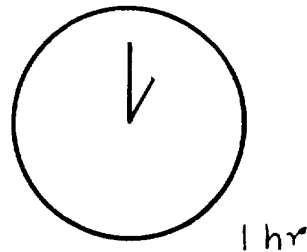
The trainees read out, taking turns, and the trainer lists them on the newsprint/blackboard.

Each list is read aloud by one of the trainees and a discussion follows.

How would you use the opportunities?

What would you do about some of the difficulties?

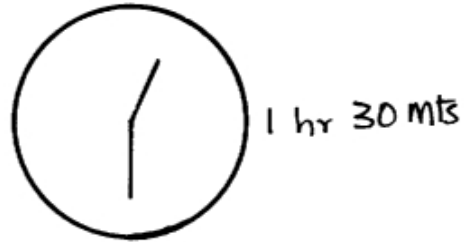
What is your feeling about being an animator?



4. PLANNING THE NFAE PROGRAMME

OBJECTIVES

- To plan the programme for the NFAE centre by
- listing activities and fixing priorities for them
- identifying resources available
- looking at allocation of time and the emphasis for various activities
- considering ways to involve learners in planning and implementing the activities



EXERCISE

The trainer displays the list of activities previously compiled by him from the "applications" of the trainees (reference: exercise on writing application on Day 7). He encourages the trainees to add to the list.

Through a general discussion, the trainer helps the trainees to arrive at a list of major activities in order of priority.

He then encourages the trainees to reflect and discuss on the required and available resources and the time required for carrying out the activities.

The trainees are then divided into small groups and asked to prepare a written plan of the NFAE Centre.



The resources must be seen in terms of the immediately available ones (Animator's Guide, Literacy and Numeracy Primers): the ones that can be built up by the trainees (source book); those to be identified (the health worker in PHC).

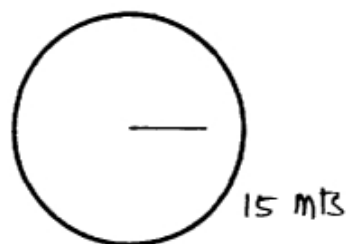
The purpose of this exercise is to make the trainees conscious of the planning components and also to give them an opportunity to plan their own non-formal education programmes.

AFTERNOON



5. KEEPING UP THE INTEREST

The trainer asks the trainees to conduct a game.



6. EXAMINING THE NFAE PROGRAMME PLANS

OBJECTIVE

To examine the NFAE programme plans

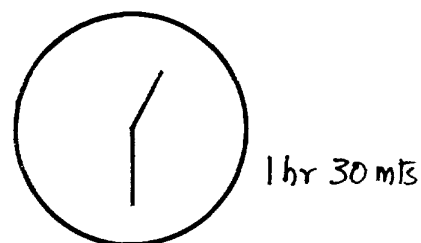
EXERCISE 1

The trainees sit in a circle in the large group. One member from each group that prepared the plan for the NFAE centre is asked to present his plan. After all the plans are presented, the trainer conducts the discussion.

EXERCISE 2

The trainer distributes copies of a model programme to all the trainees. The trainer and trainees go over the model together, discussing and clarifying as they go along.

The trainer then asks them to study this plan and the plans prepared by them individually for 20 minutes.



Did you enjoy the planning activity?

Any comments on the plans you made, plans presented by others?

How confident do you feel about carrying out the plans of the NFAE centre in your village?



SUGGESTED MODEL FOR RUNNING OF NFAE CENTRE

Stage1: Understanding ourselves (7 to 10 days)

- Objectives:
- (a) Understanding the learners
 - (b) Helping learners to understand each other
 - (c) Helping learners to understand one's own self

Activities:

- (1) Creating an atmosphere for learning. (Place: cleanliness, light, air and attractiveness);
- (2) Introduction: Participants introducing one another- helping each one to know the names of all the others; helping each one to know about everyone's merits; helping them to know about their families; helping them to share their life incidents;
- (3) Expectations of the learners from the NFAE Centre-- discussing these expectations;
- (4) Discussing the difficulties in coming to the NFAE Centre regularly;
- (5) Motivating the learners to speak about everyday events - those which they like, which they do not like;
- (6) Giving an opportunity to play a game every day in the Centre;
- (7) Making efforts to bring out the talents of the learners (creating a feeling that the Centre is their own); cleaning, decorating with kolam, singing, role playing, drawing or painting on the wall wherever possible, story-telling, solving riddles.

The animator could think of many more of such activities and add. These could be organised in the first one week or ten days.

Stage 2: Understanding our environment (From first to last month)

- Objectives:
- (a) Helping learners to understand their environment
 - (b) Understanding the environment of the learners and their attitudes and looking at it from a fresh angle.

- Activities:
- (1) The activities specified in the Animator's Guide - selecting the topics and activities according to the situation in the village, and discussing them;
Some topics could be taken up after a week of starting the NFAE Centre, other topics could be dealt with according to the need, throughout the period of 10 months.

- (2) Discussing mother and child care, diarrhoea, nutritional deficiency diseases (especially Vitamin A deficiency), the common diseases found to be prevalent in the villages, using the book "WHERE THERE IS NO DOCTOR".

Stage 3: Developing skills in the learners

- (a) Literacy (72 hours)
(b) Numeracy (70 hours)

Activities:

- (1) 'Aelolo Eilasa', Literacy Primer
- (2) 'Aelolo Eilasa', Work book
- (3) Day-to-Day Arithmetic Part I
- (4) Day-to-Day Arithmetic Part II
- (5) Day-to-Day Arithmetic (Animator's edition)

At least one hour should be allotted for literacy and numeracy every day.

Stage 4: Establishing a relationship between the AE Centre and the village. (Four months after starting the centre)

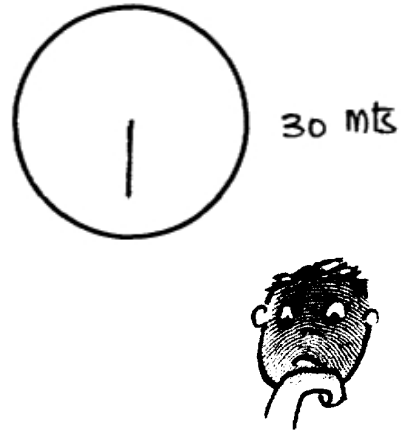
Objectives: Helping learners to get involved in the village activities

- Activities:
- (1) Celebrating festivals in the Centre
 - (2) Going on picnics (field trips)
 - (3) Eating together
 - (4) Getting interested in the welfare of the village community
 - (5) Organising cultural programmes (for building awareness)
 - (6) Contacting the development department officials and explaining government schemes to the learners.
 - (7) Examining carefully the craft learning in the Centre, provided the learners desire learning a craft and facilities are available in the village.

The NFAE Centre should gradually become the pulse of the village, by being the centre of activity in the village.

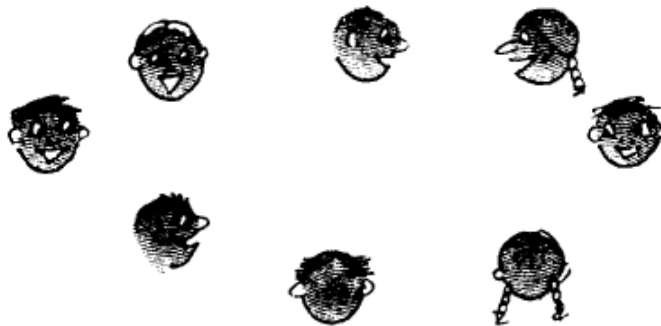
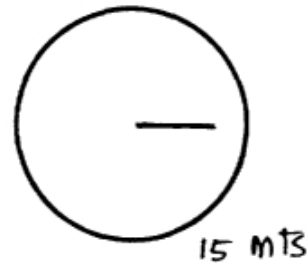
7. REFLECTING ON AND SHARING THE DAY'S LEARNING

The Animators are asked to sit in a circle and express their general comments on the day's exercise and on what they learned from it.



8. OVERNIGHT EXERCISE

The trainer explains the importance of continuous learning and the need for all the members of the group to support each other through sharing their own experiences in future as they have done during the training. As a symbol of learning and sharing, the trainer suggests that the trainees prepare a badge overnight. Each trainee prepares a badge for another trainee.



MORNING



1. PREVIOUS DAY'S REPORT

Focus: Impressive aspects
of daily reporting

EXERCISE

The trainer asks the trainees to think about the reporting activity throughout the training programme and write about one aspect that impressed them most. They then share it.



REVIEWING THE REPORTS OF ALL THE DAYS

Focus: All aspects of reporting,
observation and
expression, writing skills.

EXERCISE

The trainees sit in a circle and read the reports of all the previous 11 days in turn. It is suggested that while listening to the report the trainees bear in mind the review of the learning and also skills in observation, expression and writing.

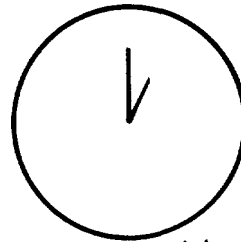


What was your feeling while listening to the reports?

Any comments on the reporting during early days and towards the end?

Do you feel that the daily reporting can be of help in your NFAE Centre?

3. EVALUATING THE TRAINING PROGRAMME



1 hr

OBJECTIVE

To help the trainees evaluate the training programme

EXERCISE

The trainer distributes a copy of the objectives of the training programme to the trainees. He then asks them to go through the entire list of objectives carefully and write down any two which they thought they achieved in depth during the training programme, along with brief comments.

The trainees are then asked to look at the five major objectives and mention any one, which they achieved in depth. In doing this, they are asked to keep in mind the daily reports which they have already read.

The trainees are then asked to make one recommendation for future training programmes.

MAJOR OBJECTIVES:

1. To understand oneself and others
in a group
2. To understand the community
3. To understand the present education
system and its relevance
4. To practise the role of the animator
5. To design the work plan for the
NFAE Centre

Stage

SPECIFIC OBJECTIVES:

- To enter into a learning environment
- To feel at ease
 - To realise the importance of one's own self
- To find out as much as possible about the other person
- To express his/her own feelings in the group
 - To be aware of one's own emotions
 - To feel that he/she is cared for
 - For the trainer: To get a feel for the emotions of the trainees
- To begin to understand one's own expectations from the training programme
- To make a commitment towards sharing responsibilities for his/her learning
- To look at the advantages of cooperative group action
 - To think about the value of working as a group
 - To develop a desire to work in a group as a member of a group
- To experience group decision-making and cooperation
 - To articulate one's perception of one's job
- To review the previous day's events
 - To develop the skills of observation and expression
 - To improve writing skills
 - To learn to express both positive and negative comments
 - To become conscious about planning for the day
 - To look at oneself and others
 - To recognise one's own values
- To observe how the group communicates
 - To understand factors that affect communication
 - To look at one's own and others' values and see how these affect oneself and the group
 - To understand the role of values in behaviour

Stage 2

- To look at one's own village community
 - To examine one's attitude towards the villagers in relation to oneself
- To develop an understanding of some of the community's problems
 - To learn to identify the causes of problems faced
- To look at one's idea of health
 - To get an impression of the condition of health of the village community
 - To understand the magnitude of the health problem in the country
 - To develop skills in identifying the symptoms of some common health problems and their preventive measures
 - To understand the term 'poverty'
 - To understand the extent, the symptoms and the cause of poverty in India
 - To know various sources of information
 - To understand the need for collecting and using information in one's own work
 - To get introduced to the skill of collecting relevant information
 - To understand the levels of participation in a group discussion
 - To learn to use the information gathered (application of knowledge)
 - To practise conducting group discussion
- To identify the day's learning
 - To understand the importance of how learning has taken place

Stage 3

- To understand the elements of planning
- To focus attention on education
 - To gain a better understanding of education
 - To analyse one's school experience and to understand its relevance
 - To visualise an educational programme for adults

Stage 4

- To experience one-way and two-way communication
 - To understand that effective communication is a two-way flow
 - To understand what makes a discussion good

- To be introduced to a new technique
 - To develop skills in discussion
- To understand issues related to women
 - To analyse the problem of dowry and one's own attitude towards it
 - To practise role play and understand the use of it as a tool to enhance learning
- To look at the contents of the Animator's Guide, its functions, its use in the NFAE Centre
 - To begin to look into the basic assumptions of the Animator's Guide
 - To begin to be able to see the basic approach used in the presentation of ideas/problems in various lessons
 - To select a lesson most applicable to the learner's situation
 - To practise using the lesson
- To gain more skill in discussion
- To realise the need for learning to read and write
- To be familiar with the tasks involved in using the literacy primer and the learners' workbook
- To develop some skill in preparing literacy aids for use with the literacy primer
- To develop some skill in using the primer, the workbook, and aids prepared
- To realise the need for numeracy in day-to-day transactions
- To look through and be familiar with the Numeracy Primer and the Animator's edition of the Numeracy Primer
 - To select one of the lessons presented in the Primer
- To read through the Animator's edition and prepare to demonstrate the selected lesson
- To develop some skill in using the Numeracy Primer and the Animator's edition

Stage 5

- To realise and express one's own strengths and weaknesses
- To be able to identify factors in favour of the NFAE programme (opportunities) and factors against the NFAE programme (difficulties)
- To plan the programme for the NFAE centre by
 - listing activities and fixing priorities for them
 - identifying resources available
 - looking at allocation of time and the emphasis on various activities
 - considering ways to involve learners in planning and implementing the activities

- To examine the NFAE programme plans
- To help trainees evaluate the training programme
- To feel a sense of completion and to look ahead to being an animator

AFTERNOON



4. KEEPING UP THE INTEREST

GAME

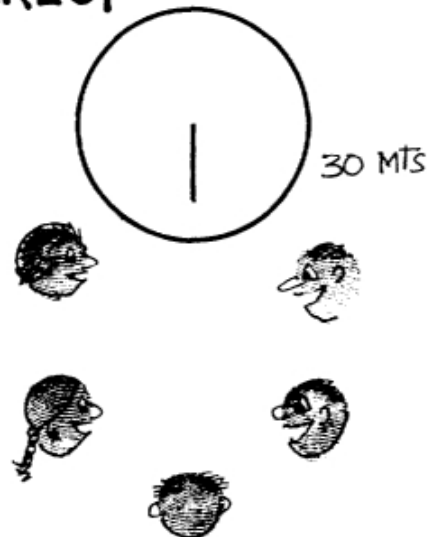
Exchanging roles

Everyone writes his/her name on a slip of paper. The slips are collected and shuffled and each player draws one.

Players then have to say something on behalf of the other person whose name they have drawn. They must speak in the first person, using some characteristic of the person.

"I am
"I often say
"I always like
"I am a person who never

The group has to guess who the person represented is.



5. CONCLUDING THE TRAINING PROGRAMME

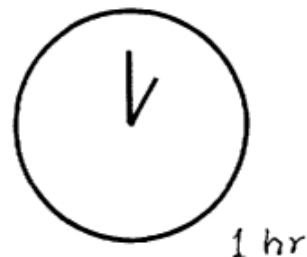
OBJECTIVE

To feel a sense of completion and to look ahead to being an animator

EXERCISE

The trainees sit in a circle. Every trainee is asked to speak for a minute or two about his/her experience of the training.

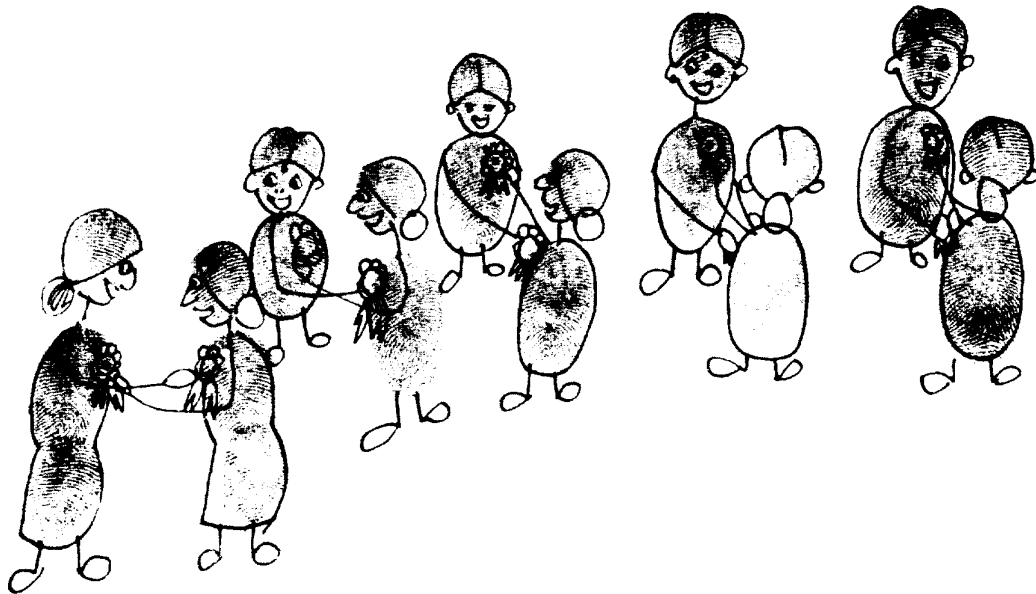
The trainer also speaks about his/her experience.



The trainer asks the trainees to sit in pairs and bring out the badge prepared by them the previous night. He suggests that each pair comes forward and pin the badge he/she made on the other one, as a constant reminder that the learning is continuous and also that they belong to each other in the group and that they would support each other by sharing their own experience in future.

NOTE

This exercise is given for the trainees to recognise that they must continue their learning and be ready to support each other throughout their work as animators.



The authors are grateful to John Staley for his People in Development and to the East West Communication Institute and the AHEA, International Family Planning Project for their jointly developed Working With Villagers. Both of these books were heavily drawn upon both for spirit and content.