Learning
for
Participation

An Approach to
Training in Adult Education

Preface

With the launching of large scale adult education programme in 1978 the importance of training of the field functionaries was considerably emphasised and guidelines for training of field functionaries were developed by this Directorate with the help of several national and international experts. These guidelines were extensively circulated and adopted/adapted by State Resource Centres and other institutions engaged in the training of field functionaries.

Review of the adult education programme from time to time has revealed that training of instructors remains very weak and this is one of the major factors that affects the quality of adult education programme and sustaining the interest of learners in the adult education centres. The training which was envisaged to be based on sharing, participation, dialogue, assumed the shape of lectures and hardly any training material was being used for this purpose. In view of this situation the Directorate invited experts in order to design guidelines for training which would emphasise not only the content of training but the process of adult learning as these should be reflected in the training of adult education functionaries.

The present manual, "Learning For Participation" has, therefore, been produced as a result of extensive interaction among experts drawn from various organisations including State Resource Centres and officers of the Directorate. Of these specialists and experts special mention must be made of the contribution made by Dr. (Smt.) L.S. Saraswathi, Mrs. Valli Seshan, Mr. G.J. Gonsalves, Dr. Ashraf Ali Khan and Dr. (Smt.) Anita Dighe. We were fortunate that in these meetings Shri Anil Bordia, Education Secretary, Shri P.K. Patnaik, Joint Secretary and Mrs. Kumud Bansal, the then Joint Educational Adviser, Ministry of Human Resource Development, participated extensively to give us the benefit of their rich experience in this field.

This manual, before being finalised, was extensively tried out by State Resource Centres and even the Training Unit of the Directorate at different places. I had the opportunity of personally participating in some of the training programmes using this training manual.

Preface

In producing this manual, UNICEF provided liberal assistance and this enabled us to invite many experts as well as visualisers for making it a quality product. Ms. Geeta Verma, from UNICEF had also attended some of the meetings. We are, therefore, grateful to UNICEF for their contribution in this very important venture. I take this opportunity of thanking Shri Anil Bordia for his personal interest and inspiration for bringing out this manual and also Mrs. Kumud Bansal for her contribution in giving the manual its present shape. I will also like to congratulate the members of the Training Unit of the Directorate namely Shri D.V. Sharma, Joint Director, Shri V.K. Asthana, Deputy Director and Shri Hari Singh Pal, Technical Assistant for their untiring efforts in completing this work.

We are bringing out this publication as a model for other State Resource Centres and training institutions who are interested in making the training of adult education functionaries a living experience. We do hope that State Resource Centres/District Resource Units will use this document extensively with suitable adoption and adaptation as this document is not meant to be prescriptive. We will look forward to feedback, reactions, suggestions and comments from our colleagues as this will help us in making suitable changes in the document in due course.

New Delhi
September 8, 1987

Director

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for
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Adult Education Programme
in National Policy on Education
- 1986

The importance of adult education and literacy is universally recognised. With 64 per cent of illiteracy in the country, programmes of modernisation of the economy, creativity, health and family planning, environmental conservation and universalization of primary education cannot register much success. Indeed the critical development issue today is the conversion of the unskilled work force into semi-skilled and skilled manpower and provision of facilities for continuing upgradation of knowledge and skills of all people.
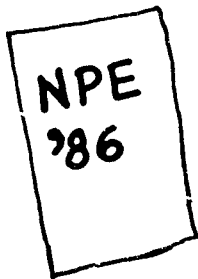
The National Programme of Adult Education (NPAE) envisages a time bound programme covering approximately 40 million adult illiterates by 1990 and another 60 million by 1995. The adult education programme at present is being implemented through the following schemes:

a. Rural Functional Literacy Project   —— Centre sponsored scheme
b. State Adult Education Programme   —— State sector scheme
c. Assistance to Voluntary Agencies   —— Central scheme
    working in the field of Adult Education
d. UGC-Assisted Adult Education
    Programme
e. Mass Programme of Functional   —— Centre sponsored scheme
    Literacy—A voluntary programme being
    implemented through NSS and non-NSS
    students from the summer vacations of
    1986
f. Shramik Vidyapeeths   —— Centre sponsored scheme

National Policy on Education looks at adult education as an essential part of the strategy to reduce educational disparities and as a means of people's *liberation from ignorance and oppression*. "The whole nation", NPE declares, "must pledge itself to the eradication of illiteracy, particularly in 15–35 age group". The National Policy on Education envisages that pro-

grammes of literacy can become meaningful only when they come along with a package comprising practical information and skills relevant to day-to-day needs of learners.

The main features of the adult education programme, as spelt out, in Programme of Action include:

(a) establishing a close linkage between adult education and development programmes;
(b) reorganisation of the existing programmes;
(c) a distinct slant towards women's equality;
(d) harnessing science and technology for improving the environment, content and pace of learning;
(e) launching of mass functional literacy programme;
(f) a multi-dimensional programme of continuing education;
(g) creation of dynamic management structures to cope with the tasks envisaged; etc.

The Programme of Action highlights development of systematic adult education programme linked with national goals such as alleviation of poverty, adoption of small family norm, national integration, environmental conservation, promotion of women equality etc. The mass literacy programme would include in addition to literacy, functional knowledge and skills, an awareness among learners about the socio-economic realities and the possibility to change it. The policy also envisages participation of all sections of society indicative of their commitment to eradication of illiteracy to make it a truly national programme.

For the achievement of these goals the existing schemes of RFLP, SAEP, pattern of grants to voluntary agencies etc. will be reorganised and strengthened. The Programme of Action also envisages the following new programmes:

(i) All Nehru Yuvak Kendras will take up in their district one project of 100 functional literacy centres in one block each upto 1994-95.
(ii) Functional literacy for women will be restarted as an integrated part of ICDS.
(iii) Employers will be required, if necessary, by law, to organise literacy and skill development programmes for all their employees.

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(iv) Special literacy primers and other reading material will be developed for the beneficiaries of IRDP and NREP.

(v) The various development programmes for SC/ST and other educationally backward sections will include a component of literacy and adult education wherever possible.

(vi) Evolving a management system which can ensure effective implementation of the programme, with optimal enrolment, regularity in attendance, optimal utilisation of funds, satisfactory completion and effective follow-up and continuing. education. It is also proposed to ensure convergence of the basic services and their delivery to the adult education beneficiaries through the adult education centres. The guiding considerations for the management system would be autonomous and administratively viable Project agency, autonomous bodies at the State and Central level for planning, implementation and monitoring of NPAE.

Continuing Education

Facilities for continuing education for the neo-literates are indispensable in respect of the strategy of human resource development and of the goal of creation of a learning society. These continuing education programmes will be available not only for the beneficiaries under the adult education pro-gramme, but for the primary school learners as well. The Programme of Action envisages the following:

(i) Establishment of Jana Shikshan Nilayams (JSN) for clusters of villages, the total population of which may be about 5000. JSNs will be integrated with the programmes of adult education and non-formal education and will be housed either in the school building or the Panchayat Ghar or any other community centre. It will provide facilities of library, reading room, *Charcha Mandal*, cultural activities and may also include a community TV set.

(ii) The JSN would provide a forum for village level functionaries of development departments like ANM, Village Health Guides, Anganwadi workers, Gram Sevak etc. All development programmes will be expected to utilise the JSNs for their extension activities and a forum for interaction.

(iii) JSN through its Charcha Mandal would help in inculcating an awareness of national goals like conservation of environment, small

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family norm, national integration, energisation of cultural creativity of the people etc.

JSN will be established as an integral part of RFLP in a phased manner from 1986–87 in the Seventh Plan. To begin with they would be started in those blocks where the projects are being implemented. The Project Officer of the RFLP will be its administrative head assisted by the APO. JSN will be under the functional charge of a person known as Prerak. Besides supervision, a Prerak will carry books and periodicals to serve the neo-literates in the nearby villages on a bicycle fitted with box and maintain a suitable record. In practice, a Prerak will spend alternate days on field supervision and the running of JSN.

New Perspective of Training

National Policy on Education as stated earlier has laid considerable emphasis on adult education as an instrument of socio-economic transformation. Adult education as an integral part of National Policy is designed to promote values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of genders, protection of environment, removal of socio-economic barriers, observance of small family norm, empowerment of women and inculcation of the scientific temper.

It means adult education programme which is a sub-system of the total education system must contribute to the achievement of the national objectives stated above. The curriculum planners and material designers need to examine as to how these objectives can be suitably reflected in the adult education curriculum and material. The training design should include the content and processes in which the desired values and areas of national concern are adequately reflected.

Education will be used as an agent of fundamental change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in our endeavour in favour of women. Adult education will not only be used to neutralise the distortions in relation to women but it will be an instrument of removing the handicaps of scheduled castes, scheduled tribes and other deprived sections to enable them to participate in the development programme of the country more meaningfully and effectively.

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The Policy, therefore, not only points out towards content but also process. It is a well-known fact that values can only be imbibed through a process in which these are manifested by the trainers. The biases and misinterpretation of facts with regard to women, Scheduled Castes, Scheduled Tribes are so deep-rooted that special care needs to be taken to rectify these through proper selection of personnel and location of centres. The other factors which need to be looked into are curriculum, material, training and a system of supervision. Unless adult education functionaries themselves become aware of these aberrations in their own personality and behaviour, they will not be able to take corrective action and this realization can take place through a well designed training programme.

The reference to adult education in the Policy (Para 4.10 to 4.13) describes education as an instrument of liberation from ignorance and oppression. The implications of these words for training are indeed very significant. It means the training process must lead the trainees on road to their own liberation and removal of exploitation first. Such process would obviously be participatory in which both the trainers and the trainees would participate in the spirit of mutual respect and sharing. In this process it would be necessary to make the trainees aware of the socio-economic reality and the possibility to change it.

The other important thing which needs to be highlighted is the fact that adult education is being considered as part of *continuum of life-long learning*. There is a reference to the establishment of Jana Shikshan Nilayam——A Centre for Continuing Education. The training of adult education functionaries, therefore, must include skills which would enable them to organise continuing education centres and sustain learners' interest in continued learning through use of mass media and arrangements for development of vocational skill. It is from this point of view that post-literacy and continuing education assumes much greater importance in the whole adult education programme. It is through post-literacy and continuing education that one is likely to develop a deeper understanding of these issues. The training programme, therefore, is envisaged keeping these new elements of the adult education policy as part of the total new policy on education.

what is my role ?

Roles of Adult Education Functionaries

In order to organise a meaningful and effective training programme it is important to develop a clear cut understanding of the functions different adult education functionaries are expected to perform in relation to adult education programme. While describing these functions it is not possible to identify each and every specific activity a functionary will have to perform. The selection of a specific activity would depend upon the local situation in which a particular functionary is required to function.

Adult Education field functionaries working at different levels have some common roles. However, the level at which these roles are performed depends on the position they have been assigned in the programme. While describing these roles this particular aspect of assigning some common roles have been kept in mind. In the process of defining the roles and functions of field functionaries it is appropriate to start with the role of instructor and the role of other functionaries should be viewed from the angle of strengthening the instructor.

Role of Instructor

Organiser of the Centre

(a) Environment building—organising meetings and discussions for highlighting the adult education as a tool for individual and community development.

(b) Knowing the community—composition: Sex and age distribution, Scheduled Caste/Scheduled Tribe population, occupation, land holdings, available infrastructure facilities, wage pattern, social problems, village institutions, pattern of local leadership, local cultural talents, literacy levels, etc. through personal contacts, study of records and help of other functionaries including supervisors.

(c) Discussing the adult education programme with local people in groups with a view to increasing the motivation and involvement of the community.

(d) Identifying and enrolling of learners for adult education centre.

(e) Making arrangements for physical setting conducive to learning (location, light, teaching/learning materials, environment, seating).

(f) Sharing of experiences of the centre for the preparation of a part of the material for project bulletin to be brought out by Project Officer.

(g) Understanding proper use and maintenance of materials.

Evaluator

(a) Maintaining the record of learners' progress.

(b) Evaluating the learners' achievement with their own participation.

(c) Evaluation of achievement of Adult Education Centres with the participation of community and learners.

(d) Taking follow-up action to improve the performance of the centre on the basis of feedback received from learners, community and supervisor.

(The principles governing evaluation are given at the end of the Roles)

Teacher of Literacy

(a) Helping learners to see the relevance of literacy skills in the present context—by recognising the changing pattern of relationships, mobility and mode of communication in far flung remote areas.

Roles of Adult Education Functionaries

(b) Introducing literacy and numeracy through recognising the ability of the learners to oral communication; and the need for moving from oral skill towards written skill.

(c) Imparting literacy skills in a structured and sequential order to help the learner acquire reading and writing skills to a level that the learner reads and writes on his/her own.

(d) Preparing and using literacy materials/aids effectively.

Post-Literacy Worker

(a) Helping learners apply the acquired literacy skills in life situations— writing letters, filling in forms, reading signs, graded supplementary readers and newspapers.

(b) Helping the learners to utilise the reading room and the library facilities at the Jana Shikshan Nilayam.

Generator of Awareness

(a) Identifying with the poorest of the poor and understanding of the causes of poverty and need for awareness building programmes.

(b) Understanding the causes of low status of women in the community and recognising the need for their changed roles with reference to their participation in development efforts.

(c) Recognising literacy as a tool for liberation from oppression and ignorance.

(d) Recognising the need for involvement of learners continuously in activities to promote group action and to solve their own problems and the problems of the community.

(e) Familiarising oneself with matters relating to lives of men and women—e.g. legal rights, minimum wages, development plans and schemes, credit facilities, health and extension services, etc.

(f) Enabling learners to articulate, raise questions and be able to disagree

(g) Enabling people to identify specific problems and find solutions through discussions/dialogue.

(h) Enabling learners to see adult education programme as an input in development.

(i) Arranging for discussions with functionaries from different

development departments regarding their programmes and delivery system.

(j) Helping people to be aware of appropriate technology with special emphasis on improving the quality of life — e.g. smokeless chulha, solar cooker, gobar/bio-gas plants, handpumps, etc.

(k) Helping people to be conscious of the causes of ill-health and taking necessary steps for improving health conditions through receiving the health promotion services for all in the community (clean drinking water, pollution free atmosphere, sanitation)

(l) helping people to be aware of the need for special programmes for the pregnant (regular medical check up) and lactating mothers and immunization of young children.

(m) Identifying, collecting and utilising the available sources of information (Radio, TV, Newspaper, Video-Cassettes, Audio-Cassettes, Booklets, Folders).

(n) Identifying local talents in folk-arts and utilising them for entertainment and educational purposes.

(o) Making arrangements for broadcasting/telecasting successful and innovative programmes.

NOTE: 1. The role of Adult Education Centre is seen to be one of providing support through making necessary information available.

2. In the operationalisation of the functions of the Centre, awareness and functionality are taken together.

Disseminator of Functional Information

(a) Collecting information on the possibilities of improving existing occupational and management skills, and on new occupations.

(b) Discussing with the learners the questions of utilising existing income generating schemes of various departments and agencies.

(c) Enabling interested and capable learners to avail of these schemes and acquire the necessary training.

(d) Exploring the possibilities of support and promotion of the skills of local draftsmen and artisans.

(e) Organising 'Charcha Mandals' to share new information/ideas.

Role of 'Prerak'

Facilitator for Organising a Centre

(a) Using survey schedule and any other tools for understanding the community and its needs.

(b) Identification and recruitment of instructors.

(c) Organising training

(d) Collecting and getting familiarised with the collected information regarding the area and the development schemes.

(e) Mobilising local support.

(f) Actively associating with various development agencies/programmes and creating favourable conditions for the linkages between the people, functionaries and the officials.

(g) Preparing work calendar for each adult education centre with the instructors.

(h) Sharing experiences of the cluster of villages for the preparation of public bulletin.

Evaluator

(a) Helping instructor to understand the various records and their use for monitoring and evaluation.

(b) Helping instructor to evaluate the learner's progress.

(c) Evaluating the adult education centre with the participation of instructor, learners and the community.

(d) Classifying the centres in his cluster according to their performance.

(e) Taking corrective measures to remedy the weaknesses of the centres identified earlier.

(The principles governing evaluation are given at the end of the roles.)

Teacher in Literacy

(a) Developing capability of the instructor to assess the progress of the acquisition of literacy skills by learners.

(b) Providing on-the-spot guidance to instructor in literacy teaching and learning.

(c) Ensuring proper distribution of all the materials to all the adult education centres.

(d) Training the Instructor for the preparation and proper use of the materials and their maintenance and recurrent training.

Generator of Awareness

(a) Identifying with the poor and understanding of the causes of poverty and need for awareness building programmes.

(b) Understanding the causes of low status of women in the community and recognising the need for their changed roles with reference to their participation in development efforts.

(c) Recognising literacy as a tool for liberation from oppression and ignorance.

(d) Recognising the need for involvement of learners continuously in activities to promote group action and to solve their own problems and the problems of the community.

(e) Helping the instructor in identification of specific themes in awareness building and acquiring relevant knowledge and skills.

(f) Enabling the community to see adult education programme as an input in development.

(g) Enabling people to identify specific problems and find solutions through discussions/dialogue.

(h) Enabling instructors to articulate, raise questions and be able to disagree.

(i) Arranging for discussions with people from development departments regarding their programmes and delivery system.

(j) Helping people to be aware of appropriate technology with special emphasis on improving the quality of life—smokeless chulha, solar cooker gobar/bio-gas plants, handpumps, etc.

(k) Helping people to be conscious of the causes of ill-health and taking necessary steps for improving the situation through receiving the health services (preventive, curative and promotional) for all the community. (Clean drinking water, pollution free atmosphere, sanitation etc.)

(l) Helping people to be aware of the need for special programmes for the pregnant (regular medical check-up) and lactating mothers and immunization of young children.

(m) Training instructors for proper use of awareness materials and their compilation.

Disseminator of Functional Information

(a) Making necessary information available to the instructors and learners about the existing income generating schemes—availability of skills for local craftsmen etc.

(b) Motivating people to use Jana Shikshan Nilayam more and more for useful information.

Post-literacy and Follow-up Worker

(a) Setting up Jana Shikshan Nilayam for planning and supporting post-literacy activities.

(b) Continuing to support initiatives of the learners for group action to solve their/community problems

(c) Organising and supporting learners interested in skill development as needed.

(d) Actively involving in organisation of cultural activities, entertainment and sports to sustain the interest and enthusiasm of the learners.

(e) Ensuring supply of post-literacy materials for the retention of acquired literacy skills and further development of skills.

(f) Helping the Project Officer in bringing out a periodical bulletin for the neo-literates and ensuring its distribution of use in all the adult education centres.

(g) Actively associating with the representatives of A.I.R., Doordarshan, Field Publicity Unit etc. for the utilization of existing mass media and taking active measures to utilize the new electronic devices for post-literacy activities and for the production of software.

(h) Reflecting and assessing the post-literacy activities periodically.

(i) Helping the learners to use literacy skills in terms of reading newspapers, magazines in a group and writing applications, filling forms etc.

Role of Project Officers

Facilitator of the Centre

(a) Planning, programming, budgeting, implementation and evaluation for the project area.

(b) Collecting and getting familiarised with the collected information regarding the area and the development schemes.

(c) Mobilising local support.

(d) Actively associating with various development agencies/programmes and providing leadership and guidance to supervisors for linkages between the people, functionaries and the officials.

(e) Selection of Instructors with the help of supervisors and their training and providing all facilities for centres as per schedule.

(f) Guiding supervisors and instructors to develop work calendar for each adult education centre.

Evaluator

(a) Helping the supervisors to develop a suitable plan for evaluation of his cluster.

(b) Developing a system for periodical evaluation of centres in different clusters; and

(c) Ensuring that follow-up action is taken on the basis of monitoring an reports and feed-back received from supervisors, instructors and community. (The principles governing evaluation are given at the end of the roles.)

Teacher of Literacy

(a) Ensuring the quality of literacy teaching.

(b) Collecting special teaching aids for helping the instructor to improve his/her teaching of literacy.

(c) Evaluating teaching–learning materials on the basis of feedback received from the field.

(d) Undertaking studies periodically on the effectiveness of literacy methods, and materials for improvement.

Generator of Awareness

(a) Identifying with the poor and understanding of the causes of poverty and need for awareness building programmes.

(b) Understanding the causes of low status of women in the community and recognising the need for their changed roles, with reference of their participation in development efforts.

(c) Recognising literacy as a tool for liberation from oppression and ignorance.

(d) Recognising the need for involvement of learners continuously in activities to promote group action and to solve their problems and the problems of the community.

(e) Helping the "Preraks" instructors and learners to see and relate the awareness themes in the national context.

(f) Ensuring supply of post-literacy materials for the retention of acquired literacy skills and further development of skills.

(g) Bringing out a periodical bulletin for the neo-literates and ensuring its distribution and use.

(h) Actively associating with the media people for the utilisation of existing mass media and taking active measures to utilise the electronic devices for post literacy activities and for the production of software for use.

(i) Reflecting an assessing the post-literacy activities periodically.

(j) Making available in advance radio, T.V. schedules to all the Adult Education Centres for selecting and listening/viewing.

(k) Procuring relevant materials from:
   District Adult Education Officer.
   Other agencies.

(l) Arranging for distribution of material in time.

(m) Ensuring proper use and maintenance of material.

(n) Guiding better use of folk media for entertainment.

(o) Making collaborative efforts with media personnel in the production of educational and publicity materials.

Disseminator of Functional Information

(a) Familiarising himself/herself with the on-going development schemes (e.g. Integrated Rural Development Programme, Training of Rural Youth,for Self-Employment, Rural Landless Employment Guarantee Programme, Development of Women and Children in Rural Areas, etc.)

(b) Providing guidelines for making use of different schemes/programmes of different development departments.

Post-Literacy Worker

Setting up Jana Shikshan Nilayam for planning and supporting post-literacy activities (for details see Annexure)

A Note for the Trainers

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

Essentially, the training model in this manual creates the atmoshpere and uses the approaches which, it is hoped, the instructors will use when working with 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 exercises 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 enthuiasm are the most valuable resources that trainers can have.

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

Special Points for Trainer to Note:

— The intended duration of training for the model is 12 to 15 days. The trainer may vary the session timings as felt appropriate.

  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 the columns before you begin these sessions. You can share these ideas with the instructor 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 discussion to point out things that will help the activity or to suggest ideas that should be shared with 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 to.

— Trainer notes which are *underlined* are those which are applicable for the entire training programme.

— 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.

— 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.

Different Training Techniques used in this Model and their Significance in achieving the Objective of Training

— Daily reporting: for review of the learning during the training and for developing skills in observation and expression, improving writing skills, learning to provide feedback, for assessment of progress during the entire period.

— Reflecting and sharing the day's learning: suggested at the end of each day helps trainee to reflect on their own learning.

— Analysing activities: of the tasks performed and how it is 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.

— Personal profile of instructors: looking at themselves in terms of the roles they have to perform as instructors, at different points in training.

— Looking at the achievements in terms of the objectives from time to time.

During Training

— Give the group time to develop confidence in discussing the ideas openly. This is a new learning technique for many instructors. When you ask a question, wait untill 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 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 instructor.

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

— This model does not take into account post-literacy activities. These may be looked into during the inservice-training.

— Good luck! Good Training!

Presenting the Training Model

Stage 1

Understanding Oneself and Others in a Group

The instructor 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 instructor trainees gain confidence in themselves, and to assist each of them of relate to the others. This will encourage their functioning as a group.
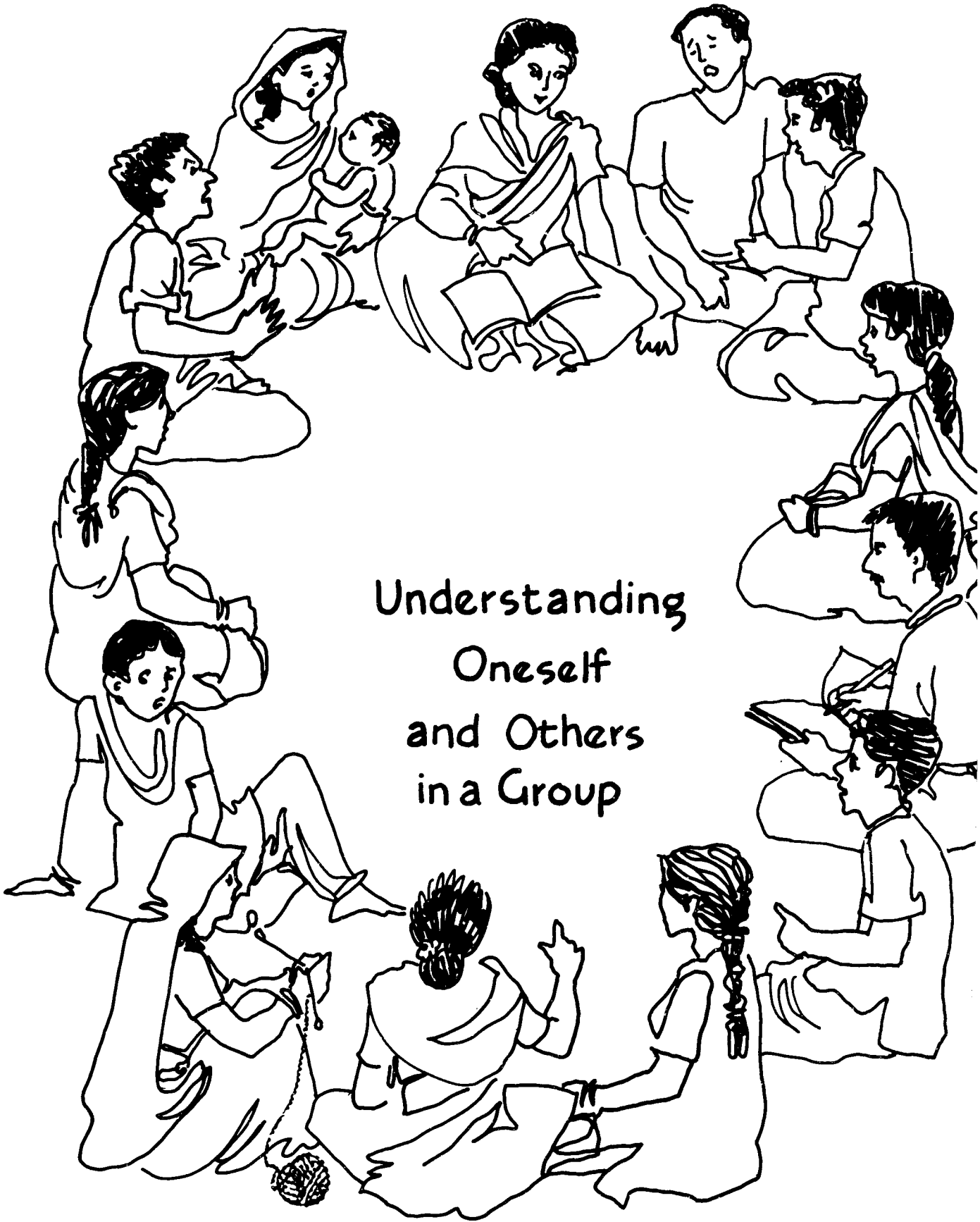
Understanding
Oneself
and Others
in a Group

Day 1: Morning

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

Notes for the Trainers

- The instructor 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.

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1 Entering into an Informal Atmosphere

Activity

The trainer displays pictures, posters of village events, happening 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

Activity

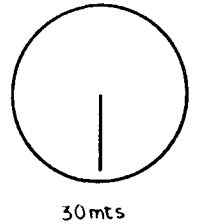The trainer and the trainees sit in a circle and share their names.
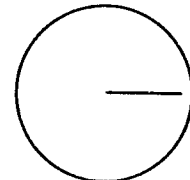
15 mts

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.*

Questions

How did you feel during the introduction?

3 Getting to know Each Other

Activity

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 would like to be known during the training programme, and anything else of interest such as films, songs, food, etc.
The trainees return to the circle and introduce their partners to the whole group.

Questions

- *Did you like this activity! Why?*
- *Did you have difficulty in introducing your partner? Why?*
- *How did you like introducing yourself to your partner?*
- *Was the time enough?*

30 mts

Note

- *Analyse every activity with questions such as the above. This will help the participants to see what is being learned.*
- *Be quick and causal when asking questions.*
- *Give time for the trainees to respond.*

4 Anxiety Sharing

Activity

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.

1 hr

23
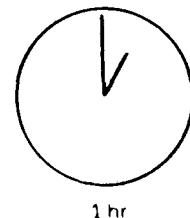
Questions

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 activity may help participants to express their own feelings and to develop a sense of belongingness.*

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 efforts in getting to know each other.

5 Sharing Expectations

Objective

- To begin to understand one's expectations from the training programme
- To make a commitment towards sharing responsibilities for his/her learning.
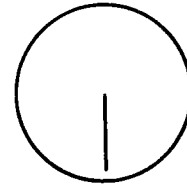
30 mts

Activity

The trainer writes on the board: One thing I would like to learn in the next coming days—
The trainer then suggests that each trainee completes the sentence. When all the trainees finish writing on the board, the trainer draws attention to some of the following:
- Most common expectations.
- Feasibility of achieving them.
- Relevance of the listed expectations.

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

Activity

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 note-book/on newsprint, etc., will be presented every morning, and is to be preserved as a record of this particular training session.
- if the trainees so wish the reporting could be oral and/or pictorial depictions.
- The report should cover the life of the trainees outside the sessions.
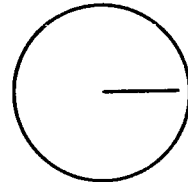- It should include the plan of the day's programme as observed by the trainees.
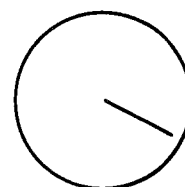
20 mts

Note

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

Day 1: 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

Traineees 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. The trainees go on until the last person repeats all the names.

Activity

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

The two groups groups are asked to go around a specified area in the vicinity to observe the situations, problems and issues with a view to present/depict these when they return from the visit. After their visit they are asked to present their observations in any form/manner 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 they stop the work. He then suggests that each group looks at the work of the other.

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

1 hr
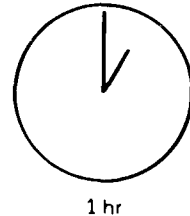
Questions

- *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?*

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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.

8 Beginning to Look at the Job of the Instructor

Objective

To articulate one's perception of the job.
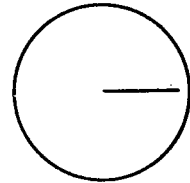
15 mts

Activity

The trainer gives the trainees the following overnight assignment:
"Write a letter to your friend describing what you think your job involves as an instructor in the AE Centre."
"One of the trainees takes the responsibility of collecting all the letters the next morning and handing them over to the trainer.

Note

These letters are to be retained by the trainer for use later and for review on Day 3.
This is a necessary step for helping trainees to evaluate the training on their own. The exercise will bring out the first ideas they have of their job.
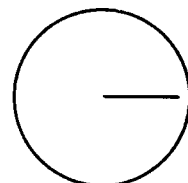
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9 Reflecting on and Sharing the Day's Learning

Activity

The trainer asks each trainee to complete the following sentence to express their feeiings:
"I am feeling. . . . . "

15 mts

Day 2: Morning

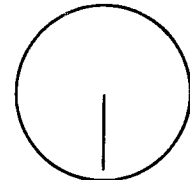## 1 Previous Day's Report

Objective

- 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

Focus: Observation and expression

Activity

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.

30 mts

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.*

Planning is crucial for effective functioning as instructor. 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.

Questions

- *Which were the important events reported?*
- *Why were they important?*
- *Which events were given less importance? Why?*

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2 Understanding Oneself and Others
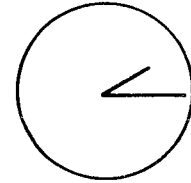
Objective

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

Activity

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 farm woman 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 vegetable selling woman and customer.

2 hrs 15 mts

Questions

- *What 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.*
- *You can think of more such situations for achieving the objectives of this unit.*

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- A religious procession of the community other than yours passes through your place of worship.
- A worker of a particular political party comes to take your support in election.
- A daughter of a Rajput landlord marries with an educated poor Harijan boy in the city and comes back to her village to meet her parents, relatives and friends.
- A villager (38 years) comes back home after undergoing life sentence on account of a murder.
- A group of villagers approaches you to donate money for ritual involving sacrifice of an animal in order to save the village from a wide spread epidemic cholera.

3 Understanding Oneself in Communication

Objective

- To understand one's ability to communicate effectively:
- to express clearly
- to listen with attention

Activity

- Relaying a message—
  trainees sit in group of three.
  One person communicates a
  simple message which the listener
  repeats. The third person who is
  the observer comments on the
  process. They change roles untill
  each one becomes a
  communicator, listener, observer.

Objective

- To have an understanding of
  person spoken to.

Activity

- The trainer asks one half of the
  trainees to leave the room. Those
  who remain make up a message of
  100–200 words. The message
  should contain some detail and
  some specific instructions.
- Then one of the trainees from
  outside is asked to come in and
  listen to the message so that
  he/she will be able to repeat it.

Questions

- *Do you have any comments on the
  final message?*
- *Was it easy to communicate a
  message or to listen?*
- *What were the difficulties in
 communicating, in listening?*

Note

- *The trainees could be left to
  reflect on their own ability to
  communicate a message to
  others and to listen to others.*

The message is read out to him/her. Then the second trainee is asked to come in and the first one repeats the message to him/her. And this is continued until the last one from outside comes in, listens and repeats the message as heard. The trainee writes the final message on the board. This version is compared with the original. The experience is discussed.
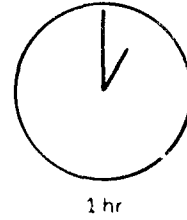
Objective

- To observe how the group communicates.
- To understand factors that affect communication.

Activity

- 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 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.

1 hr

Note

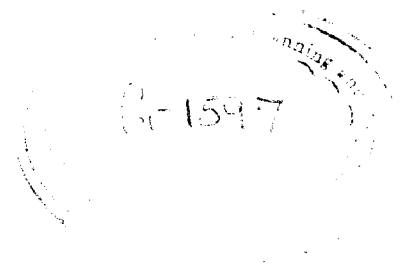*Prepare the following instruction sheets:*

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.

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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 observation.
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.

There are four types of listeners. The listener in each group will get only one type of instruction.

INSTRUCTION SHEET FOR LISTENER

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.

Sheet B

— 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.

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 says, 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'.
  Your attitude is that "Everything is agreeable to you"

DO NOT DISCUSS OR SHARE THESE

INSTRUCTIONS AT THIS TIME.

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.
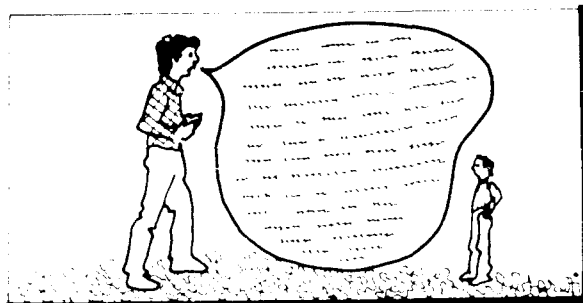
Questions

- *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?*
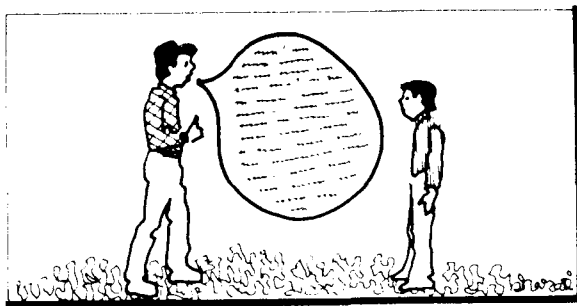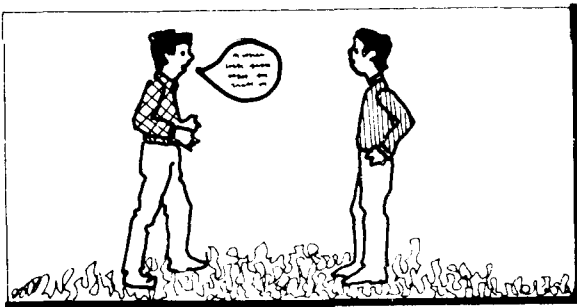
Is communication only a one-way process ?

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Communication

Communication can be explained in several ways;

- It is part of human relationships.
- It is the way people influence one another.
- It is the medium of transferring ideas, information, norms, attitudes, values through one's behaviour.
- In a very narrow sense, communication is equated with transfer of information from one to another and identified with media only.

The *factors crucial to effective communication* are 'empathy' and 'feedback'. Empathy means putting oneself into another person's place. Feedback gives the communicator knowledge of the results of his communication, enables him to correct errors and to increase empathy. It turns one-way communication (where the one who knows tells the other who doesn't know) into two-way communication, where both partners in communication share with each other.

The barriers to successful communication are several:
During the communication—

- Listener hears what he/she expects to hear.
- Speaker and listener have different ways of looking at the same thing.
- Listener judges who is saying than listening to what is being said.
- Listener ignores information which is in conflict with his/her own.
- The same words mean different things to the speaker and listener.
- The partners ignore the gestures and expressions used for conveying something.
- The partners allow their emotional upsets to come on the way.
- The partners are distrubed by the noises in the surroundings.

Some general methods used in communication can be
looked at according to the purpose. They are:

Sharing ideas: This is based on natural ways of expressing ideas and feelings and need only resources. The specific methods include talks, songs, dance, proverbs etc. These are traditional approaches in education.

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People will understand them more quickly and the information will be more acceptable. People will see it as a respect to their own culture.

Looking at life and behaviour: Giving ideas and information alone is often not enough to help people to see the merit of something and accept and practice new kinds of behaviour. Examples of how other people have tried new ideas can help. The specific methods are stories, case studies, drama and puppets.

Creating involvement: This is based on the fact that people value decisions they make themselves. The specific methods are conducting discussions, meetings and role-playing. Using these methods will help people to get involved in sorting out individual and community problems and taking decisions.

Learning by doing: In order to learn a skill, people need practice. Simply telling people what to do is not enough. They must see the skill being used and then have a chance to practise it themselves, until they can do it correctly. The useful methods could be demonstrated and practised.

The communication methods to serve the four purposes specified above could be made effective with the use of:

Visuals such as symbols, posters and films and displays (exhibitions);

Visual teaching aids such as flip-charts, flannel graphs, photographs, projected materials;

Audio-aids such as tape recordings;

Mass media such as newspapers, magazines, radio, video and television.

Day 2: Afternoon

4 <u>Keeping up the Interest</u>

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.
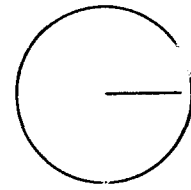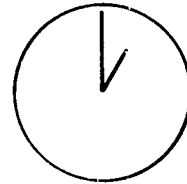
15 mts

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

Activity

- 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.

1 hr

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.

Questions

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?

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Activity

The Story of Maya

1 hr 30mts

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 Maya, who is 19 years of age and very poor. She was engaged to be married to a young man named Suresh. Maya's family was so poor that she had to work in the house of the moneylender Prakash from morning to evening.

One day, Maya heared that Suresh, 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 Suresh's village was Rs. 5 and Maya knew none of her family members could afford to give it to her. She went to Prakash 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 Suresh was so ill and might even die.

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

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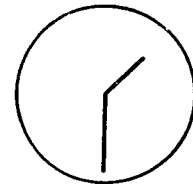
Maya was very upset about this. She went back wondering what to do. On the way she met her friend Kamala and told her what Prakash had said. "That's nothing to do with me," Kamala replied. "It's your problem," she said as she walked away, leaving Maya feeling very unhappy.

Maya did not know what to do, whom to talk to. She hated the thought of Prakash using her, but she loved Suresh so much and thought she might never see him again. She has to go and see Suresh somehow. She then decided to go to Prakash'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 Suresh's village and rushed to his house.

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

Maya went sadly back to her village. On reaching home she found her younger brother, Ram, alone at home. She broke down and told him everything that had happened. Ram

got very angry and said Suresh 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— Maya, Suresh, Prakash, Kamala, Ram—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:
- How 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.

6 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	competence
duty	family
tradition	imagination
politeness	cleanliness
self-control	courage
rationality	forgiveness
responsibility	helpfulness
obedience	name and fame
honesty	daring
open-mindedness	independence
cheerfulness	conformity

Values

Objective

- reflect upon one's own values in his/her individual life
- relate these values to those of the group
- formulate a set of values for the group of trainees
- enact these values through role plays

5 hrs 30 mts

Activity

- Each participant is asked to write down *three* things or ideas or qualities which he/she thinks are most necessary or essential for oneself *and* others (or for human life in general).
- The participants are put into groups of 7 to 11. Each group is given the following task:

  A—— List all the points written by the individuals in the group, as they are given and without any discussion on them.

  B——Arrange the points priority-wise, if any, that is, in terms of what the *group* thinks as:
    (i) necessary
    (ii) useful if any.
    (iii) delightful
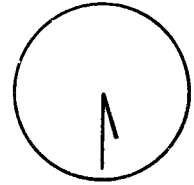
Note
Time: 5 mts.

Trainer explains the participants certain things are delightful in life, for example, going to the circus or watching a wrestling competition. Some things are considered to be useful, for example, additional sets of clothes or more space in one's hut/house. But there are other things which individuals and communities consider as very important and necessary, such as food or shelter or justice or non-violence.

Time: 60 mts

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C—After a brief discussion on the points listed, sum up only those *necessary* things or ideas or qualities in *three* words. *OR* give a list of three most important things or ideas or qualities from the list of the necessary ones.

• Each group shares its results with all the participants. The results of No. 'C' above are put up on the blackboard. A general discussion is held on these points noted on the blackboard:

(a) Is this point necessary for individuals, for people in general?

(b) What will/may happen if this is not practiced in life?

(c) Is this point included in any other point on the blackboard? If so, which one is that? Why do you think so? If this point is taken out of the list on the blackboard, will it make any difference? (If it makes no difference, then the point is taken out of the list.)

(d) A final list of the entire group thus emerges.

• Based on the final list of 'd' above, each group is given one point upon which they should plan a role play and then enact the same. Half the number of the groups should be asked to pian their role plays in such a way as to show what may/will happen of this

Time: 90 mts

Those things which are considered by people as necessary may be in the form of things themselves (food, shelter, etc.) or in the form of ideas or qualities (goodness or truthfulness). It is upto each individual or a family or a village or a nation to decide for himself/herself/ themselves on what is most important in life which is not only delightful or desirable but utterly essential to survive and grow.

Time: 60 mts.

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necessary thing/idea/quality is absent in society. The other groups are asked to prepare their role plays to show the positive effects on human life when this thing/quality/idea is present in our communities.

* Staging of role plays

* At this point, a general discussion *appreciating* the role plays takes place. Suggestions on how to improve them for their staging in the nearby village/slum can also be made.

Time: 45-90 mts.

Time: 30 mts.

Note

The role play itself should not be less than 5 or more than 8 mts duration. All the members of the group should take part in the same.

Understanding Values Enshrined in the Indian Constitution

Before starting the session, trainer should get the following preamble of the Constitution duplicated:

We, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a (SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC) and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity;
and to promote among them all
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

Objective

- To arrive at a clear understanding of the values that are enshrined in our Constitution and which should govern our behaviour towards other citizens of the country.
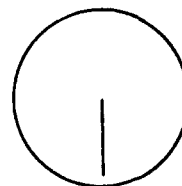
30 mts

Activity

- Trainer would distribute the copies of the preamble of the Constitution to the trainees along with a carbon sheet and a pin and ask them to reflect on the values

given in the preamble and write examples from their own lives where the values reflected in the preamble have governed their behaviour or relationship with others. These examples may relate to all the values given in the preamble.

- Trainer will ask the trainees to give the carbon copy of the examples to him/her and to keep the other copy with them. The trainees will then be divided into three groups and each group will then discuss the examples of its members reflecting the values to arrive at the most appropriate example in respect of a particular value according to the whole group.

- Each group will present in a plenary session the examples it has identified in relation to the values reflected in the preamble. In this session the group members will be free to ask questions and even suggest a better example than what they earlier suggested themselves. Trainer can also intervene by quoting some of the examples which the trainees had submitted to him/her earlier, if these are found more appropriate to the examples cited by the groups.

Note

On the basis of these presentation a common understanding of the implications of these values in our day to day life will be brought out and the example agreed to by all will be written on a sheet of paper and then this paper can be circulated among all for their reference.

Time: 90 mts.

Respect for Other People

If we are going to suceed, 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 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 poor, 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.

Evaluation Indicators (Stage 1)

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
- 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.

Day 3: Morning

1 Previous Day's Report

## Focus: Writing Skills

Activity 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.

Activity Part B

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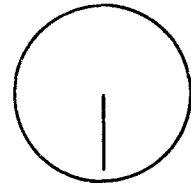
30 mts

2 Perceiving One's Own Community

Objective

To look at one's own community

1 hr
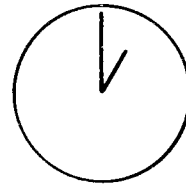
Activity

The trainer asks five participants to describe their communities. The trainer encourages other participants to add to the descriptions. He/she then conducts a discussion.

Questions

- *What are you emphasizing— people or physical features?*
- *Do you think that the descriptions of the 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 Community and its Problems

Objective

- To examine One's attitude towards people in the community in relation to oneself
- To develop an understanding of some of the community's problems
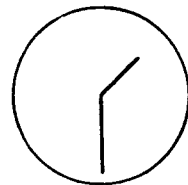
1 hr 30 mts

Activity

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

strong	dull	lazy
interfering	intelligent	helpful
poor	suspicious	talented
hardworking	cooperative	stupid
rational	gossipy	selfish
ignorant	imaginative	religious
hospitable	quarrelsome	

- The trainer then suggests that each trainee choose five of these words to describe a villager/slum dweller.
- He/she 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.

Questions

How do we describe ourselves?
How do we describe the villager/slum dwellers?
How similar or dissimilar are the descriptions?
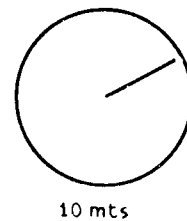*What are the reasons?*

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Day 3: 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) untill a de-freezer touches him. The game continues until all are frozen.

10 mts

5 Understanding the Community and its Problems

Activity

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 and the various characters, briefly. The trainees are then divided into three groups and given one of the following scenarios each:
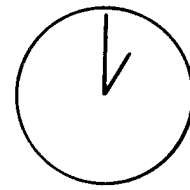
- Chander and some other men from the community are sitting in front of a toddy shop. He is in search of coolie work. He has recently sold two acres of his land to his landlord as he had to repay the loan.
- Bela is talking to her neighbour in front of her hut. She is expecting her fifth child. She hadn't been able to fetch water for the family for two days from the pond two kilometers away.
- It is evening time. The workers are receiving payment from the landlord Vimala, who is a widow, is arguing over her wages.

1 hr

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 slum?
- 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

Activity

- 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/she suggests that one of the trainees list the problems on the blackboard.
- He/she 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
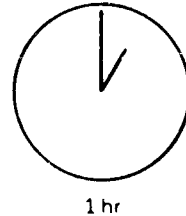
Drunkenness

Frustration

Bad example

Worries

Too many responsibilities

Not enough means to support family

Not enough work

No alternative employment
No access to available resources
Inequitable distribution of available resources.

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7   Reflecting on and Sharing the Day's Learning

Activity

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 liked about the day.'

30 mts

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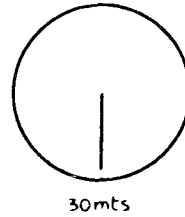
8   Planning a Cultural Programme

(Overnight Exercise)

Plan an hour's cultural programme for tomorrow evening.

Feedback (For the Trainer's use)

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

DON'T speak of behaviour over which he has no control. For example, his 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 identify—for answering the question "Who am I?"

Day 4: Morning

1 <u>Previous Day's Report</u>

Focus: Feedback

Activity

Trainees are asked to read the daily report. Trainer asks the trainees for one positive and one negative comments on the quality of reportings. 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.
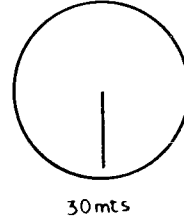The trainer asks the trainees to choose a different way of reporting for the next day. One suggestion he/she makes is that report could be made as a team.
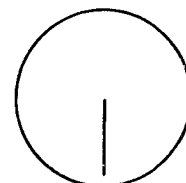
30 mts

2   Looking at One's Idea of Health.

30 mts

Objective

To look at one's idea of health

Activity

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.

Questions

- *Who is a healthy person?*
- *What makes him/her healthy?*
- *Why are some of us less healthy than others?*
- *What can be done about it?*

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3   Looking at the Health of the Community

Objective

To get a feel of the health of the village community.

Activity

The trainer asks the trainees to spend half an hour going around the village/slum, looking at the people and the surroundings in order to get an impression of the health of the village/slum community.
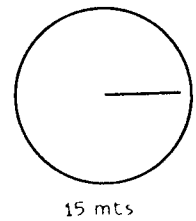On return, the trainees discuss their impressions.

1 hr 30 mts

67
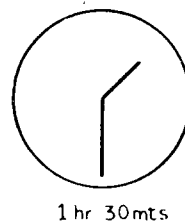
Day 4: Afternoon

4 Keeping up the Interest

Game

Who is Missing ?

15 mts

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 copletely covered with a
cloth so that he cannot be seen.
The trainer then gives a
pre—arranged singal 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 to name the missing player.

5 Understanding the Health Problems

Objective

To understand the magnitude of the health problems in the country.
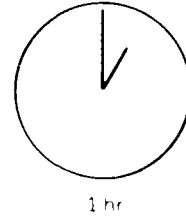
Activity

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

The trainees discuss the questions given in the paper.

Note

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

1 hr

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Health Problems of India

(For Trainees)

This paper attempts to look at the health problems in India with a focus on malnourishment, meaning a state in which people do not get minimum required calories, proteins and other nutrients for survival and minimum activity.

Malnutrition

Those below the poverty line such as the landless, people in slums and remote tribal areas are generally malnourished. Children, pregnant women and nursing mothers suffer more by malnourishment. The damage caused by malnourishment is irreversible in their cases. Drought and such other calamities make it worse.

The causes of the low quality of life in general and malnourishment in particular are identified to be:—
— lack of employment opportunities
— inequality of incomes and low income
— maldistribution of essential food commodities,
   weak public distribution system
— unhealthy environment
— lack of safe drinking water and health facilities
   illiteracy and ignorance
— inadequacy of calories, proteins and other nutrients in the average diet
— limited access to medical and public health facilities
— women continue to suffer and not go for check up
— attitude.

Studies on malnutrition among people in India show the following:

Average energy intake is less than the r ecommended level in 50% of the population. In other words, about half the population do not get the mininum amount of cereals and pulses (rice/wheat/ragi and any dals) required for survival and minimum activity.

Among children from lower income levels 65% in the age group 1 to 5 years suffer from moderate malnutrition and 18% from severe malnutrition.

Sixty million children of this group are badly nourished due to lack of energy foods and not just body building foods.
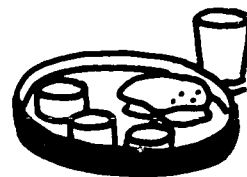
Every year 40% of the total deaths in the country are young children. Approximately one lakh children die every month.

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Those who survive 'malnutrition' become victims of retarded mental and physical development, night blindness and anaemia associated with loss of energy.

Majority of the infant deaths take place at neo-natal stage. The mortality rate is 120 per 1000 births. This should come down to 60 or less.

Infant mortality rates vary widely between rural and urban areas, male and female children and across different areas and socio-economic strata.

The causes of high rate of mortality among infants are low birth weight, fevers, respiratory and digestive disorders.

About 30% of the children born in the country have low birth weight which results from the malnourishment of the pregnant women. Low birth weight babies are more likely to die and if they survive they are prone to frequent illness, to mental and physical impairments.

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

Malnourishment among children means:—

— slow growth.
— the body struggles against itself to retard the growth according to the low feed intake.
— frequent illness (which is both cause and consequence of malnutrition)— an average of 160 days illness a year. Every illness is an assault on the child's growth. If the assaults are too frequent and the recovery time just too short, then the child dies. To explain further, infections cause malnutrition by consuming the body's energy, by reducing the body's absorption of food, by draining away nutrients through diarrhoea and vomiting, by depressing the appetite so that the child simply does not want to eat. Hence a malnourished child is prone to infection and vice-versa.

Health Services

The concept of total health, including both preventive and promotive health care services, in addition to the curative is to be worked out in reality. The health services available have been curative and clinical services, especially in the city based hospitals. 80% of the doctors and 97% of hospital beds serve 20% of urban population.

The primary health centres and sub-centres available for serving the rural population are far from adequate. Medical aid is not within the reach of rural poor. The poor man has to walk miles before he can see a doctor or a poorly equipped health centre.

The training given to the medical colleges and para-medical institutions is not adapted to the needs of the rural areas, particularly in the field of preventive and promotive health.

Support Service

WATER SUPPLY AND SANITATION

Of the 5.76 lakh villages in the country two lakh villages with a population of about 160 million are yet to be provided with potable water supply facilities, Hardships and inconvenience experienced by the poor particularly women and children in the areas where water is scarce, inadequate or polluted are immense.

The situation in the urban cities and small towns is better though inadequate.

About 80% of the public health problems in the country is due to water-borne and water-related diseases. Hence, the man-days lost and the wastage due to this is colossal.

There is practically no sewage system for the rural population. About 38% of the urban population are provided with sewage facilities.

Questions

1. *Whom would you call a healthy person?*
2. *How do you understand the causes of poor health?*
3. *Who do you think is responsible for the health of the people in the community?*

6 Identifying and Understanding Common Local Health Problems and their Preventive Measures

Objective

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

Activity

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.
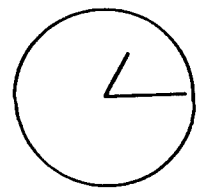
1 hr 15 mts

Materials
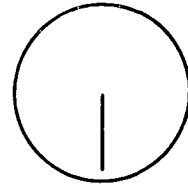
Pictures, posters, cyclostyled materials on topics like:
* diarrhoea
* anaemia
* night blindness
* tuberculosis
* scabies

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

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

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7 Reflecting on and Sharing the Day's Learning

30mts

Each trainee lists one thing that he/she has learnt that day on the board.
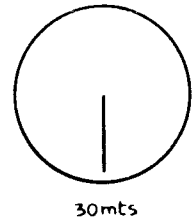
Questions

- *What did you feel about the day?*

Day 5: Morning

1 Previous Day's Report

Focus: Team Reporting

Activity

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

30 mts

Questions

*Questions to be asked to 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 other trainees:
- *How do you compare team
reporting with individual reporting?*
- *Can you think of other ways of
presenting the daily report?*

2   Understanding Poverty

Objective 1

To understand the term 'poverty'

Activity

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. The trainer invites general comments from the trainees.

30 mts
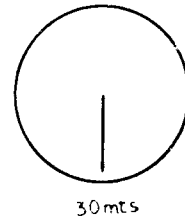
Objective 2

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

Activity

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.

Questions

- *What are your feelings when you look at the poverty situation?*
- *What is your understanding of poverty?*

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Poverty

(An Analysis of the economic condition of the people in India)

It is now 38 years since our country became independent. What is our progress in terms of the quality of life of the people in general? How far have we been able to realise 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 figures regarding the people who live below the poverty line. It is estimated that more than 50% of the people in the rural areas 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 generally 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.

A feel for the magnitude of the problems can be gained through examining important aspects of the day to day life in the context of the whole nation.
Economic condition of the people is studied through looking at

(a) ***Consumer expenditure pattern*** — i.e. the amount of money that could be spent on necessities. An average estimate of consumer expenditure was 75 paise per person per day. Millions of people are not in a position to spend even this much. About 38% of the people in the whole country were able to spend only 50 paise or less than that.

(b) ***Food requirements*** — The Government of India has specified the minimum requirements of food in terms of calories per person to carry out normal routine work. The calories required are 2250. These calories are obtained by the body through the intake of nearly half a kilogram of rice/wheat/ragi—Kambu or combinations, 85 grams of dal, 115 gms of milk, 45 gms of sugar and 35 gms of oil.

With the hike in prices the cost of such food is going up year after year. This costed Rs. 20/- in 1960–61 and Rs. 40/- in 1974–75 and Rs. 53/- in 1978 and Rs. 80/- in 1982.

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One half of the population is not getting this minimum. They are considered to be below the poverty line.

(c) *Employment position* — Studies show that,

* In the rural areas, the number of landless labourers has increased by 200 lakhs in 14 years.
* One out of every 20 agricultural labourers is a bonded labour.
* Majority cf these bonded labourers are young, i.e., below 40 years of age and belong to scheduled castes.
* The loans that have made them bonded labourers were mainly taken for meeting the daily needs and some for festivals and ceremonies.
* Of these majority had taken a loan amount of less than Rs. 300/- some between Rs. 300/- and Rs. 700/- and few over Rs. 1000/-. The interest rates varied from 25 to 40% per year. Majority do not pay any interest and live entirely at the mercy of the masters.
* The number of days for which employment is available for rural labourers declined by 10% for men, 7.5% for women and 5% for children.
* The average earnings, when corrected for inflation, also show a decline.
* The average rate of unemployment is 8.2% meaning, on a typical day, about 21 million people are seeking and are available for work but unable to find it.
* Our child labour force is the largest in the world.

the bonded labourer—
1 out of every 20
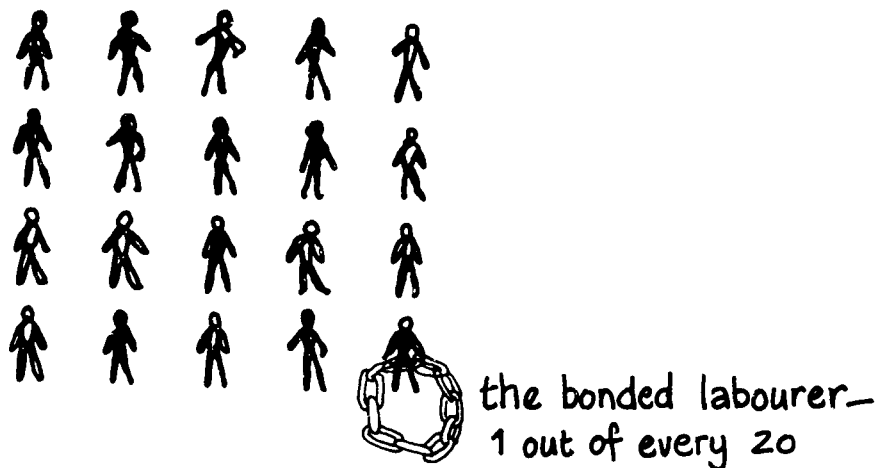
(d) *Distribution aspects*

The principal productive aspect in the rural areas is land. A study on the distribution of land shows that:
— the top 5% of the 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;

The Land Ceiling Act, which when implemented should have helped in rectifying the imbalance shown above. It was estimated that 115 lakh acres of land should be available for distribution among the landless. In reality only 40 lakh acres (one third of the estimated land) were declared surplus. The area taken over by the Government was 21 lakh acres (nearly one fifth of the estimated surplus land). The area actually distributed was about 13 lakh acres (about one tenth of the estimated surplus land).

The percentage of poor household 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

(e) *Distribution of total income*

Studies show that:
— the top 1% enjoys 10% of the total income of the country;
— the top 2.5% enjoys 18% of the total income of the country;
— the top 10% enjoys 34% of the total income of the country;
— the lowest 50% enjoys 22% of the income of the country;
— the lowest 15% enjoys 4% of the income of the country.

(f) *Production pattern*

The percentage increase in the production of necessities such as food items was negligible as compared to the percentage increase of the production of luxury goods, such as T.V., refrigerators, cars and telephones. The items produced seem to cater to the needs of the top 10% than to the needs of the bottom 50% of the population.

(g) *Labour force and gross domestic products*

In the three major sectors of work namely agriculture, industry and services, if industrial sector grows, it generally absorbs some of the labour

force from the agricultural sector. In our country the labour in the agricultural sector remained the same. This trend could be attributed to the type of products turned out by the industry, namely the luxury items. 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 of 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 labourers, which totals upto more than a hundred million. The rich became richer and poor became poorer.
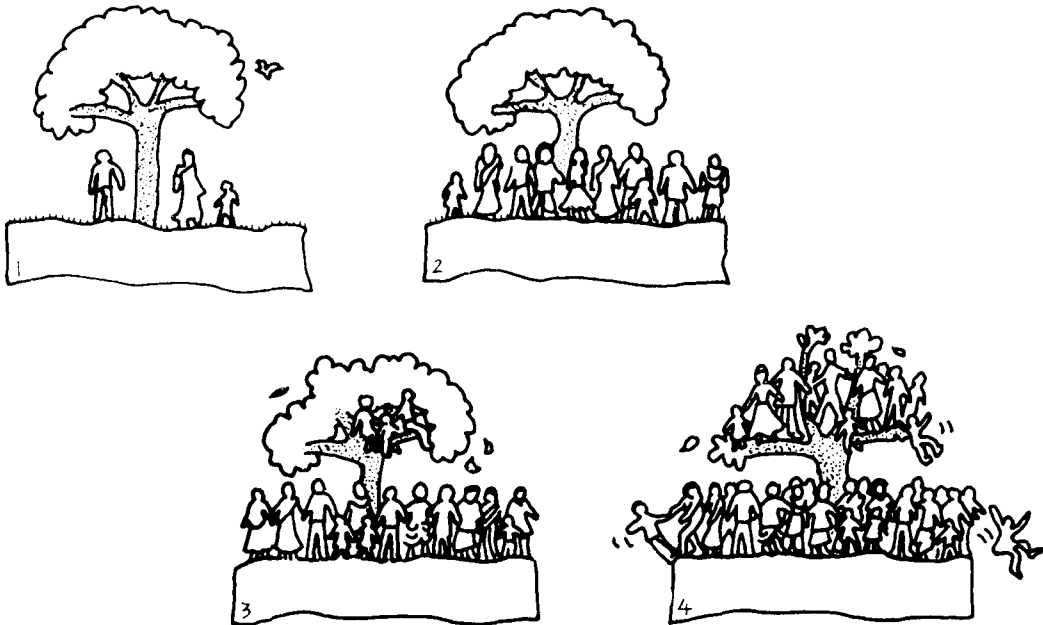

Questions

1. *Are the people poor because they are lazy?*
2. *Do large families stop people from progressing?*
3. *Do poor people remain poor because they spend money on arrack and cinema?*
4. *"Poor people are not utilizing and getting the benefits of the programme implemented by the government." What do you have to say about the statement?*

4 Learning about Various Sources of Information

Activity

The trainer explains the need for gathering information for use in an educational 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 trainers 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.

30 mts
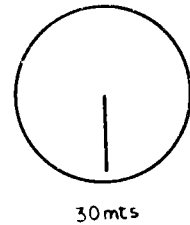
Note

Any educational programme aims at helping people in the programme to know 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.

- *Where the sources of information listed easily accessible?*
- *Of the sources listed, which are the most easily accessible in your villages?*
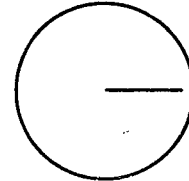- *What is your experience in collecting information of interest to you?*

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Day 5: Afternoon

5   Keeping up the Interest

Game

Touch Blue   ⑩

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,
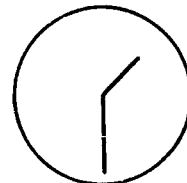the trainer calls out the next word.

15 mts

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6   Collecting and Organising Information

Objective

- To understand the need for collecting and using information in one's work.
- To get introduced to the skill of collecting relevant information.

1 hr 30 mts

Activity

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 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 experience in preparing the source-books reviewed. The trainer suggests that they continue to collect and organise 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.

Questions

- *Are you satisfied with the preparation of the source-book of information?*
- *Do you have ideas on others' ways of collecting information?*

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Source Book

Paper to be Distributed among Trainees

The instructor is a major resource for the effective implementation of adult education programme. 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 instructor 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, etc.
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 Functioning
at Different Levels

Objective

- To understand the levels of functioning in a group discussion.

30mts
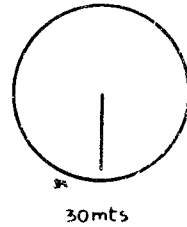
Activity

The trainer speaks about the levels of functioning in a group discussion.

Level of Individual
Functioning in group

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/her comments are in the nature of destructive criticism.

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

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

Fourthly, there is the *'contributor'*. He/she attends and responds on his/her 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/she seeks clarifications of what is not clear and contributes his/her own insights, learning and feelings.

Fifthly, there is the level of *'leader'*. As well as contributing on his/her own account, the leader gives direction to the group and to its performance of tasks. He/she initiates action in the group when tasks have to be performed, and 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 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.
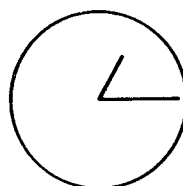
8 Discussing in a Group

(Practising group discussion)

Objective

- To learn to use the information gathered (application of knowledge)
- To practise conducting group discussion

Activity

- The trainer suggests that the trainees divide themselves into three groups.
- One person from each group takes the role of instructor at the AE* Centre, while other members take on the role of adult learners.
- The instructor 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.

*AE: Adult Education

1 hr 15 mts

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

Questions to instructor 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 instructor?*
- *What did you learn from the discussion?*
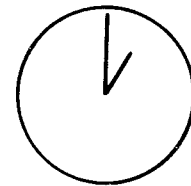- *Do you feel that your group was attentive?*

9 Reflecting on and Sharing the Day's Learning

Focus: Indicators of Learning

Objective

- To identify the day's learning
- To understand the importance of knowing how learning takes place.

1 hr

Activity

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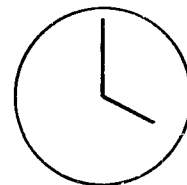
Questions

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

Star Power (Game)

Objective

To give the participants an experience of
society as it exists today.

4 hrs

Activity

This is a game in which a low mobility three-tiered society is built through
the distribution of wealth in the form of chips. Participants have a chance
to progress from one level to another by acquiring wealth through trading
with other participants. Once the society is established the group with the
most wealth is given the right to make the rules of the game. They generally
make rules which give offense to the other groups, who consider them
unfair and exploitive. A revolt against the rules and the rule makers
generally ensures. When this occurs, the game is ended, and the
discussion follows.

A hall is more suitable for the exercise than a classroom, since the trading
and its consequences can become quite exciting. Upto forty or fifty
participants can be accommodated in the game.

Preparation

The participants are divided into three approximately equal groups named:
SQUARES, CIRCLES and TRIANGLES. Each person wears a symbol
representing his group, i.e. the squares wear a SQUARE symbol; the
circles wear a CIRCLE symbol and the TRIANGLES wear a TRIANGLE
symbol.

Each participant is given FIVE chips. Each square receives one gold chip,
one green chip, and the remaining three randomly selected from the colours
red, white and blue. Each circle is given the green chip and the remaining
four selected from the colours red, white and blue. Each triangle is given
a random selection of red, white and blue chips. The only exception to this
distribution is that one circle and one triangle receive the same distribution
as the squares, i.e. one gold, one green, and a random assortment of red,
white and blue.

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The total number of chips required therefore equals five times the number of participants. The number of gold chips required equals the number of Squares plus two. The number of green chips required equals the number of Squares plus the number of circles plus one.

The number of red, white and blue chips required equals five times the number of participants minus the total number of gold and green chips required. There should be about an equal number of red, white and blue chips.

Instead of chips, the facilitator can prepare coupons by means of small 2" × 2" slips of paper and different coloured felt pens or crayons. The symbols can also be prepared in this way. The facilitator should allow himself at least one hour for the preparation of these materials.

Procedure

(1) First, the rules are explained to the participants. The facilitator tells them that this is a game that involves trading and bargaining and that the three persons with the highest scores will be declared winners. In the course of the game, some will probably ask if there is going to be a group winner. The answer is: "The three individuals with the highest scores will be declared the winners." Do not tell them that a group is going to be given the right to make the rules of the game.

(2) The facilitator then explains the following scoring system to the participants:
Every gold-chip = 50 points.
Every green chip = 25 points
Every red chip = 15 points
Every white chip = 10 points
Every blue chip = 5 points

In addition, points are awarded to persons with several chips (or coupons) of the same kind.

5 chips of the same colour = 20 additional points
4 chips of the same colour = 10 additional points
3 chips of the same colour = 5 additional points
2 chips of the same colour = no extra points

Having divided the entire group into roughly 3 equal parts, and assigned them their status of SQUARES, CIRCLES, and TRIANGLES, the facilitator then distributes the chips, accordingly. He must make sure that each Square gets a Square's set of chips, each Circle a Circle's set etc.

(3) The facilitator then explains the following rules of bargaining:

(a) The participants have 10 minutes to improve their scores.

(b) They improve their scores by trading advantageously with other Squares, Circles and Triangles, (hence they may trade even within their own group).

(c) Persons must be holding hands (or some other sign of commitment) to effect a trade.

(d) Only one-to-one trades are legal. Two-for-one, or any other combinations are illegal.

(e) Once participants touch the hand of another participant a chip of unequal value or colour must be traded. If a pair cannot consummate a trade, they may have to hold hands for the entire ten-minute trading session.

(f) There is no talking unless hands are touching. (This rule should be strictly enforced as also the above.)

(g) Persons with folded arms do not have the right to trade with other persons.

(h) All chips should remain hidden. (This rule, too, should be strictly enforced.)

(i) (The facilitator should not reveal that the Squares have been given chips of higher value than the Circles and Triangles' chips)

(j) (The facilitator may make any other rules that he thinks necessary and appropriate).

(4) After the rules have been explained, the trading session is started. it will last for ten minutes. During the trading session, the facilitator, or someone from the group chosen for this job, should be putting each participants name or initials on the blackboard, under the group he belongs to. After the ten minute trading session, each group returns to its circle of chairs. The participants total their scores for the trading session and call them out for the facilitator or his assistant to place on the blackboard next to their names.

(5) Next, the rules of the BONUS POINTS SESSION are explained:

    (a) Each bonus point chip (the facilitator holds one up to show the participants) is worth 20 points (two white chips)

    (b) Each group will be given 3 such chips.

    (c) During the 5 minutes session, the group's task is to distribute the bonus chips to one or other of the group member.

    (d) The chips must be distributed in units of 20 points or more e.g. one person might receive one chip worth 20 points but 6 should not receive 10 points a piece.

    (e) If, after 5 minutes the group have not distributed the bonus chips, these chips will be taken back by the facilitator and one from that group will receive them.

    (f) The decision regarding the distribution of these chips must be unanimous.

    (g) Participants can eliminate people from their group by a majority vote. Eliminated people can form another group, which will be another TRIANGLE group.

Once the rules are clear, the facilitator starts the Bonus chips session, which lasts for only 5 minutes. Those who have received bonus points have these added to their standing totals.

(6) Now according to point totals, calculated on the blackboard the people with the highest totals are placed in the Squares group. If there is any Circle or Triangle who has a higher score than a Square, they have to trade places. Any changes made should be announced to the group, and it is generally made known that so-and-so who was a Square, has now become a Circle because he did not have enough points, etc. A symbolic change of status is made when the two change places. It is important that the group, after all the changing of the places is concluded, realise that the Squares are made up of those with the highest scores.

(7) The second round of trading and bargaining is then begun as was done in the first round.

(8) After about the second bonus session, the facilitator announces that the Squares now have the authority to make the rules of the game, and that while any group can suggest rules for the game, it is the Squares that will decide what rules will be implemented.

The facilitator might tell the squares that they might make rules like redistributing the chips on a more equal basis, requiring the Circles and Triangles to bargain with the Squares even with their arms folded; requiring the Circles and Triangles to give the Squares the chips they ask for, regardless of whether the former want to trade or not; etc. A five or ten minute group session is then held, during which the Circles and Triangles each make rules to suggest to the Squares and later discuss rule changes. Having heard the suggestions of the other two groups, the Squares then announce the rules they have decided upon to all the participants, unless they wish to keep them secret. Then the game proceeds with the facilitator merely as an observer.

(9) What is likely to happen is that the Square will make very tough rules that protest their own power. This happens in every organised group that plays the game. The Circles and Triangles will either give up, organise together, become hostile or commit an act of frustration and defiance. The facilitator should stop the game when it is evident that the squares have made rules which the others consider to be unjust and exploitive of their lack of wealth. This is generally after 2–4 rounds.

Analysis

After the game the facilitator should gather the class together to discuss the implications of the game for the real world in which we live. After allowing the participants to express their experiences and observations from the game, the following questions might be discussed.

(a) Are there any parallels between the system set up by the game and
(b) Does the game say anything about the nature of man?
(c) It is the nature of man to seek inequality-to-attempt to be better than his fellow man, to seek for more privileges and wealth? If so, is there a moral alternative to man's search for inequality?
(d) Would it have made any difference if the people who were the Circles and Triangles had been Squares.
(e) Were the Squares acting with legitimate authority?
(f) Are there any parallels with our problem in society today?

(g) If an entire group acts in unison, such as the Circles and Triangles together does it have more legitimacy than when a person acts alone?

(h) Is the square a masculine or a feminine symbol?

(i) Would it be possible to develop a game which emphasises cooperative behaviour and is fun to play?

One Note of Caution

Generally, groups need to talk about the game in personal terms such as, "Who did what to whom" before going into the issues involved. This can be a worthwhile experience in interpersonal relationships, helping members of the group understand their reactions to authority, competitive situations etc. But it is important that this discussion does not damage the ego, status or self-concept of any of the participants. If the facilitator sees the discussion going beyond the point of friendly rivalry then he might direct it more forcibly toward the issues involved rather than the personalities. If the squares are being badly blamed for what happened, then you might point out that every group that has so far participated in this game has reacted in essentially the same way, and in general you might try to direct the discussion towards the question of whether any group put in such a situation would act any differently.

Evaluation Indicators (Stage 2)

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 all right
- appear more confident about the role they have to play.

Stage 3

Understanding the Adult Education Programme in the Present Context

This stage enables the trainees to look critically at their ideas of adult education and to think about a programme of adult education that is relevant.
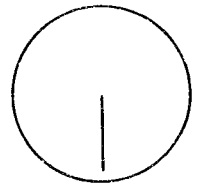
Day 6: Morning

1 Previous Day's Report

Focus: Different Ways of Reporting

Activity —

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.

30 mts

Questions

- *How did you find today's reporting?*
- *How was it different?*

2 Discussing the Cultural Programme

Objective

- To understand the elements of planning.

Activity

The trainer suggests that the trainees discuss the cultural programme of the previous evening in terms of time taken for selection of items, quality of the items, involvement of the group. He then introduces the game "Five 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".

30 mts

99
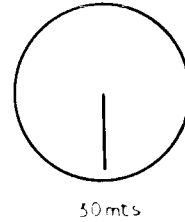
3 Focussing Attention on Adult Illiterates

Objective

To focus attention on adult illiterates to clarify one's own thinking about them

Activity

PART A

- The trainer asks each trainee to list on a piece of paper five characteristics of illiterate adults.
- One of the trainees writes these characteristics on the board as each trainee reads them aloud. He/she lists them in three columns; positive, negative, neutral.
- The trainees reflect on the list for five minutes and discuss.

PART B

- The trainer asks the trainees to think about an adult illiterate whom they know personally well. He/she then suggests that they write down five characteristics which apply to this individual.

Note

The trainer must make sure that the trainees do Activity A without being aware of Activity B to come.

Questions

- *What is the image you have of the adult illiterate?*

Questions

- *Is there a difference in the two lists?*
- *What observations do you have to make?*

100

4 Understanding Adult Education

Objective

To understand the problems of adult illiterates and the scope of adult education in the context.

1 hr
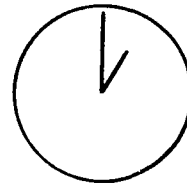
Activity

- The trainer distributes the paper 'From the Diary of an Unknown Instructor' to the trainees.
- The trainees read the paper on their own for 15 mts.
- The trainer suggests that they discuss the paper in small groups.
- The trainees reassemble and share.

Questions

- *While reading the paper what was happening within you?*
- *How do you feel as an adult education instructor?*

"From the Diary of an Unknown Instructor"

We'll be working for the adult illiterates in our village. That is why we have joined the Adult Education Programme...

But it's not clear how we are going to do it. How to teach the adults in the village? There are many, and most of them are quite senior to us. We call them aunt, uncle, bai, bhabi. Would they listen to us? Would they come to the centre?

For the last seven days I've been talking to villagers. Others have been doing the same ....

I've known them throughout my life, but I never cared for their problems.

One of them asked me what good it would do to them if they learnt the alphabet? Would it get them a better living? The young ones ask me; "Would it get us jobs?"

I don't know what I should tell them .... I'm not very clear myself. I'm trying to improve my own earnings .... I can read, I can write and can keep accounts .... I know what's happening around .... I read newspapers ....

But can they do these things? They can't.

Uncle Sukhon, for instance, has paid twenty-five rupees to about five scribes to fill in forms to get a loan from the bank. He cannot write ....

Majid, he couldn't get a job at the tailors shop in the village market. He cannot write measurements required for customers. He is unhappy ....

Aunt Sarbati, who lost her husband two years ago, has been cheated out of her small plot of land where her husband built a small hut. Her husband did not know that with his thumb print he was giving away his land to the money lender. He was illiterate. So is aunt Sarbati.

Scores and scores of such incidents I've come to know now .... sad incidents .... My God, if they could read and write .... life would have been different to them!

But, during my talks with them, I've found out that 'literacy' is not the mere skill of reading and writing. Literacy perhaps means something more to them ....

Diary of an Unknown Instructor

In market places I've found them buying and selling. They seem to know the weights and measures only by sight. They cannot read what is written on different weights....

Do they know how many grams make a kilogram? Can they keep account of how much they are selling to the middlemen and at what rate?

Can they measure their own plots of land themselves?

Now, to me, literacy means something that helps a man to live his everyday life witn some kind of independence and confidence ....

Do they have it? They have to depend on others almost at every step ....

'Literacy should be functional'—-This oft repeated statement now becomes more meaningful to me when I first heard about the programme ....

About fifteen of them have joined the adult education centre, I didn't start with the alphabet. Instead, I started with a topic of their own interest and then came to the first lesson of the primer ....

I see a lot of other villagers standing outside. They don't want to join the centre. They don't believe that anything good will come out of this centre.

During discussions I've noticed how people who are usually shy and retiring react animatedly to questions and answers ... It is good to see them making serious mental efforts to make a meaningful statement before others in the centre. What is it that gives them this confidence?

What has happened is that they have found out their power of reasoning their growing capability of associating different fragments of experience into a meaningful process of thinking ....

Ramcharan, the other day, suggestd that they should go and see the Block Development Officer and request him to see the poor condition of the tube-wells in our village ....

Everybody agreed. I was really glad that they could take such decisions collectively, something is happening inside them. They are connecting things and incidents in the village to a bigger pattern of social functioning ....

Some weeks back we had a discussion on the nature and cure of malaria. Today they tell me that a group of learners from this centre have gone to town to contact the medical officer of the Primary Health Centre to send

someone to this village for giving preventive medicine to the children. That explains the scanty attendance today ....

But it also tells me that somehow we have been able to create what they call 'awareness' among the people of our village.
The other day Majid came to tell me that he got a job at the tailors shop in the market. He now knows the measurements and can write them down. Soon he will become a cutter and then start on his own.

Motilal now keeps an account book. He knows precisely how much he produces, and how much profit he makes. The middleman at the Mandi has started respecting him ....

I never expected that so many of them would turn up to listen to the doctor from the primary health centre. Almost everybody came ....

But everytime we don't get the kind of cooperation the doctor gave us. The other day, we requested the secretary of the local cooperative society to come ....

We expected that he would tell us how the village poor could get some help from the cooperative society. He did not come. Perhaps he thought that it would be risky to extend help to the people who don't have any assets of their own ....

For whom, then are these cooperative societies meant? I wonder!

We've heard about the national schemes for dairy farming. They say that our village has been selected for a dairy cooperative.

If it comes true, we have to plan a different kind of course for our learners. We would have to invite people who can tell us about animal husbandry, fodder production, etc. We have to do a lot of rethinking about our programme.

Again, I've been looking up the village elders. This time it is much easier. We are going to have a permanent association of learners. Its job will be to encourage the people to read and learn. We are going to establish a kind of library-cum-community centre for our village ....

Occasionally, we hear from other workers in far-off places. We also send them reports of what we are doing and how. I wish we could meet others now and then and exchange notes. They could learn from our mistakes and we could learn from theirs.
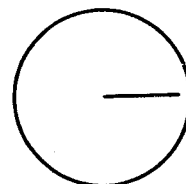
Day 6: Afternoon

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.

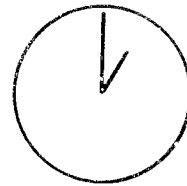The trainer joins the trainees in
playing the game.

15 mts

6 Visualising an Adult Education Programme for Adults

Objective

To visualise an educational programme for adults.

1 hr

Activity

— The trainer asks the trainees to think about education for adults and also to recall the content of the paper "From the Diary of an Unknown Instructor" and the discussion that followed.

— The trainer then highlights the features of adult education in the National Policy of Education 1986.

— Adult education is defined as popular participation in the development efforts of the nation with literacy being a crucial tool.

The essential programme components would include

- literacy
- functional knowledge and skills
- awareness of socio-economic reality and the possibility to change it.
- empowerment of women.

National Policy on Education - 1986*

(For Trainer Use)

(Excerpts related to Adult Education)

Our ancient scriptures define education as that which liberates—i.e. provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.　　　　(Para 4.10 of NPE)

The critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Since participation by beneficiaries in the development programmes of adult education is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norms, promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened.　　(Para 4.11of NPE)

The whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers, etc. Concerned efforts will be made to harness various research agencies to improve the pedagogical aspect of adult literacy. The mass literacy programme would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility to change it.　　　　　　(Para 4.12 of NPE)
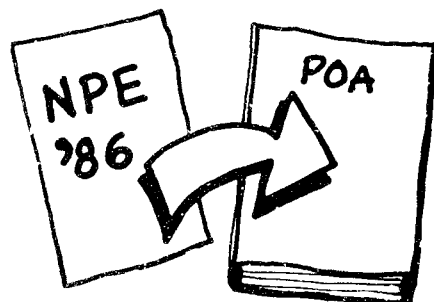
A vast programme of adult and continuing education will be implemented through various ways and channels, including—

(a) establishment of centres in rural areas for continuing education;
(b) workers' education through the employers, trade unions and concerned agencies of government;
(c) post-secondary education institution;
(d) wider promotion of books, libraries and reading rooms;
(e) creation of learners groups and organisations;
(f) programmes of distance learning;
(g) organising assistance in self-learning; and
(h) organising need and interest based vocational training programmes.

(Para 4.13 of NPE)
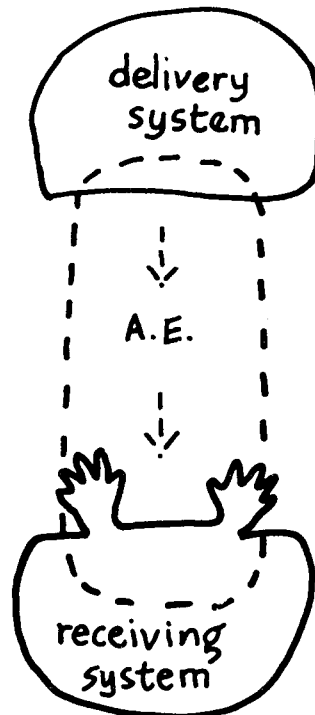
7 Familiarising Themselves with Administrative Structure & Records in Adult Education in India

Objective

- To understand the administrative structure of the State Adult Education Programme
- To be familiar with the records to be maintained at the Centre.
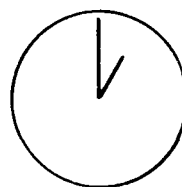
1 hr

Activity

PART A

- The trainer explains the administrative structure of the adult education programme in the country.
- He/she encourages the trainees to ask for clarifications, if any.

PART B

- The trainer brings copies of all records such as attendance, stock register etc.
- He/she specifies the name, the purpose and mode of use of each of the records to be maintained at the Adult Education Centre.
- He/she gives time for the trainees to go through the records and ask questions for clarification.

Note

- *The trainer may arrange for an informal get-together of the functionaries in Adult Education and Development.*
- *The trainer may use a diagramatic representation of the administrative structure on a chart.*

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

Age Group	1961				1971			
	Literates		Illiterates		Literates		Illiterates	
	No.	%	No.	%	No.	%	No.	%
5–14	336.6	29.5	808.2	70.5	523.3	34.9	973.6	65.1
15–24	263.3	36.0	468.8	64.0	480.1	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.

	First four 5 yr. plans	Fifth Plan		1974–78 (Rs. crores)	
		Outlay	Percent	Outlay	Percent
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 Programmes	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.

8 Reflecting on and Sharing the Day's Learning

Activity

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.

30mts
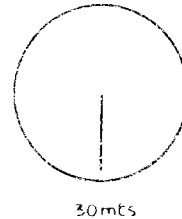
Evaluation Indicators (Stage 3)

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 Instructor

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

Day 7: Morning

1 Previous Day's Report

30 mts

Activity

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

Activity

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.
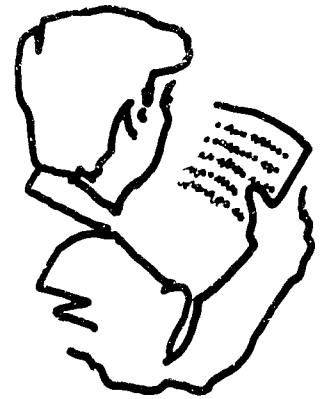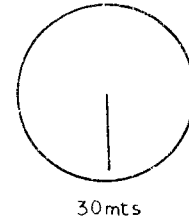
Questions

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

1 hr

Objective

- To experience one-way and two-way communication
- To understand that effective communication is a two-way flow
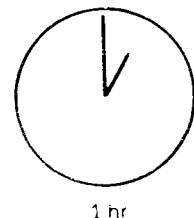
Activity

The trainer selects one demonstrator and two to three 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 activity 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 I). 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.

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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 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.

Questions

- *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.
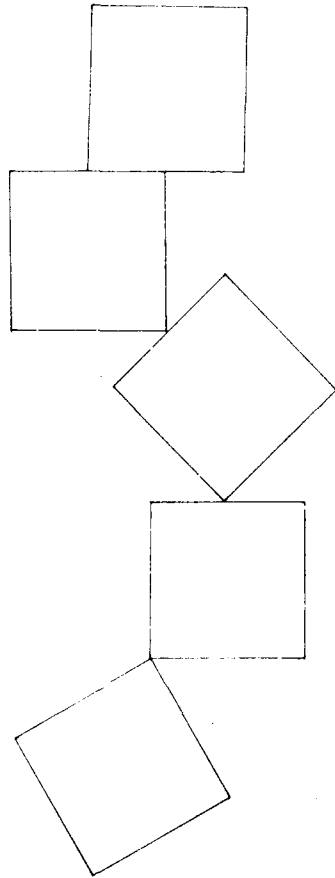
Figure I
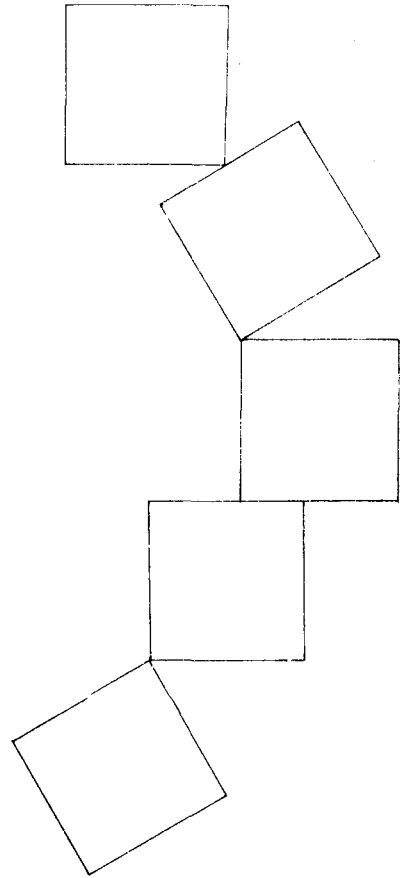
Figure II

Instructions for the Demonstrator:

(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.

Table 1

Number of squares correct	First diagram		Second diagram	
	Estimated	Actual	Estimated	Actual
5				
1				
3				
2				
1				
9				

Average (median)

3 Understanding the Features of a Good Group Discussion
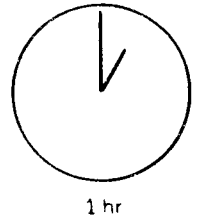
Objective

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

Activity

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.

Note
Brain Storming

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

Questions

These questions may only be asked when the list is adequately long.
- *What do you think are the most essential among those listed?*
- *Is good discussion possible without any of them?*

Note

- *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.*
- *Everyone must listen when someone speaks.*
- *Participants must speak clearly when they speak*

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Stimulating Participation through Questions and Discussion

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

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

1 hr
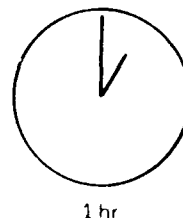
Steps

1. Explain to participants that a good field worker makes his/her audience feel relaxed and happy to be at the group meeting. He/she welcomes each person, asks about his/her children, talks about local events while she/he 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's 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 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 but discouraging expression of attitudes reflected to the topics.

3 - Open Questions

"What should a wife do about her mother-in-law's strong will 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's 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, the field worker should:
- Encourage everyone who looks as if he/she wants to answer to do so. To do this, the field worker must remember to move his/her eyes and his/her attention around the group and not focus his/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- Redirect Questions

"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's 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 about 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 him/her and may be 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.

ACTIVITY B: Approximately 2 to 3 hours if field workers are in small groups of 5 to 6 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 eveyone 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.

4 Writing an Application for the Post of Instructor

Activity

The trainer distributes application form for the posts of Instructors at AE centres all over the State.

- He/she 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.
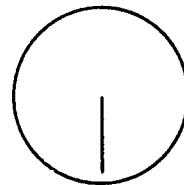
30 mts

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 preserved 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 instructor as you understand them (list 5)*
5. *The ways in which the last six day's training will help you to do your job (list 5)*

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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/her
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.

15 mts

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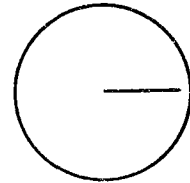
6 Conducting a Discussion on the Status of Women

Objective

- To develop discussion skills
- To understand the attitudes towards women

Activity

- The trainer writes the following incomplete sentences on the board.

  Women are......

  Women are not...

  Women should be....

  Women should not be......

  Women can.................

  Women cannot............

  Women should............

  Women should not........

- The trainer suggests that each trainee completes these sentences on a piece of paper
- The trainees sit in two groups. They share their lists and follow it with a discussions on the status of women for half an hour. Each group will have two observers.
- The trainer tells the observers to keep in mind the following:

- the level of functioning of the members in the group
- achievement of the purpose of discussion
- atmosphere in the group
- role of facilitator
- listening.
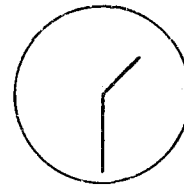
1 hr 30mts

To the observers—

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

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

Objective

- 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.
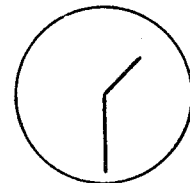
1 hr 30 mts

Activity

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. They spend 10 minutes reading the paper.
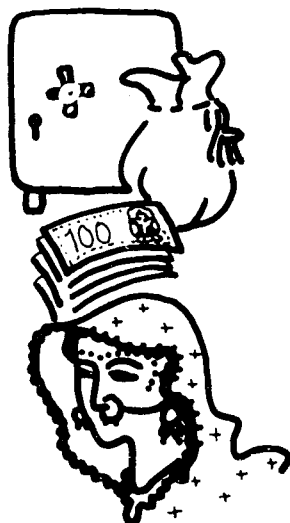
Questions

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?*

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Paper to be Distributed among Trainees

ROLE PLAY

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

A 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. The 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.

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9. Intervening for checking on the role players' 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.
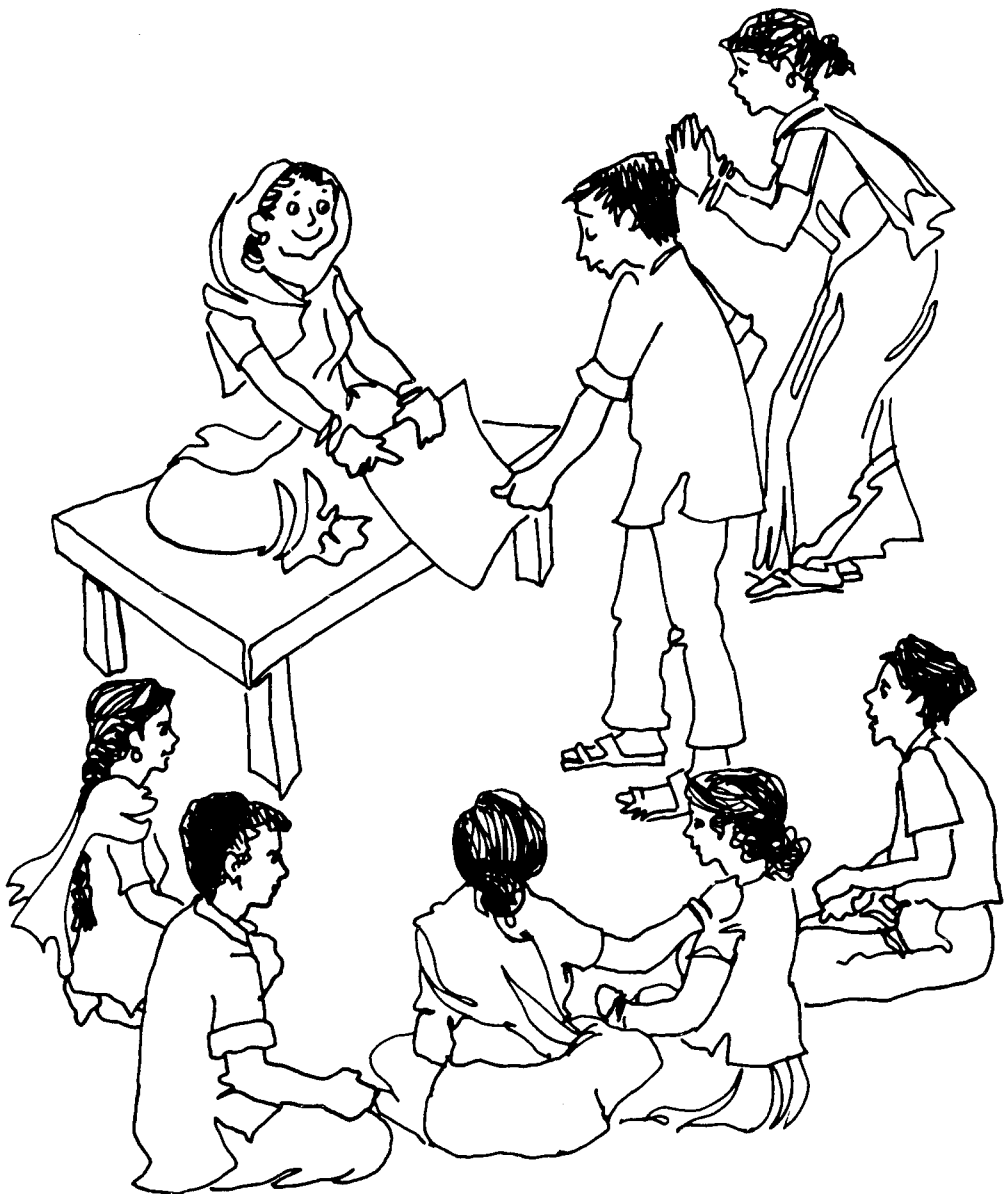
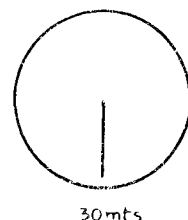# 8 Reflecting on and Sharing the Day's Learning

Activity

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.

30 mts
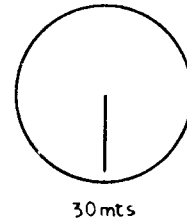
Day 8: Morning

1 Previous Day's Report

30 mts

Activity

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

Questions

- *Do you like the method selected for reporting today?*
- *which method would you like to use for reporting tomorrow?*

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2 Understanding the Role of Women in Development

Objective

To have a perspective of women's role in development.

1 hr
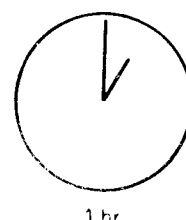
Activity

- The trainer distributes a paper 'Women in Development'.
- The trainees decide themselves in small groups and read the paper for half an hour and discuss the following questions:
- What do you think is the role women play in development?
- is it satisfactory?
- How can they play a more effective role?

Women in Development

History

(a) **The Tradition** : In traditional subsistence economies, the division of labour within the family was a very basic division, based on differences between the sexes. Men and women were food producers but their activities in production were differentiated. Besides labour, land comprised the most important means of production. In many of these societies, women had important control of land use. They often decided on how the land was to be used and they also determined the distribution and use of crops grown. Women in traditional societies were not only food producers, they were the midwives, who delivered the newborn, the healers who cured the sick and the ill and they were equipped with various skills like weaving, spinning, tanning of leather and building of shelter, thus enabling the community to advance from mere crude existence and survival. They were also fullfledged participants in community life with their various skills and services.

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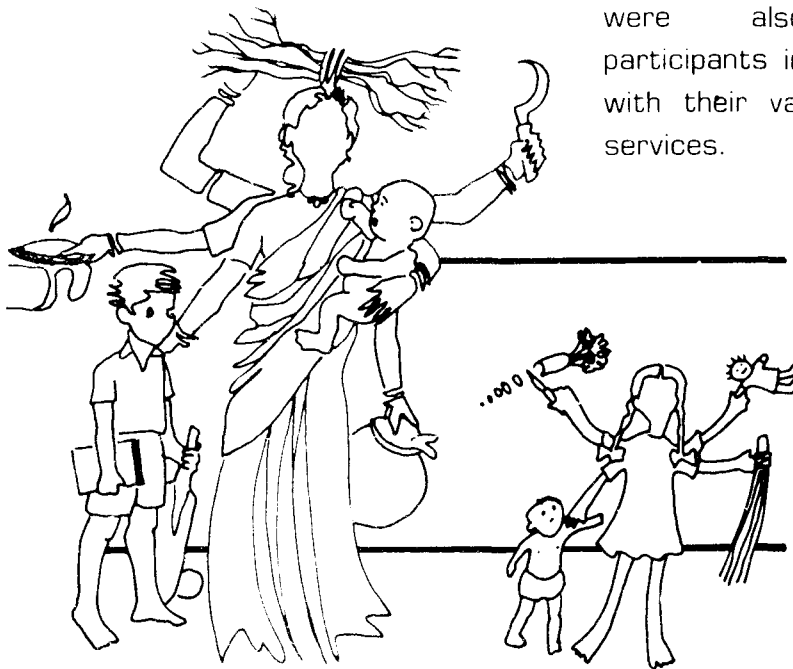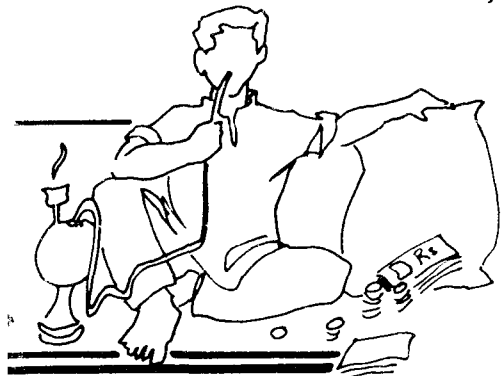
(b) ***The colonial encounter*** Western colonial administration in the process of subjugating, governing and controlling the colonized people, brought with it a male bias which was maintained in the fifties right through the sixties and seventies—the Development Decades—when the development theme focused on modernization and the transfer of western technology.

This discrimination against women was the direct result of colonial intervention when a western model of the roles and responsibilities of men as different from that of women was superimposed on traditional societies. Beginning with the introduction of a market economy, cash crop cultivation was directed at men even though both the wife and the family worked on it. This was true even in the plantations, and the domestic work in colonial establishments and homes. In the fields of education, colonial policies further reinforced local gender segregation. In schools, girls took needlework and boys had scouting. In fact, it was the boys who were singled out for formal education even in areas where Koranic schools have taught girls as well as boys.

With colonialism, not only was women's control and access to resources for subsistence gradually taken away from them as a result of western and male concepts of ownership and control of land, more crucial, it introduced a new sexual division of labour based on the market economy. Women were now *confined* to the domestic sector, that is, the non-monetary non-paid food-producing subsistence sector, which was both neglected and discriminated against.

Present State

(a) ***Women's domestic work***: Recent studies show that "in the rural areas, women are overworked...they work very long hours, are pressed by many duties and obligations, are responsible for much of the work in agricultural production as well as for virtually all the food preparation, housework and the care of children."

(b) ***Technology and its effect on women***: Even where new technologies were introduced in agriculture, it had the tendency of working against women because it actually worked to increase their labour. For example, when the new Japanese method of rice production was

introduced in many Asian countries, it was found that more labour had to be devoted to planting, transplanting and weeding, activities in which women played a major role. When HYVs were introduced in India, research found that the "green revolution" had actually exacerbated the imbalance in demand for female and male labour, expecially in weeding, a major activity for women. In terms of casual labour HYVs increased the need for women's labour for 53 days per acre to 63. HYVs of rice required more work at various stages after harvest, which also added significantly to the women's workload. Even where mechanization was introduced, in land preparation for example in Africa, weeding became a major problem for the women. Conversely, mechanization had also reduced men's work in agriculture, for example like ploughing. More important, mechanization has led to the control of women's labour by men, expecially in areas of agricultural activity which were traditionally carried out by them.

(c) **Marginalization of women in developing projects**: Very popular approach to development among rural women is the *introduction of handicrafts* in the hope that this will generate needed income for them. However, this approach has drawn considerable criticism. Many of these projects are geared towards the production of luxury items more suited to the tourist market which is both limited and unreliable.

This places them into low productivity jobs instead of towards more productive and remunerative employment. In fact, these projects can be a form of compensation for discrimination in employment, and "as a deliberate method of reducing the number of women competing with men" in the modern sector.

Women's development programme must recognize the needs of women as integral to the needs of their communities. As long as they are considered separate and marginal, development for women cannot succeed. Thus women's role in communal and reciprocal labour, women's contributions to subsistence production in agriculture, women as managers of their households, and the problems common to women in executing such tasks must be recognized so that these relevant features can be incorporated to mobilize them fully and successfully in development programmes.

Conclusions

This paper has focused mainly on the position of rural women and the effects that agricultural development and development planning and policies have had on their lives. As such, the solutions to the problems of these women have to be seen and understood within the context of the whole development process that is taking place both in the rural and urban areas.

For a start, more systematic research and data collection is needed to evaluate the role and contribution of women and children in the domestic and subsistence sector. The treatment of women in quantitative analysis should be reviewed and all male bias should be removed from data collection.

Women's overwork is one of the major obstacles to a better life and health for themselves and their children. Their burdens must be lessened so that they can have more time for the welfare of their families and for cash generating activities. In this respect appropriate technology has an important role to play.

Any technology to be meaningful to women must thus focus on them. Technological changes in food production or agriculture must not displace them from employment or a means of earning income. Also they must not be socially and culturally disruptive. They must be energy saving and time saving, and machines which they can operate themselves. For example, in food production, hand operated hulling machines, simple tools for weeding, carrying and storing water and so on.

Improvements in agriculture and food production must involve the participation of women. Agriculture extension programme courses must be open to them. They should include training on food production, processing and marketing. Subsidies, incentives and aid must also be extended to women.

Women must be able to influence policy and decision making. At the village level, they should have their own committees where they can be free to voice their opinions which may not be possible in a male-dominated environment. Women should employ traditional existing

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structures (for example reciprocal labour and work groups at the village level) in marketing institutions for instance to effect a greater participation to influence policies and decisions in cooperatives and rural credit institutions.

Health and nutrition programmes must be relevant to the needs of the women in these areas. More research should be carried out on the nutritional value of local foods, correct weaning foods, and the availability of cheap and nutritious food. Consumer education has an important role to play in making people aware of the dangers of additives, dyes and foods in the market and unethical sales marketing by manufacturers. Breast-feeding should be actively promoted.

More research should be carried out into traditional and safer methods of birth control which will not effect their health and the health of their children and which will enable them to have more control over their own fertility.

It must be recognized that the solution for the improvment of women's status in the domestic and family sphere is not for them to reject these roles and behave like men because this will not bring about greater equality or justice for them. Society must give due recognition and importance to the role of women in the domestic and family sphere and the role and responsibilities of both parents in childcare and management of the home.

In conclusion, women must examine their problems in the light of present development strategies and work towards a redefinition of these roles so that there can be a more meaningful role for them in our society.

3   Practising Model Lessons

Objective

- To select a lesson from the given model lessons (See page 140)
- To practise using the lessons
- To gain more skill in discussion

2 hrs
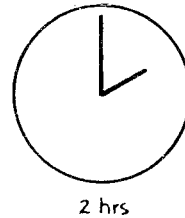
Activity

The trainer asks the trainees to form groups of five.

Each group chooses one lesson.

One of the members prepares to demonstrate the lesson.

The trainees should feel free to make any adaptation in the idea and the presentation in the given lesson.

Before the demonstration of each lesson, an observer is selected by the group. At the end of the demonstration lesson, the observer has to conduct a discussion with the observations he had made. 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 discussion clearly, e.g. food we eat?

— What was the involvement of the learners?

— Did everyone participate in the discussion?

Note

- *The trainer should be available for consultation with the 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.*

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— Were the learners attentive?

— What were the special efforts made by learners and the demonstrators to take the discussion further?

— Did the demonstrator encourage learners to raise question?

— 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.

Questions

● *Do you feel more confident about conducting discussions?*

● *Do you anticipate any difficulty in using the lessons?*

● *Do you make any adaptation for demonstration?*

● *Do you think you can develop your own lessons using the same approach?*

Lessons for Demonstration

Food we eat - 1

> **OBJECTIVE**   To help learners analyse their food intake and its adequacy for good health

Ask the participants the following question:

What do you usually eat?

Bring samples of food items, which are locally available, which are required for energy, for building up and maintaining our body, and for protecting us from illness. (We may give examples like locally available cereals, pulses, fruits and vegetables that are inexpensive).

When the participants respond to the question on their daily food, list them down. Take out from the food samples brought, those items which the participants consume.

Group I

Group II

Group III

Once this is done, tell them about:

FOODS THAT GIVE ENERGY

Cereals and grains: rice, ragi, jowar (type of millets), wheat, maize, potatoes, sweet potatoes, tapioca, bananas

FOODS THAT GIVE EXTRA ENERGY
oil, butter, ghee, jaggery, sugar, honey

FOODS THAT ARE BODY BUILDING
Pulses: tur dal, beans, bengal gram dal, black gram dal, green gram dai, groundnuts, milk, curds, eggs, meat, fish.
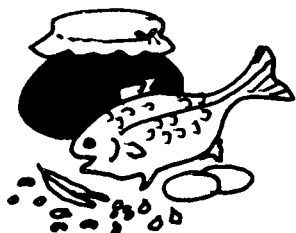
FOODS THAT PROTECT THE BODY FROM ILLNESS

Dark green leafy vegetables — drumstick, amaranth, spinach, and coriander leaves, dark yellow vegetables, tomatoes, fruits: papayas, amla (goose berry), orange, mango, lemon; meat, eggs, fish, chicken, jaggery, tamarind, ragi (a millet), and seaweed.
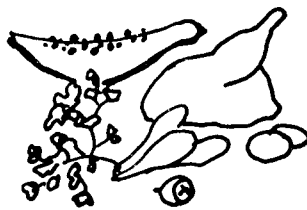
Group IV

Arrange the four food groups. Ask the learners to take a look at these and compare them with what they eat—whether all the four food groups are represented in what their family eats. If some are missing, identify them. How often do they miss these foods?

> The food intake may show more of foods of Group I and less of protein foods and foods rich in vitamins and minerals.

Ask the following questions:
- Are we eating right?
- How many of us are eating right?

> Almost all may not be eating right.

- If none of us eats right, what could be the reason?

Help them discuss and come out with the causes of malnutrition (not eating right).

Reasons could be:
— lack of knowledge of nutritious foods;
— iow or irregular income of the family;
— high food prices;
— spending on foods and drinks which are harmful/ buying wrong foods;
— non-availability of essential food items in the market;
— trouble in selling their produce—food· or handicrafts;
— faulty habits in feeding children;
— certain taboos, long-held beliefs;
— intra-family feeding practices.

Carry on the discussion further:
• What actions can be taken to improve nutrition?
• What are the actions that could be taken on our own?
• What are some of the actions that we need to take with the help of other agencies such as the government?

Action that may be possible by people themselves:
— organising nutrition Centres;
— improving storage facilities;
— growing nutritious fruits and vegetables in home gardens where possible or even as community gardens where possible.

Food We Eat— 2

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OBJECTIVES  1. To help the learners analyse the
               difference in food intake of male
               and female members of the
               family
            2. To plan some action to share
               food according to requirements
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Ask the learners the following questions:

- What is our practice in taking food?

- Do men and women eat together?

- What are our expectations from women, especially about preparing and serving food?

- Whose tastes, in general, prevails when deciding what to cook— men's or women's?

- Who serves food—women or men?

- Can women eat before men do?

- When the quantity of food is less, who (men/ women) gets the larger share of the food?

- Are children given their due share?

- What are the beliefs/customs in this connection?

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It is the normal practice in the Indian homes for
women to serve the available food to elder male
members first, then children and others and then if
anything is left, they get to eat it.
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Discuss further with the following questions:
- What do you normally eat?
- What did you eat yesterday?
- What does your husband/wife eat normally?
- What do(es) your son(s) eat?
- What do(es) your daughter(s) eat?
- What does your father-in-law eat? What does your mother-in-law eat? What does your brother-in-law/sister-in-law eat?

Put down the responses in two columns.

Men/male children	Women/female children

- Are there any differences in the variety and quantity of food consumed by male and female members in a family?
- If yes, why do we have differences?
- What do we think about activities and food requirements?
- What are the beliefs regarding feeding children?
- What are the beliefs regarding feeding pregnant women?

> The findings, most probably, may show differences in intake of food between male and female members in a household. The more vigorous and strenuous the activity, the more is the food that is needed. Similarly, growing children need more food.

Discuss further with the following questions:
- What are the activities of men?
- What are the activities of women?
- What are the activities of boys?
- What are the activities of girls?
- Who does strenuous work? Do women perform work as strenuous as that of men?

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Food We Eat : Demonstration

List the various activities of men/boys, women/girls, e.g.

Men/boys	Women/girls
Farming/coolie work	Farm work
	Cooking
	Feeding the family
	Looking after the children

Ask further questions:
- Should we really differentiate between men and women in the intake of food?
- Do women need less food than men?
- What should we do about it?
- What should men do?
- What should women do?

> - Men should get to know what is really available for women
> - Recognising women's needs
> - Sharing the available food according to the requirements?
> - Special stress is to be laid on food needs of growing children/pregnant women
> - Children should be introduced to weaning foods from the fourth month onwards

How Should We Eat?

OBJECTIVE	To help learners identify deficiency diseases and know the food requirements for prevention of the diseases

Prepare a food chart with pictures of the four groups of foods—foods that give energy, foods that give extra energy, foods that are body building, foods that protect the body from illness. Show learners the chart and ask them to identify what they eat daily. Or ask them to identify the ingredients of their daily food intake.

Ask them to observe how their daily food intake is distributed under the four groups

Show them the pictures/cases of deficiency diseases and ask them to identify the characteristics of the diseases.

Calorie deficiency

— very much underweight
— very thin
— always hungry
— pot belly
— face of an old man

Protein deficiency

— swollen hands and feet
— thin upper arm
— colour loss in hair and skin
— sores and peeling skin
— miserable looking
— swollen 'moon' face
— stopped growing

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Food We Eat : Demonstration

– Vitamin 'A' Deficiency

— cannot see in the dark

— white of the eye loses its shine and begins to wrinkle

— cornea becomes dry and dull

– Anaemia

— pale and transparent skin

— pale insides of eyelids

— pale gums

— shiny smooth tongue

— pale finger nails

— weakness and fatigue

— swollen face and feet

— rapid heart beat

— shortness of breath

— feed like eating mud, dirt, chalk, etc.

– Vitamin 'B' Deficiency

— Sores or cracks at the corners of the mouth

— skin dry and cracked

– Vitamin 'C' Deficiency

— bleeding gums

— red, swollen, painful gums that bleed easily

At the end of each presentation or at the end of all the presentations conduct a discussion with the questions that follow:

• What is the disease called in the local dialect?

• What, according to the people in the area, are the causes of each one of the diseases?

• What are the practices of people in curing or preventing each of the diseases?

A comparison of the learners food intake and the intake necessary to avoid food deficiency diseases may be brought home to them (sufficient quantity-quality)

| (i) Calorie | — | eat energy foods and energy foods in sufficient quantity; |

(ii)	Protein deficiency	—	foods that build the body;
(iii)	Vitamin A deficiency	—	eat dark green leafy vegetables, yellow or red vegetables, milk, eggs;
(iv)	Anaemia	—	ragi, green leafy vegetables, (drumstick leaves) jaggery, fish;
(v)	Vitamin C deficiency	—	beans, dark green leafy vegetables, lemons, tomatoes, seasonal fruits

The instructor may help the learners understand that they can fight deficiency diseases by eating differently with what they can easily get in their village.

In their menu it is necessary they should have
  (i) dark green leafy vegetables;
  (ii) milk, fish, (eggs, meant, when they can)
  (iii) jaggery, (brown sugar);
  (iv) Seasonal fruits;
  (v) Seasonal vegtables
  (vi) Cereals (ragi, rice, cambu, maize, etc) pulses (dals), oils

Our Family

> OBJECTIVE To help learners look at the family
> resources, family needs and desires
> in relation to the concept of a
> 'planned family'

Start the discussion by say: "Today let us discuss about the 'family'. What comes to your mind when we think of 'family'? Ask the learners to respond to the question quickly and write their responses down on the board.

> The answers may include the following:
>
> nice place, warm, noisy, food, children, fighting, husband, wife, worry, illness, father, mother, parents, rest, sleep, grand parents, marriage etc.

Lead discussion to bring out
'meaning' of family by the members
of the group. Go on to ask:
- Who are the members of your
  family?
- How many of them earn?
- What is the contribution each
  member makes to the family?
- How many are dependent on
  others (for food, shelter, etc)?
- Who share the major
  burdens/responsibility in your
  family?
- Would you consider your family
  too large/small?
- What is the advantage of having a
  big family or a small family?
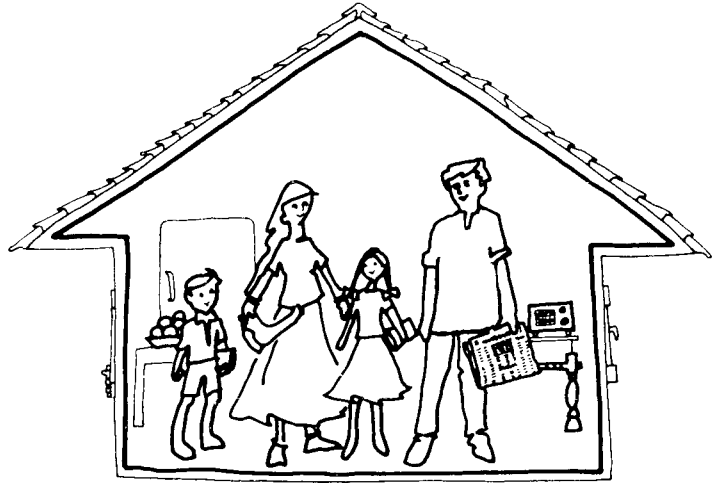
The answers on the advantages of big and small
families may include the following:

Big family	Small family
• warm feeling and fun	• manageable
• security through each of the member taking care of one another	• not much food and clothing to buy
• many people to help in work/occupation, thus increase in income	• less noise and argument (probably among children)
	• less food to cook
	• less work
	• fits in a small house better

The discussion should bring out the point that
each family has its own preference depending
on its situation.

Continue discussion with these questions:
- Did we plan the size of our present family?
- Is it possible for one to plan the size of the family according to ones desire?
- What would be the difficulty?

> Some of the traditional views that go against small family:
> - early marriage
> - parents' wish
> - children are God's gift
> - male children are preferred to female children
> - infant mortality
> - big family is a status symbol—more working members in the family
> - children give security

The instructor can continue discussion by asking what a 'planned family' can probably bring about?

> Some of the possible responses are:
> - improved health
> - improved education
> - improved health of women
> - availability of adequate resources
> - better food and clothing
> - better achievement of goals in life
> - reduced infant mortality
> - better understanding between husband and wife

Health Centre

Present this true story:

Malar, a girl of 12, was limping along the village street. Seetha, who was a newcomer to the village (she was visiting her relative in the village for a few days), met her and was concered and asked her what was wrong with her. Malar said that a sharp thorn pricked her on the right foot the day before and her foot was swollen and she was finding it difficult to put her foot down. Hence the limp. "Why did not you go to Guna, the health worker, residing in the village?" asked Seetha. Malar quickly said, "We do not have the money to give her." "Does she charge you for examining and treating the foot?" "Yes, she does. We have to give at least two to three rupees." "Yesterday, Ramakka, your neighbour, delivered a baby. She was there. Do you think she would have charged them?" Malar replied, "Yes, she charged them Rs.50. Otherwise, she would not have attended." At that time Kathayi came along and enquired about what was going on. She narrated her experience in the Primary Health Centre, where she went to get her daughter deliver her baby. She had to pay everyone around. It cost her more than Rs.100. Seetha asked, "Everyone's experience seems to be to pay for the medical services given at the PHC level or at the village level. Don't you know that the services are free? The health workers are there to look after your health and that of the village community?"

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Raise the following questions for the learners to discuss:
- Do you seek medical help from health workers?
- How frequently do you go to them?
- Do you think what happened to Malar and Ramakka happens to all?
- What have been some of your other experiences at the health clinic?

> The learners could be asked to role-play here the various kinds of experiences they have had at the health clinic

- Do you know the responsibility of the health personnel in the PHC and of the health workers at the village level?

Responsibility of the health personnel: A primary Health Centre (PHC) is meant for the population (about 100,000) of a block. The health worker is for a population of 5,000 and his/her job is to help people.

1. To prevent diseases through promotion of nutrition education and immunization programme;
2. To help carry out deliveries in the village—look after pre-natal and post-natal mothers;
3. To prevent illness through helping peopie maintain personal and environmental cleanliness;
4. To treat illness which are mild and to refer to the doctor those illnesses that require special attention.

The doctor in the PHC and his staff, the pharmacist, the nurses, the laboratory technician, the health inspector, the block extension educator, are there to serve the people in prevention of diseases, treatment and cure of illness and promotion of better health care in the community. The services are free for all people. People need nct be afraid of asking for medical help as and when it is needed.

- Do you know your rights in relation to the health sevices available in PHCs and at the village level?
- What can we do to ensure that the medical services are made available to us?

> - You could organise meetings of the village health committees and invite doctors of the PHC or the Health Supervisor/Worker to come and talk to the villagers/people.
> - Use these opportunities to get such programmes as health check-up, immunization, etc., done.
> - Request house visits by health workers.

HEALTH CENTRE

- Why do people drink?

(Ask each learner to answer this question. The following questions could be asked to elicit more information)

- Is it because they believe that it helps them forget physical pain resulting from hard work?
- Is it because the liquor shop is in or very close to the village?
- Is it because they feel the need to give company to their friends who drink?
- is it because they believe that it helps them forget problems?
- Is it because they get a "kick"?
- Is it because they are happy?
- Is it because they are depressed?

Help the discussions towards examining each one of the above reasons and help them find out for themselves the validity of the reasons given.

Also help in finding out steps/measures to be taken to control/stop the excess.

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Fairness

Present the following true life situation:

Shakuntala returns home, tired after a long trek with a basket full of vegetables to the market. Her youngest child aged about two years, runs up to her and wants to be breast fed. After about 10 minutes of sitting, she goes to the corner where she cooks food. She spreads the plates and serves food for the other four children who are all half asleep. They hurriedly eat and go to sleep. She puts the young one to sleep and then goes out to the open and joins a group of women.

She comes to know from them that a panchayat meeting is being conducted and only the men are attending it. The women are not aware of what is being discussed. None of the women dares question why women are not allowed to participate in the meeting.

After an hour, her husband returns. She serves him food. After he finishes eating, she hurriedly eats the remaining rice. Her husband does not tell her what was discussed at the panchayat meeting. He just tells her that she should arrange for a loan of Rs. 50 to be paid to the cooperative society as share capital. She tries to explain that she has already had to borrow some money for her mother who is ailing. Her husband gets angry and tells her that she should somehow arrange for the Rs. 50 and then attend to her mother's illness. Fearing that he might get angrier and beat her if she persists, she remains silent. After some time, she hesitatingly asks her husband for Rs. 2 to buy notebooks for her son who is attending school. Her husband refuses to give money and asks her to buy the books from the money she has earned that day. She explains that she has money just enough to buy 1 kg of rice for the next day. Her husband is not bothered about this and he walks out of the hut. Shakuntala is left to plan for the next day with her meagre resources.

Give some time for the learners to think about the situation and ask them to describe the situation in a typical family, especially about the daily routines and celebrations.

Discuss the situation presented and the situations described by asking further questions, such as:

- What are the roles of men and women in each of the situations?
- Who is given the pride of place, man or women?
- What are the decisions taken by men, and by women in these situations?
- Who has the final say and why?
- How are women treated in the community?
- How could opportunities be created for women to play an active role in the community?

Day 8: Afternoon

4 Keeping up the Interest

Game

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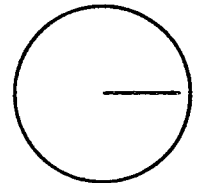
15 mts

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5 Planning and Practising Lessons

Objective

To gain skill in planning and
conducting a lesson

Activity

2 hrs 30mts

- The trainees sit in small groups,
  select a topic of relevance to their
  community, plan a lesson along
  the lines of model lessons
- The trainees demonstrate the
  lesson in turn.
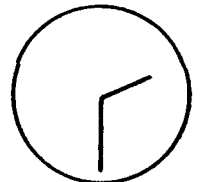
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6 Reflecting on and Sharing the Day's Learning

Activity

15 mts

- The trainees sit in a circle and
  speak in turn one's own
  experiences regarding the skills
  learned and topics discussed.
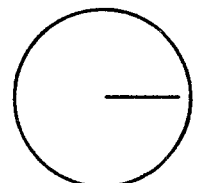
Day 9: Morning

1 Previous Day's Report

Focus: Observation and Expression

Activity

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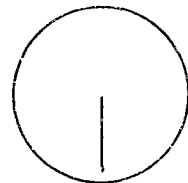
30 mts

Questions

- *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?*

Note

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

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2 Understanding the Need for Literacy and Numeracy

Objective

To realize the need for learning to read and write.
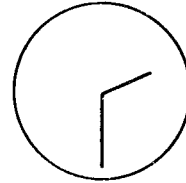
2 hrs 30 mts

Activity

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

One-act Play 1

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.

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.

Questions

- *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?*

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Day 9: Afternoon

3 Keeping up the Interest

The trainer asks the trainees to conduct a game.
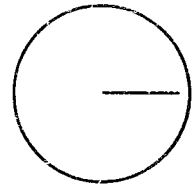
15 mts

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4 Getting Introduced to the Literacy Primer

Objective

To be familiar with the tasks involved in using the literacy primer and the learner's workbook.

1 hr
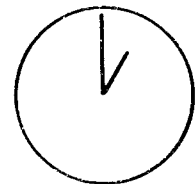
Activity

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 explain.

Note

The trainer familiarises himself/ herself before hand with the introduction or the trainers note given in the primer.
The trainer asks the trainees to share their feelings about using 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

1 hr
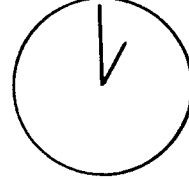
Activity

- The trainer shows the instructors 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.

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-outs.*
2. *Word slide*
3. *Alphabet card*
4. *Alphabet slide*

1   Chart of Words and Word Cut-outs

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.*

लड़का	नारी
कलम	सफल
आदमी	कमल

कलम	सफल
कमल	नारी
लड़का	आदमी

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.

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.
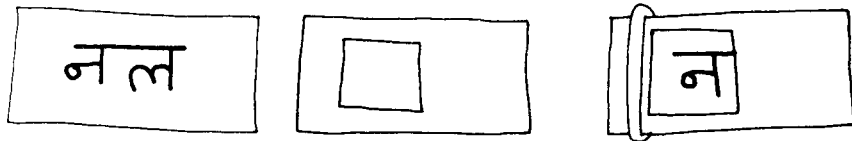
Preparation: For each word in the lesson, a Word slide is to be prepared. Two cardboard pieces 3 to 4 inches long and 2 inches wide are required. The word is written on one cardboard piece. On the other piece, a window is to

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 chart 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.
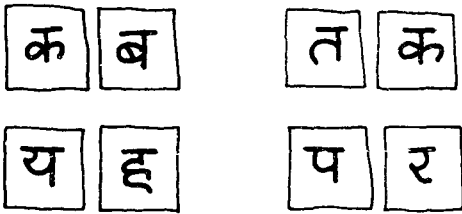
3   Alphabet Cards

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

क ब   त क
य ह   प र

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 alphabet 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) 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
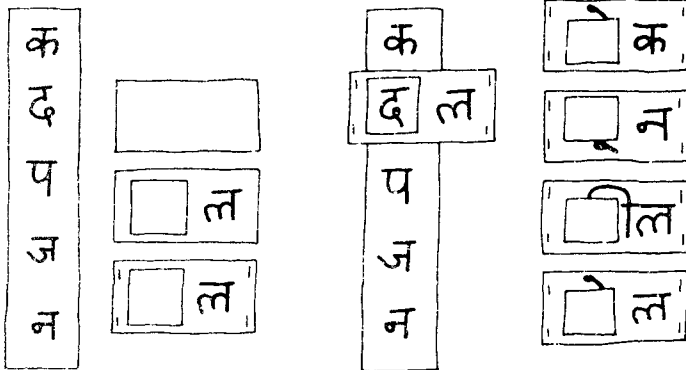
the window and the other piece
are to be stapled together on
either side. Ten such sets should
be prepared for the Tamil
language. This setting is slid into
the long strip of cardboard (a).
On each set is marked the
symbol of the notation of a vowel.
These are shown in the figures
given here.
When to use: This aid is to be
used when the learners are some-
what familiar with the alphabets.

Note

- The trainer should choose the aids according to the method he/she uses
  for literacy in the centre.
- The measurements given for the aids may be altered. if required.

6 Demonstrating a Literacy Lesson

Objective

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

Activity

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 instructor and the others will be learners. The instructor 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 efforts made by the demonstrator to involve the learner. 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.
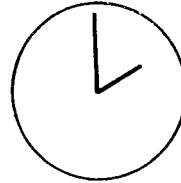
2 hrs

Note

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

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Literacy Aids

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 organise 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 with stand 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.

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7 Reflecting on and Sharing the Day's Learning

The trainer asks trainees to
complete the following sentence
"What I am beginning to learn.......

30mts
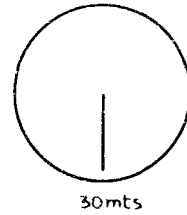
Day 10: Morning

1 Previous Day's Report

Focus: Writing Skills

30 mts

Activity

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

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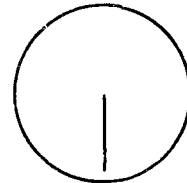
Note

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

Objective

To realize the need for numeracy in day-to-day transactions.
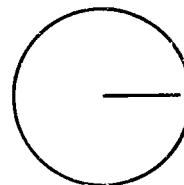
15 mts

Activity

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

Questions

- 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 Numeracy Primer

Objective

To look through and get familiar with the Numeracy Primer.

Activity

The trainer distributes copies of the Numeracy Primer to every trainee. The trainees are to look 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.
The trainer answers questions and clarifications raised by the trainees.
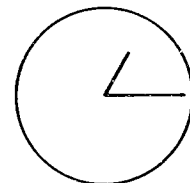
1 hr 15 mts

Note

Where Numeracy Primer is not available, the numeracy part of the literacy primer or other appropriate materials are to be introduced by the trainer.

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Day 10: Afternoon

4 Keeping up the Interest

Activity

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

15 mts

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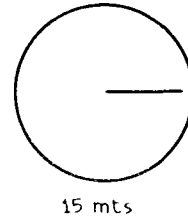
5 Preparing and Demonstrating a Numeracy Lesson

Objective

- To select one of the lessons presented in the Primer.
- To develop some skill in using the Numeracy Primer.

Activity

2 hrs 30mts

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 instructor's editions.
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.
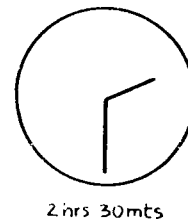
Questions

- *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.

Activity

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
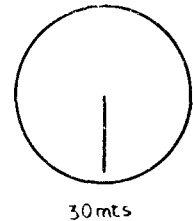
1   Previous Day's Report

(One Extra Day may be Devoted for Addition Practice.)

Focus: Reviewing the use of literacy, numeracy materials—Primers and Aids

Activity

- The trainer asks the trainees to list two things on a piece of paper,
  - one thing the trainee feels confident about teaching literacy, numeracy.
  - one thing he/she feels unsure of.
- The trainer lists these on board as the trainees read them aloud.

1 hr

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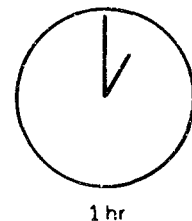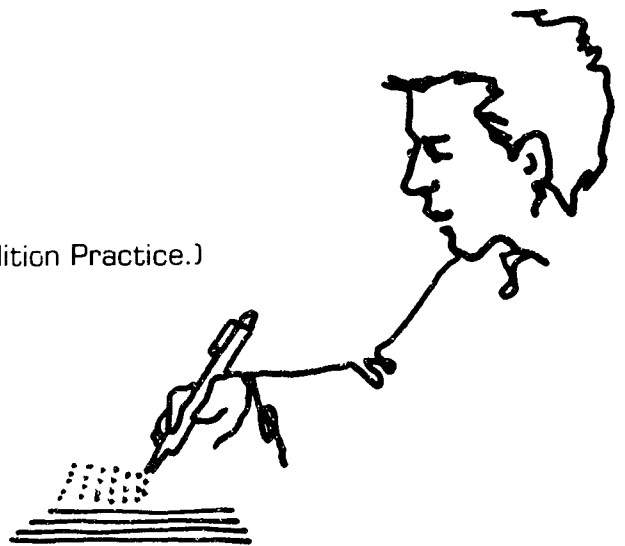
- This is to be followed by a discussion about the common strengths and common weaknesses in the trainees in teaching literacy and numeracy.
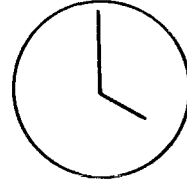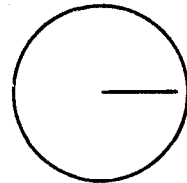
3 - 4 hrs

Activity

- The trainees continue to plan prepare and practice literacy/numeracy lessons is small groups

2   Reflecting on and Sharing the Day's Learning

- The trainees complete the following two sentences:
  — one thing I am satisfied.....
  — one thing I am not satisfied ....

15 mts

Evaluation Indicators (Stage 4)

As a result of the experience undergone at this stage, the trainees may show the following type of behaviours:

- 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.

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Stage 5

Designing the Work Plan for the Adult Education Centre

With his/her emergence as an instructor 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.
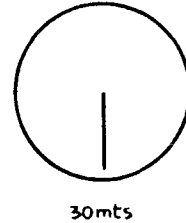
Day 11: Morning

1 Previous Day's Report

Focus: Feedback

Activity

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.

30mts

Note

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

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2 Identifying One's Own Strengths and Weaknesses

Objective

- To realise and state one's own strengths and weaknesses
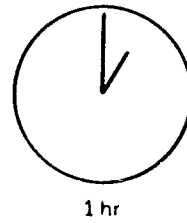
Activity

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

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.

1 hr

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

Questions

- *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.

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3   Seeing Opportunities and Difficulties that Exist in the Field

Objective

To be able to identify factors in favour of the AE Programme (opportunities) and factors against AE Programme (Difficulties)

1 hr
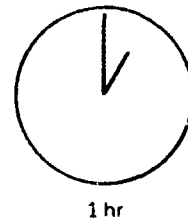
Activity

- 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.

Questions

- *How would you use the opportunities?*
- *What would you do about some of the difficulties?*
- *What is your feeling about being an instructor?*

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4 Planning the AE Programme

Objective

To plan the programme for the AE
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
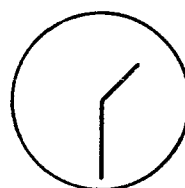
1 hr 30 mts

Activity

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/she
encourage 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/she then encourages the
trainees to reflect and discuss 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 AE Centre.

Note

*The resources must be seen in
terms of the immediately in terms of
the immediately available ones,
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
and those supplied by the Govt.
The purpose of this activity is to
make the trainees conscious of the
planning components and also to give
them an opportunity to plan their
own adult education programme.*

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Day 11 Afternoon

5 Keeping up the Interest

The trainer asks the trainees to conduct a game

15 mts

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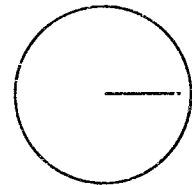
6 Examining the AE Plans

Objective
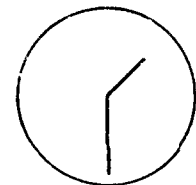
To examine the AE Programme Plans.

1 hr 30mts

Activity

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

Activity

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.

Questions

- 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 AE centre in your village?

Note

Extra half a day may be taken for preparing and examining the plans if required by the trainees.

Suggested Model for A E Centre

Stage 1: Understanding oursevles (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 incidents;

(3) Expectations of the learners from the AE Centre discussing these expectations;

(4) Discussing the difficulties in coming to the AE 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 everyday in the Centre;

(7) Making efforts to bring out the talents of the learners (creating a feeling that the Centre in their own); cleaning, decorating, singing, role playing, drawing or painting on the wall wherever possible, story-teeling solving riddles.

The instructor 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 community and society (from first to last month)

Objectives: (a) Helping learners to understand their life situation.

(b) Helping learners analyse their life situation

(c) Enabling learners to take action

Activities: (1) Selecting the problems for analysis and action according to the situation in the village, and discussing them;

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Some problems could be taken up after a week of starting the AE Centre, other problems could be dealt with according to the need, through out the period of 10 months.

(2) Helping learners in participation in development efforts of the nation.

(3) 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)

Objectives:

(a) Helping learners to read and write over a period of 4 to 6 months with a view to fill in application forms, write letters and read newspapers.

(b) Enable learners to do the simple calculations required in daily life using numerals and their operations.

At least one hour should be allotted for literacy and numeracy every day.

Stage 4 : Gaining strength to plan a dynamic role in the life of the larger village community (Four months after starting the centre)

**Objectives:** Helping learners play a new role in the village life.

Activities: Bringing people together and creating a forum for

- celebrations
- discussing problems
- working out solutions
- learning skills
- learning skills
- examining utilization of development schemes

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# 7 <u>Reflecting on and Sharing the Day's Learning</u>

Activity

The Instructors are asked to sit in a circle and express their general comments on the day's excerise and on what they learned from it.

30 mts

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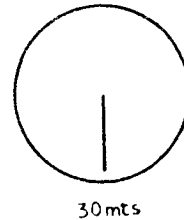
8 Overnight Exercise

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 experience 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.

15 mts
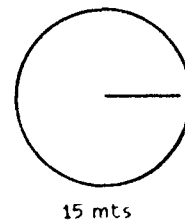
Day 12: Morning

1 Previous Day's Report

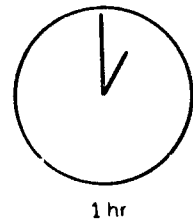### Focus: Impressive Aspects of Daily Reporting

30 mts
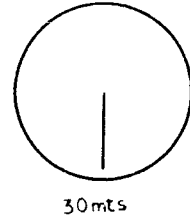
Activity

The trainer asks the trainees to think about the reporting activity through-out the training programme and write about one aspect that impressed them most. They then share it.

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2 Reviewing the Reports of All the Days

Focus: All Aspects of Reporting

1 hr

Activity

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.
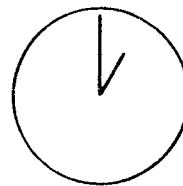
Questions

- *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 AE Centre?*

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3 Evaluating the
Training Programme

Objective

To help the trainees evaluate the training programme.

Activity

- The trainer asks the trainees to list two aspects of the training which they consider most important in their work as instructors and two aspects which were of least importance.
- The trainer suggests that all the lists be placed in the centre and read one by one by the trainees.
- The trainer and trainees make their comments.

1 hr

Day 12: Afternoon

5 <u>Keeping up the Interest</u>

Game
Exchanging roles

30 mts

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.
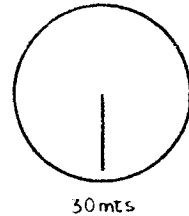
"I am ...."

"I often say ...."

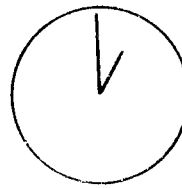"I always like ...."

"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 instructor.

1 hr

Activity

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 instructors.

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References

Page 107   Ministry of Human Resource Development, Government of India.
Page 133   Rural Women in Development by Evelyn Hong.