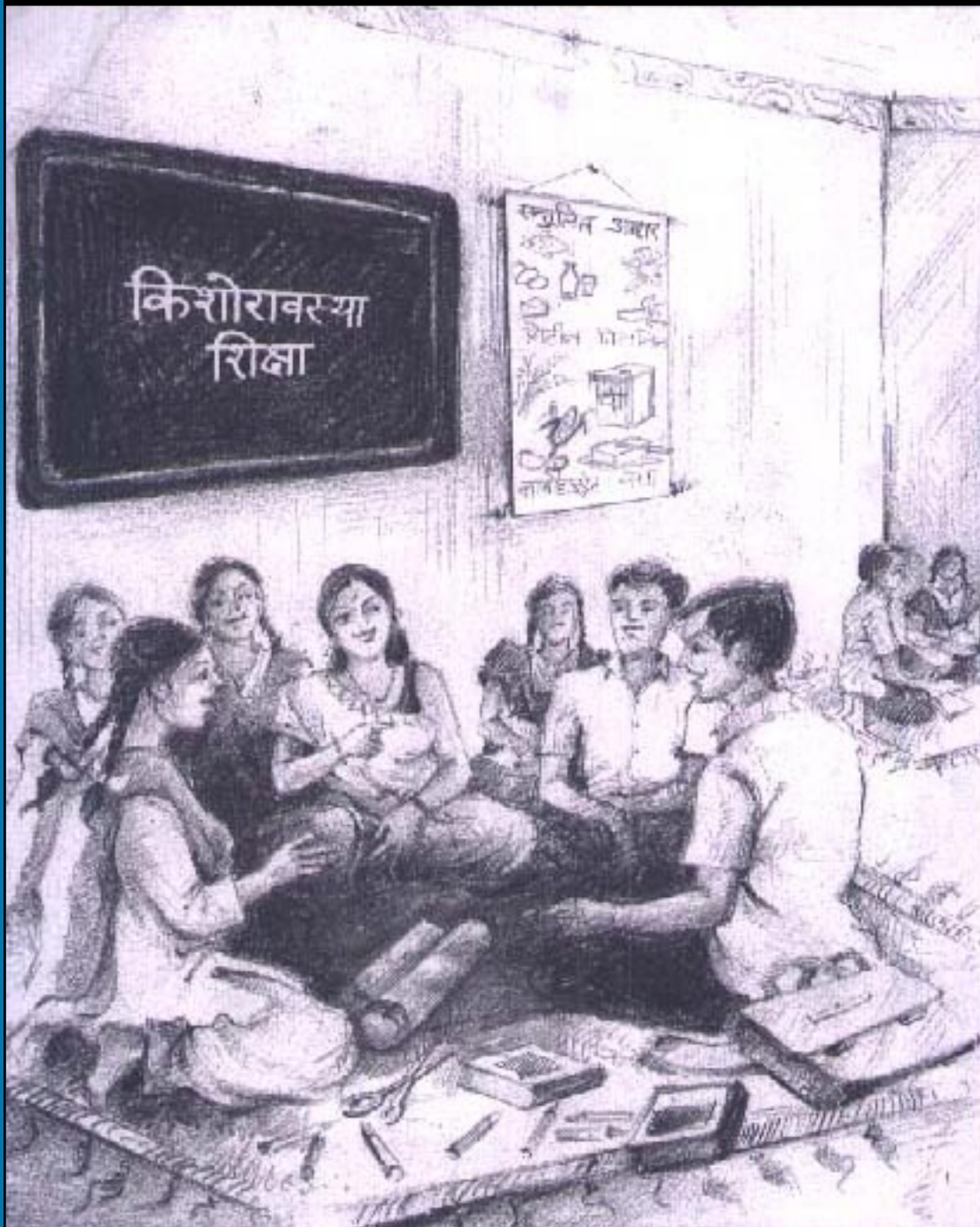


# Population Education In Vocational Training Programme

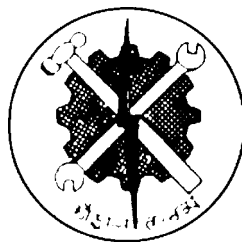
## Part 2: Guidebook for Resource Persons



Directorate General of Employment and Training  
Ministry of Labour, Government of India, New Delhi

# **POPULATION EDUCATION IN VOCATIONAL TRAINING PROGRAMME**

## **Part 2 : Guidebook for Resource Persons**



**Directorate General of Employment and Training  
Ministry of Labour  
Government of India  
New Delhi**

Title

**POPULATION EDUCATION IN  
VOCATIONAL TRAINING PRO-  
GRAMME**

**Part 2: Guidebook for Resource Persons**

First Edition

**April, 2000  
300 copies**

Developed by



**PRERANA  
(Associate CEDPA)  
J-332, Sarita Vihar, New Delhi**

For



**Directorate General of Employment and Training  
Ministry of Labour  
Government of India  
New Delhi**

Sponsored by



**United Nations Population Fund (UNFPA)  
New Delhi**

Nodal Agency



**Department of Family Welfare  
Ministry of Health and Family Welfare  
Government of India  
New Delhi**

# LIST OF CONTENTS

FOREWORD	5
PREFACE	6
ACKNOWLEDGEMENTS	7
INTRODUCTION TO THE GUIDEBOOK	8
HOW TO USE THE GUIDEBOOK	10
TRAINING TECHNIQUES	11
Overview of the Induction Training Programme	16
Induction Training Programme Schedule	17
Registration	21
Setting the Climate for Training: Warm-Ups	24
Reporting from Previous Day (Recap)	28
Conducting Pre and Post Tests of Units	29
<b>Session-A:</b> Participants Introduction	47
<b>Session-B:</b> Inauguration	50
<b>Session-C:</b> Population Education under Vocational Training Programme	50
<b>Session-D:</b> Role and Tasks of Instructors in Population Education	51
<b>Session-E:</b> Introduction to the Induction Training Programme	57
<b>Session-F:</b> Introduction to the Manual for Instructors	60
<b>Session-G:</b> Planning, Preparation and Practicing the Sessions of the Manual for Instructors	63

<b>Session-H:</b>	Revisiting the Role and Tasks of Instructors in Population Education	72
<b>Session-I:</b>	Training Programme Evaluation	73
<b>Session-J:</b>	Valediction	76

## FOREWORD

The trainees of the Industrial Training Institute (ITIs) are mainly adolescents and, by and large hail from the weaker sections of the society. They form an important segment of educated youth who are at the threshold of their careers and family formation. Most of the trainees of the ITIs live in rural areas where tradition of early marriage still persists. Often a young mother goes straight from childhood to motherhood, totally missing the vital period of adolescence. Early marriage and pregnancy are dangerous for adolescent girls as they are not fully mature sexually, emotionally and physically.

The psycho-social needs of adolescent governed by the biological demands, if handled effectively would result in a healthier and happier adulthood. These young adults would also contribute substantially to the health of the society as a whole.

Ministry of Labour has considered family life education as one of the most important topics for the well being of the society. Accordingly, Population Education has been integrated in the Social Studies Subject under vocational training scheme way back in 1982 but could not be implemented effectively on account of various constraints. DGE&T took meaningful initiatives by collaborating with UNFPA in providing training to about 1030 instructors of ITIs on Population Education from 1988 to 1992 under the UNFPA assisted Project “population Education in Vocational Training Programme”. To further strengthen the gains of Phase-I of the Project, Phase-II of the Project with UNFPA assistance started in July 1996. Under this Project, one instructor each from 1500 ITIs are to be imparted Population Education. In order to overcome the difficulties experienced due to non-availability of proper instructional material during the first phase of the project, it was felt necessary to develop a Training Package for the Instructors and Trainees. This will serve as a base instructional material and help in standardising the training package on the subject.

DGET, in collaboration with UNFPA, has made this attempt and a Training Package has been developed. Due care has been taken to cover the subjects on Population Education based on the recommendations of The International Conference on Population and Development (ICPD) held in Cairo in 1994, such as empowerment of women, awareness of HIV/AIDS, substance abuse, etc.

It is hoped that the Training Package will be of great help to all those engaged in the training activities related to Population Education.

19th Jan., 2000



(S. KRISHNAN)

Director General of Employment & Training/  
Joint Secretary to the Government of India

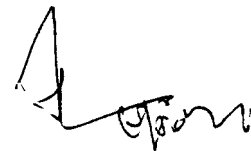
## PREFACE

The Directorate General of Employment & Training (DGE&T) in the Ministry of Labour have conceptualised the Phase-II of the Project “Population Education in Vocational Training Programme” keeping in view the lessons learnt during the implementation of the Phase-I. The Phase II of the Project with UNFPA assistance commenced in July 1996. Under this Project, a Training Package on Population Education for the Instructors of ITIs has been developed on the basis of the recommendations of The International Conference on Population & Development (ICPD) held in Cairo in 1994. Simple language has been used in writing the sessions of the Training Package so that the Instructors of ITIs could deliver lectures with ease and confidence.

This Training Package at the draft stage has been reviewed by experts in a Workshop held at UNFPA, New Delhi in May 1999. Further, it was pre-tested in the two training courses organised one each for State Government Coordinators and Instructors at ITI Sirifort, New Delhi and ITI Dharamshala, Himachal Pradesh, in June 1999 respectively. The suggestions/observations made during the Workshop and the training courses have been incorporated in the Training Package.

The approach used in the Training Package is participatory, and involves trainees in activities that help them reflect on and analyse their experiences.

19th Jan., 2000



(S.I. SIDDIQUI)

Director of Apprenticeship Training

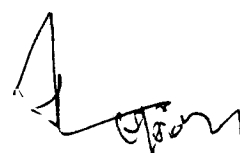
## ACKNOWLEDGEMENTS

The development of this training package on Population Education in Vocational Training Programme has been made possible by the support of UNFPA (India), New Delhi. This package is based on the Instructor's Handbook on Population Education developed by National Council of Educational Research & Training (NCERT), New Delhi.

I extend my gratitude to Dr. Mridula Seth, Technical Advisor, UNFPA, New Delhi, Shri S.P. Malick, Deputy Asstt. Commissioner, Ministry of Health and Family Welfare, Government of India, Shri Dinesh Nijhawan, Deputy Director of Training, Directorate General of Employment and Training, Ministry of Labour, Shri Y.R. Verma, Training Officer, Directorate General of Employment and Training, Ministry of Labour D.G.E.T and the panel of learned reviewers for their support and valuable inputs.

The training package has been developed by M/s. PRERANA, New Delhi. We acknowledge the efforts of Shri Z.H. Qureshi, Shri Ashraf A. Khan and Shri Abrar A. Khan for developing and field testing the Package. We also acknowledge the efforts of Ms. Aparna Verma for cover designing, Shri Tarun Kumar and Ms. Nishat P. Sherwani for designing the illustrations; and Dr. R.N. Shukla for the Hindi translation.

I also wish to extend my special thanks to the Participants and Resource Persons of the Pre Test Training Courses held in ITI (Women) Siri Fort, New Delhi, and ITI (Women), Dharamshala, Himachal Pradesh, where the training package was pre tested and comments/suggestions offered during pre-test by the participants/resource persons were found useful in editing the training package.



(S.I. SIDDIQUI)  
Director of Apprenticeship Training  
DGET, New Delhi



## INTRODUCTION

Rapid growth of population in India has become a matter of concern for one and all. At the beginning of this century, India's population stood at 23.8 crore (Census 1901). The present century has witnessed a four-fold increase in India's population which stood at 84.3 crores in 1991 (Census 1991) and will reach 1 billion on 11th May, 2000. Growing population is not an issue of numbers alone. But it is an issue which is intimately related and has implications for socio-economic development, environment and quality of life of our citizens. In order to slow down population growth and accelerate the process of improving the quality of life of our citizens, multi-pronged initiatives are being taken. Integration of Population Education in all sectors of Education (i.e. formal and non-formal) is one such initiative. The purpose of this initiative is to educate the present generation about population, development and environment for a better quality of life of their own and their future generations.

Therefore, on the recommendations of National Council for Vocational Training, the Directorate General of Employment and Training, Ministry of Labour, Government of India, introduced Population Education as an integral component of compulsory paper of Social Studies in National Vocational Training System in India. The project was supported by United Nations Population Fund (UNFPA), the Nodal Agency of the Project is The Department of Family Welfare, Ministry of Health and Family Welfare, Government of India, New Delhi.

In the light of the recommendations of International Conference on Population and Development (ICPD) held at Cairo, Egypt in 1994, the course contents of Population Education have been revised. The detailed revised course contents of Population Education under Vocational Training Programme have been prepared by The National Council of Educational Research and Training (NCERT), New Delhi in the form of an Instructor's Handbook on Population Education under Vocational Training Scheme. Based on this Handbook, the present training package has been developed by **Prerana** (Associate CEDPA), New Delhi.

The training package on "**Population Education in Vocational Training Programme**" comprises of three parts as described below.

### **Part 1: Manual for Instructors**

This Part contains the detailed course contents of Population Education to be taught by the Instructors as part of the Social Studies Paper to the trainees/students of the vocational training programme. The course contents have been divided into three **Units**. Units have been further sub-divided into **Sessions**. There are **fourteen Sessions** in all, each of 50 minutes duration.

Each Session has detailed contents of the topic to be taught to the trainees/students and the method of teaching. Each Session has been designed in such a manner that its contents can be delivered within a period of 50 minutes duration which is normally the length of a period/ class at Industrial Training Institutes/Industrial Training Centres.

In most of the Session designs, 'Participatory' methodology of teaching/training has been used in order to make the learning process more participatory and interesting for the trainees/ students. While designing the Sessions, profiles of the teachers and the trainees/students, minimum use of costly aids, expected size of the class etc. were kept in mind.

Though the Manual is meant to be used primarily by the Instructors to teach Population Education, it is also intended to be used by the Resource Persons for conducting Induction and Refresher Training Programmes of the Instructors.

The Manual for Instructors is only a guide. Its users have the freedom to add further information or adapt methods given in this Manual to enrich their Session/teaching. But they should ensure that the information added is correct, reliable and not against the purpose of the given course contents, and the methodology adopted is participatory.

## **Part 2: Guidebook for Resource Persons**

This part of the training package is the **Guidebook for Resource Persons**. It contains Sessions and Activities for the Resource Persons for organizing and conducting a six days Induction Training Programme for Instructors of Industrial Training Institutes/Industrial Training Centres.

This six days induction Training Programme has been designed to develop capacities of Instructors for conducting Course Content Sessions given in **Part 1: Manual for Instructors**.

Sessions of the Guidebook include Participants Introduction, Population Education under Vocational Training Program, Role and Tasks of Instructors in Population Education, Planning and Preparation for Practice, Training Program Evaluation etc. Apart from the Sessions, this section also contains Activities which have to be conducted practically everyday or at different points of time during the training e.g. Climate setting for training, Warm-ups, Recap, Pre and Post Tests of the three Units etc.

***Therefore, it is important for every Resource Person of the Induction Training Programme to read selected portions of Part 2, relevant for the task entrusted to him/her along with Part 1 of the training package.***

## **Part 3: Handbook for Trainees**

The Handbook for Trainees is based on Part 1: Manual for Instructors. It contains information and messages related to all the fourteen topics of Population Education course contents of ITIs/ITCs. Trainees may find this Handbook as a ready reference. It will help to reinforce what they have learned in the class. They may also find it useful for preparing for their examinations.

**Part 1, Part 2 and Part 3 of the training package are available in separate bindings.**

## HOW TO USE THE GUIDEBOOK

The Guidebook contains 10 Sessions which have been given alphabetic numbers A-J. These Sessions are the important parts of the Induction Training Programme of the Instructors. Each Session follows the sequence given below.

- **Session Title** This identifies the main topic of the Session. This must be shared with the trainees/students at the beginning of the Session.
- **Session Objectives** It describes what participants will be able to do by the end of the Session in order to demonstrate increased knowledge, improved skills or changed attitudes. Objectives should be written on the flip chart/blackboard before the Session. The trainer should start each session by presenting the Session Objectives. The trainer should try to re-read the Session Objectives towards the end of the Session to enable participants to assess whether the Session Objectives have been accomplished or not.
- **Discussion Points** These are the suggested core points of discussions. It is expected that discussion around the given points will enable the participants to accomplish Session Objectives. However, if time and situation permits, you can add more points. For this, matter given in Annexures in some sessions can be used or, the Resource Person/Instructor can use information from other reliable sources. You can also supplement locally relevant issues and examples but without bias or changing the core contents or the direction of the messages.
- **Time** It indicates approximate duration of the Session. Resource Persons are expected to stick to the time allotted for each Session and activity/task (where prescribed). Resource Persons should try to conclude the Session within the given time frame. Incomplete Session will be of no use.
- **Material Required** It lists all the materials required for successfully conducting the Sessions. Instructors/Resource Persons are expected to procure/prepare the suggested material much before starting the Session.

- **Pre-Session Preparations** It indicates preparations or arrangements that the Instructors/Resource Persons need to do prior to the Session.
- **Session Steps** These provide specific instructions to the Instructor/Resource Person to conduct the Sessions. Apart from sequential instructions, some Session Steps also have material given in the '**Box**'. These are either the expected responses of trainees or tasks to be assigned to trainees or information in final shape to be shared with the trainees. Some Steps contain questions or statements which have to be asked or posed for their response. In most cases, alternate questions have been provided. If students are unable to understand or respond to given questions/statements you may give clues/examples or frame your questions. Session Steps also contain '**Notes**'. These Notes are only for the guidance of the trainers and not to be shared with the trainees. Therefore, it is very important to read, understand and if possible rehearse the Session Steps before taking the Session.
- **Annexures** These are attached at the end of most of the Sessions. Reference of these Annexures have been given in specific steps wherever used. Annexures are very important. Therefore, you must study these before conducting the Session.

**The Resource Persons must read the next chapter on 'Training Techniques'. This will help in better understanding and use of techniques while conducting the Session.**

In addition to the Session, the Guidebook also has the Activities which are to be conducted during the Induction Training Programme of Instructors. These activities are as important as the Sessions. Therefore, the Resource Persons are expected to conduct these activities with equal importance.

## TRAINING TECHNIQUES

This chapter gives a brief description of the different Training techniques which Resource Persons may have to use during the Induction Training Programme of Instructors. Study of this chapter will help in better understanding and use of these training techniques while conducting the Sessions.

Description of the different training techniques has been given below.

### 1. **Brainstorming**

is a practical exercise to stimulate creativity in a group and is a very useful training technique. The aim of Brainstorming is to collect from the training participants as many ideas as possible on a specific topic within a given time, in an uninhibited way. Once you have presented the topic to the group; invite them to call out ideas, comments, phrases or words connected to it. Write all responses on the blackboard or flip chart as they come up, without comment or questions. The process of Brainstorming demands discipline in order to overcome the temptation in most people to pass judgement on ideas as soon as they are revealed. The subject of the session having been decided, the members are required to commit to paper as many ideas as possible for dealing with the problem, without attempting to evaluate them. They should let the ideas flow freely and write them down even if they at first seem impractical. After a suitable period of time, each member reads out his list and the other members are asked not to criticize, however wild they feel a suggestion may be. A combined list is produced and the group is then encouraged to evaluate each item. The cross-fertilization that takes place at this stage leads to the development of new ideas which may or may not be directly related to the original ones. Brainstorming can be a good way of starting off an activity on a new topic.

### 2. **Small Group Activity**

This is a very common method which can be combined with other methods in one activity. Discussion in small groups is useful for learning from the experience of all the members of the group. Many of the activities in this Manual require the participants to be divided into smaller groups of three to six people for discussion or to complete a task. Often a spokesperson from the smaller group will report back to the full group, for further discussion. Trainees can find it easier to share experiences in pairs or small groups, and to relate through subject under discussion to their own views, especially as small

groups also enable less confident people to participate more fully in the Session, and to build up confidence for speaking in the primary Session.

There are number of ways of making groups. It is best if the facilitator, divides the participants into groups, through counting or some other method.

### **3. Presentation**

This is a technique whereby the facilitator imparts information, knowledge or ideas to the trainees by lecturing or delivering a talk. This technique is quite effective in a situation where a lot of information is required to be passed on in a relatively short time. There are many types of presentations ranging from straight lecture form to participant involvement through questions and discussion. Presentations depend more on the trainer for content than any other training technique. Presentations should be followed up with more participatory, active techniques to involve the trainees and make the material more memorable. This technique is used to:

- Introduce new subjects.
- Provide an overview or synthesis.
- Convey facts and statistics.
- Address large groups.

### **4. Case Study**

This technique involves studies which may be based on real cases or be designed as hypothetical situation but based on real issues. They provide the material on which participants practice using analytical tools they have learnt. The object of the case study is to present trainees with a realistic business situation, giving a considerable quantity of background information from which they are expected to analyse, and compute the outcome of, a series of events, or provide solutions to specific problems. Case studies also stimulate the participants' critical faculties by presenting successes and failures in development and relief work. Case studies should always be carefully designed with specific objectives in mind tailored to fit the concepts or problems they are intended to address. Case studies need careful preparation and testing out. Case studies are normally examined in small syndicate groups.

### **5. Quiz**

This is a good technique to break the monotony of various common techniques used in the training situation. This

technique generates a feeling for competition and better performance among the members of competing teams- Here the trainer, frames questions based on the context areas along with their right or correct answers.

Quiz is generally organized or conducted in the following sequence:

1. Facilitators divide the trainees into two or more teams (depending on the size of the group), so that there should not be more than six to eight members in each team.
2. Makes them sit in their respective teams.
3. Explains rules and procedure for the conduction of the Quiz.
4. Starts the Quiz and monitors the time given to give the answer.
5. Records the score as per the outcome after each question.
6. Announces the result of the Quiz.

## **6. Question Box**

This technique is quite effective when some sensitive issues need to be discussed particularly in a situation where participant's inhibition may work as a barrier to come out with questions. Here, the Facilitators ask the participants to write down their queries/questions on a piece of paper without disclosing their identity and put the slip or piece of paper in a box kept in one of the corners of the room. This way the Facilitators collect all the slips with questions written on them, and give answers to the questions raised by the trainees, without-knowing who has raised that particular question.

## **7. Games**

Games are used for breaking monotony, raising energy levels and letting people enjoy themselves. Games may help in raising the sensitive issues/topics in a light hearted way. Games also help in ice breaking between the members of the group as well as between group members and the Facilitator.

## **8. Guided Experience Sharing**

This technique is generally used by the Facilitators to enable the shy or hesitant participants to come out and participate to the best of their potential. Here the Facilitators ask all the participants to write down the answers raised by him/her and then share it first in small groups and then in the larger group. The Facilitators also try to help individuals lacking confidence on one to one basis to raise their level of confidence.

## 9. Role Play

Role plays or simulation games imitate reality by assigning roles to participants and giving them a situation to act out. Each person in a role play needs to have a clear idea of the role they have been assigned and the objectives of the role play should be well-defined. The aim of a role play is to make attitudes, situations and experiences come to life in a dramatic and enjoyable way; they aim to help people learn through experiencing and feeling. They can be based on real-life cases, or carefully designed to bring out certain roles and attitudes. In some cases, the participants may bring their own situations to be acted out.



# OVERVIEW OF THE INDUCTION TRAINING PROGRAMME

## **Purpose**

The purpose of the Induction Training Programme is that the participants/trainees i.e. Instructors of ITIs teaching social studies paper shall –

- a. Become familiar and develop understanding of the course contents of Population Education.
- b. Develop skills to deliver the course contents of Population Education in their classes at ITIs by adopting participatory methods.
- c. Use the acquired knowledge and skills outside the class situations as well.

## **Duration**

Six days

## **Timings**

9.30 a.m-5.00 p.m

## **Plan**

The total six day's programme has been divided into the following parts:

### **Introductory Sessions/Activities**

This part includes Sessions and Activities like Registration; Participants Introduction; Inauguration; Population Education under Vocational Training Programme; Role and Tasks of Instructors in Population Education; and Introduction to the Training Programme.

### **Course Contents Session/Activities**

This part includes Session-1 to Session-14 as detailed in the **Part-I: Manual for Instructors** (available in separate bound copy). Pre and Post Tests of each unit also have to be administered in this part of the training. More details of these tests have been given later in this Guidebook.

### **Practice Sessions**

This includes Sessions on Introduction to the Manual for Instructors, and Planning, Preparation and Practicing the Sessions in the Manual for Instructors.

### **Concluding Sessions**

This part includes Sessions on Revisiting Role and Tasks of Instructors in Population Education; Training Programme Evaluation; and Valediction.

***Detailed Training Programme Schedule Follows.***

# INDUCTION TRAINING PROGRAMME SCHEDULE

## DAY-I

- |                     |  |
|---------------------|--|
| 10.00-10.50 a.m.    | - Registration<br>- Participants Introduction  |
| 10.50 - 11.10 a.m.  | - Inauguration   |
| 11.10 - 11.30 a.m.  | - TEA BREAK  |
| 11.30 - 12.00 noon. | - Population Education under Vocational Training Programme                             |
| 12.00- 12.30 p.m.   | - Role and Tasks of Instructors in Population Education                                |
| 12.30 - 1.00 p.m.   | - Introduction to Induction Training Programme   |
| 1.00 - 2.00 p.m.    | - LUNCH BREAK  |
| 2.00 - 2.15 p.m.    | - Conducting Pre-Test of Unit-1  |
| 2.15 - 3.05 p.m.    | - Session-1: Population, Development, Environment and Quality of Life                  |
| 3.05 - 3.20 p.m.    | - TEA BREAK  |
| 3.20 - 4.10 p.m.    | - Session-2: Linkages between Population, Development, Environment and Quality of Life |
| 4.10 - 5.00 p.m.*   | - Open Session   |

## DAY-II

- |                    |   |
|--------------------|---|
| 9.30 - 9.45 a.m.   | - Warmup<br>- Reporting from Previous Day |
| 9.45 - 10.35 a.m.  | - Session-3: Migration and Urbanization   |
| 10.35 - 10.50 a.m. | - Conducting Post-Test of Unit-I          |
| 10.50 - 11.05 a.m. | - TEA BREAK                               |

---

**\*Note that the remaining time has been kept open. Utilization of this time has been left to the discretion of the Organizers.**

- 11.05 - 11.50 a.m. - Conducting Post-Test of Unit-2
- 11.50 - 12.40 p.m. - Session-4: Adolescence and the Process of Growing-up
- 12.40-1.40 p.m. - LUNCH BREAK
- 1.40 - 2.30 p.m. - Session-5: Body Image and Sexuality Related Concerns of Adolescents
- 2.30 - 3.20 p.m. - Session-6: Building Life Skills
- 3.20 - 3.35 p.m. - TEA BREAK
- 3.35 - 4.25 p.m. - Session-7: Primary Health Care: Nutrition and Hygiene
- 4.25 - 5.00 p.m.\* - Open Session

### **DAY -III**

- 9.30 - 9.45 a.m. - Warm up
- Reporting from Previous Day
- 9.45 - 10.35 a.m. - Session-8: Primary Health Care: Safe Motherhood and Integrated Child Development
- 10.35 - 11.25 a.m. - Session-9: conception and Fertility Management
- 11.25 - 11.40 a.m. - TEA BREAK
- 11.40 - 12.30 p.m. - Session-10: HIV/AIDS and STDs
- 12.30 - 1.20 p.m. - Session-11: Substance Abuse
- 1.20 - 2.00 p.m. - LUNCH BREAK
- 2.00 - 2.45 p.m. - Conducting Post-Test of Unit-2
- 2.45 - 3.00 p.m. - Conducting Post-Test of Unit-3
- 3.00 - 3.50 p.m. - Session-12: Family, Marriage and Responsible Parenthood
- 3.50 - 4.05 p.m. - TEA BREAK
- 4.05 - 4.55 p.m. - Session-13: Gender Issues

---

**\*Organizers may use this time at their discretion.**

## DAY-IV

- 9.30 - 9.45 a.m. - Warm up
- 9.30 - 9.45 a.m. - Reporting from Previous Day
- 9.45 - 10.35 a.m. - Session-14: Women Empowerment and Legal Provisions for Women
- 10.35 - 10.50 a.m. - Conducting Post-Test of Unit-3
- 10.50 - 11.05 a.m. - TEA BREAK
- 11.05 - 11.50 a.m. - Introduction to the Manual for Instructors
- 11.50 - 1.00 p.m. - Planning, Preparation and Practicing the Sessions of Manual for Instructors
- 1.00 - 2.00 p.m. - LUNCH BREAK
- 2.00 - 3.10 p.m. - Planning, Preparation and Practicing the Sessions of Manual for Instructors (*Contd.*)
- 3.10 - 3.25 p.m. - TEA BREAK
- 3.25 - 4.30 p.m. - Mock Session and Feedback
- 4.30 - 5.00 p.m.\* - Open Session

## DAY-V

- 9.30 - 9.45 a.m. - Warm up
- 9.30 - 9.45 a.m. - Reporting from Previous Day
- 9.45 - 10.50 a.m. - Mock Session and Feedback
- 10.50 - 11.05 a.m. - TEA BREAK
- 11.05 - 12.10 p.m. - Mock Session and Feedback
- 12.10 - 1.15 p.m. - Mock Session and Feedback
- 1.15 - 2.00 p.m. - LUNCH BREAK
- 2.00 - 3.05 p.m. - Mock Session and Feedback
- 3.05 - 3.20 p.m. - TEA BREAK
- 3.20 - 4.25 p.m. - Mock Session and Feedback
- 4.25 - 5.30 p.m. - Mock Session and Feedback

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**\*Organizers may use this time at their discretion.**

## **DAY-VI**

- |                    |  |
|--------------------|--|
| 9.30 - 9.45 p.m.   | - Warm up  |
|                    | - Reporting from Previous Day  |
| 9.45 - 10.50 p.m.  | - Mock Session and Feedback  |
| 10.50 - 11.05 p.m. | - TEA BREAK  |
| 11.05 - 12.10 p.m. | - Mock Session and Feedback  |
| 12.10 - 1.15 p.m.  | - Mock Session and Feedback  |
| 1.15 - 2.00 p.m.   | - LUNCH BREAK  |
| 2.00 - 3.05 p.m.   | - Mock Session and Feedback  |
| 3.05 - 4.10 p.m.   | - Mock Session and Feedback  |
| 4.10 - 4.25 p.m.   | - Revising the Role and Tasks of Instructors in Population Education |
| 4.25 - 4.55 p.m.   | - Induction Training Programme Evaluation                            |
| 4.55 p.m. onwards  | - Valediction  |

## **REGISTRATION**

It is customary in training programmes to register the participants. A suggestive 'Participant Registration Form' has been given on the next page. You may use it or develop your own for the Induction Training Programme.



7. Professional Qualifications:

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8. Designation in ITI/ITC:

9. Total years of employment in present or any other ITI / ITC : Years

10. Total duration of professional experience including of ITI / ITC: Years

11. Subjects/Trades being taught by you in ITI / ITCs:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

12. Have you received any training in teaching Population Education to your students?

(i)  No

(ii)  Yes, give details:

Duration of Training  days (if received)

Year in which Training received 19  (if received)

13. Have you been teaching Population Education to your students?

No

Yes

14. Do you teach Social Studies Paper to your student trainees?

No

Yes

15. Any other information, you wish to share with us which you think will be relevant for present training or your future role as a teacher/trainer of Population Education \_\_\_\_\_

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Date:

Signature



## SETTING THE CLIMATE FOR TRAINING: WARM UPS

You would notice that before moving to the Population Education course contents related Sessions in the Induction Training Programme Schedule, preliminary activities like Registration, Participants Introductions and Introduction to the Induction Training Programme etc. have been included.

These activities are as important as the course contents since they contribute in preparing a positive climate for the training.

### WARM UPS

Just like climate setting sessions/activities are important at the beginning of the Training, the Warm-Up Exercises are important during the training. It is a common experience, that at times, trainees loose interest in training session or feel sluggish/dull or get tired. This happens especially when -

- session is lengthy;
- session is non-participatory and in lecture form only;
- at the beginning of the day;
- towards the end of the day; or
- immediately after the lunch break.

These conditions may adversely affect the participation and intake of training. Therefore, 'WARM-UP' exercises are used.

**What are Warm-ups?** These are games which generate energy in participants making them to participate in session with renewed enthusiasm.

**When to use Warm-ups?** These can be conducted at the beginning of the day, after lunch, towards the end of the day or in between, whenever the group feels sluggish/dull or tired or bored.

**None of these exercises should take more than 5-7 minutes.**

**Who should conduct Warm-ups?** These can be conducted by

- Course Co-ordinator (preferably at the beginning of the day).
- Resource Person for the session.
- Participants (on request of Course Coordinator or Resource person).

## Examples of Warm-ups

For this training, some examples of Warm-ups have been given in the following paragraphs. You may use these or generate your own or can ask participants to suggest some. But make sure that no game extends beyond 5-7 minutes at a time.

### 1. Clinic Rumors

- Step-1 Ask all participants to stand in a circle.
- Step-2 Speak a sentence in the ear of one of the participants. Do not repeat the sentence.
- Step-3 Ask the first participant to repeat the same sentence in the ear of the second participant standing on his/her right side.
- Step-4 Ask the second participant to speak the same sentence in the ear of the third participant and so on.

*Note: Do not allow anyone to speak the sentence twice*

- Step-5 In this way, sentence travels upto the last person in the circle.
- Step-6 Ask the last person to speak the sentence loudly. Often, it is a much distorted version of the original sentence spoken by the first person. This game normally generates lot of humor. This also conveys a meaning as to how word of mouth is distorted and gets converted into a rumor.

### 2. Handkerchief Game

This is a common game you may have played in your school days or at some point of time in your life.

- Step-1 Divide the participants in two equal groups.
- Step-2 If participants are in odd numbers, you also join the group to make it even or make one participant as umpire/referee.
- Step-3 Give each team a name.
- Step-4 Draw two parallel lines 8-10 feet apart.
- Step-5 Ask the each team to stand behind their line.
- Step-6 Assign serial No.1, 2, 3..to each member of one team and then similar serial nos. to the members of the other team.
- Step-7 In the center of two lines, place a handkerchief.
- Step-8 Now call out one serial number.
- Step-9 Participants with this serial number from both the teams run toward the handkerchief. They try to pick it up and run back to their respective places.
- Step-10 In this way all numbers are called one by one.
- Step-11 If the player picking-up the handkerchief is touched by the player of the opposite team, then he/she is out of the game.

### 3. Counting Game

- Step-1 All participants are asked to stand in a circle.
- Step-2 They are told to count i.e. first one says '1', second says '2' and so on. However, instruct them that participants standing on third position or multiples of 3 have to remain silent e.g. 3, 6, 9, 12, 15, 18, 21, 24, 27 and so on. And next one has to automatically call out his/her serial number, e.g. 4, 5, 7, 8 and so on.
- or
- In other words, first participant says 1, second says 2, third remain silent, fourth says 4.... and so on
- Step-3 All those who commit mistakes are eliminated.

### 4. Game of Colours

- Step-1 Make all participants stand in a circle.
- Step-2 Trainer goes around in the circle and stops in front of a participant and mentions one colour e.g. red or green or purple. The participant has to immediately name one fruit or vegetable of that colour e.g. red - tomato, purple - brinjal.
- Step-3 If this participant hesitates or is unable to answer he/she is eliminated and next participant gives the right answer.
- Note: One colour can be repeated more than once but the fruit or vegetable is not to be repeated. If repeated, that participant is also eliminated.*
- Step-4 In this way the game goes on till all are eliminated except one.

### 5. Follow the Leader

- Step-1 Trainer or volunteer stand as the Leader in front of the group facing them.
- Step-2 Now whatever the Leader does, has to be followed by the group.
- Step-3 The Leader does some physical exercises or movements suddenly changing from one to another.
- Step-4 Those who are unable to follow the Leader's movements are eliminated.
- Note: This is an ideal Warm-Up exercise when the group feels sluggish or dull at the end of the session or after lunch.*

### 6. Pappu says

This is a very popular game.

- Step-1 All participants stand in a group.
- Step-2 Trainer or one participant acts as the Leader and stands facing the group.
- Step-3 Leader says "Pappu says do this" and does some physical movement also e.g. scratching of nose etc. The participants have to immediately follow his/her actions.

Step-4 But when leader says “do this” only without saying “Pappu says” and does some movement, the group should stand still. All those who commit mistakes are eliminated.

*Note: The fun of this game is in playing at a fast pace.*

## 7. Flying Animals

This again is a very popular game.

Step-1 Participants stand in group or circle .

Step-2 The trainer or one of the participant acts as the Leader.

Step-3 The Leader name some animals e.g. parrot, etc. and does flying movements by his/her arms.

Step-4 The participants have to follow the Leader’s flying movements only when he names an animal who can fly e.g. parrot or pigeon.

Step-5 All those who commit a mistake by doing flying movements with the name of a non flying animal e.g. horse etc. are eliminated automatically from the game.

*Note: The fun of the game is when played quickly.*

## 8. Loose a Toffee/Biscuit

This is a simple game which can be played while sitting. You need toffees or biscuits equal to the number of participants.

Step-1 Distribute one toffee or biscuit to each participant. Ask them not to eat it till the game is over.

Step-2 Ask one participant to tell three such characteristics about himself/herself, none of which matches with the other participants e.g. date of birth, no. of chapatis he/she eats, color he/she likes most etc.

Step-3 Others listen to him/her carefully.

Step-4 If anyone of his/her characteristics match with that of another participant then he/she has to give his/her toffee/biscuit to him/her.

Step-5 This way, one by one all participants tell three characteristics about himself /herself and win or lose the toffee/biscuit.

*Note: this game can go on. Therefore, don't play it for more than 5-7 minutes.*

## 9. Longest Chain

Step-1 Divide the group into two sub-groups.

Step-2 Each group has to make a chain either by holding hands or using handkerchief or ‘chunnis’ or belts or whatever they have. But they must remain in a chain either by holding the hands or by holding two ends of handkerchief or ‘chunni’ or belt or whatever they are using.

Step-3 Measure each chain. The longer chain sub-group wins the game.

*Note: This game requires a lot of space.*

## **REPORTING FROM PREVIOUS DAY (Recap)**

In Induction Training Programme Schedule, at the beginning of each day, the second activity first being Warm-up) suggested is “Reporting from Previous Day”. Resource Person/Trainer can conduct this activity by asking one or more than one participant at random to “briefly share the proceedings of the previous day”.

The purpose and importance of Recap have been outlined in following points.

- It helps in recalling and reinforcing the major learning points of the previous day.
- It provides an opportunity for the participants and the trainers to clarify, in case there are any difficulties with the contents.
- It is a useful bridge between the contents of the previous day and sessions for the present day.
- At the beginning of the day, it is a good way to focus the participants’ attention on the training.
- Recap is also used as an aid to set a positive learning climate.
- It helps to assign reporting responsibilities to the teams at the beginning of the training.

## CONDUCTING PRE and POST TESTS OF UNITS

1. In this chapter, separate tests for each Unit have been given. These are
  - T-1 (for Unit - before Session-1 and after Session-3 of Manual for Instructors.
  - T-2 (for Unit-2) - before Session-4 and after Session-11 of Manual for Instructors.
  - T-3 (for Unit-3) - before Session-12 and after Session-14 of Manual for Instructors.
2. Specific test for the Unit has to be administered to all the trainees before starting of the Unit and the same test shall be administered after completion of the last Session under that Unit.
3. The tests are aimed at measuring the knowledge before and after receiving the training in specific Unit.
4. Therefore, for each trainee, get two photocopies of the specific Unit's test (e.g. T-1 for Unit-1).
5. **Pre-Test:** Distribute one copy to each trainee before starting the first Session under that specific Unit and take them back after the trainees have filled in.
6. **Post-Test:** After all the Sessions of that specific Unit have been conducted, get the second copy of the same test filled by the trainees.
7. Comparison of results obtained in point No.5 and 6 will give the idea about the effectiveness of the Sessions of that Unit..
8. Repeat the process given in Point No. 4, 5, 6, and 7 for Pre and Post Tests of each Unit.
9. Copies of T-1, T-2 and T-3 have been given in the next pages.
10. Key to the answers in the Tests has been given after T-3.

# TEST-1

Time: 15 minutes

## Unit-I: Population and Sustainable Development

1. Date: .....
  2. Filling for:  Pre Test (before Session)  Post Test (after Session-3)
  3. Score:
  4. Name:.....
- 

Score

1. Put Tick (✓) against the correct statement
  - A. Population Education is - 1
    - a. Study of plants and animals.
    - b. A subject in sciences.
    - c. The process of developing awareness and understanding of population situation and issues related with it.
    - d. Learning about people and nationalities.
  - B. Population Education is important because it helps in - 1
    - a. Better understanding of the political system of a country.
    - b. Formation of right attitudes about gender roles and family responsibilities and improving Quality of Life.
    - c. Better understanding of the education system of a country.
    - d. Choosing a career.

2. Tick (✓) whether the following statements are True or False.

S.No.	Statements	True	False	
a.	Population growth has no relationship with Environment.			1
b.	More Population leads to socio-economic development.			1
c.	India's Population is not increasing at a very fast rate			1
d.	India has the second largest population in the world.			1
e.	Nearly one quarter of India's population lives in urban areas.			1
f.	Maximum migration is accounted for by the rural to urban areas.			1
g.	Employment is one of the major causes of migration to the urban areas.			1
h.	To migrate outside the country is much easier than to migrate within the country.			1
i.	Migration is always good for the people.			1

3. Answer the following questions briefly.

a. What do you understand by Population Education? 4

.....  
 .....

b. What do you understand by Socio-Economic Development? 4

.....  
 .....

c. What do you understand by Quality of Life? 4

.....  
 .....

d. What do you understand by Sustainable Development? 4

.....  
 .....



e. What is Urbanization ? 4

.....  
.....

f. What is Migration? 4

.....  
.....

g. What are the streams of Migration? 4

.....  
.....

h. Write three main causes of Migration from rural to urban areas. 6

1. ....
2. ....
3. ....

i. Write three consequences of Migration. 6

1. ....
2. ....
3. ....

## TEST-2

Time: 45 minutes

### Unit-2: Reproductive Health of Adolescents and Young Adults

1. Date: .....
  2. Filling for:  Pre Test (before Session-4)  Post Test (after Session-11)
  3. Score:
  4. Name:.....
- 

- |    |  | <i>Score</i>               |
|----|--|----------------------------|
| 1. | a. Adolescence is marked by certain ....., ....., and ..... Changes.                           | <input type="checkbox"/> 2 |
|    | b. Some physical changes the girls undergo during adolescence are ....., ..... and .....       | <input type="checkbox"/> 2 |
|    | c. Some physical changes the boys undergo during adolescence are ....., ....., ..... and ..... | <input type="checkbox"/> 2 |
|    | d. Peer group involves mixing with .....   | <input type="checkbox"/> 2 |
|    | e. Adolescence is a period between ..... to..... years of age.                                 | <input type="checkbox"/> 2 |
| 2. | Tick (✓) whether the following statements are True or False.                                   |                            |

S.No.	Statements	True	False	
a.	Growing up is a natural process.			<input type="checkbox"/> 1
b.	Attainment of sexual maturity is called puberty.			<input type="checkbox"/> 1
c.	Moods of adolescents are very unpredictable.			<input type="checkbox"/> 1
d.	Adolescents like adults to know all their affairs.			<input type="checkbox"/> 1
e.	Nocturnal emission is a natural phenomenon.			<input type="checkbox"/> 1
f.	Girls can undertake normal routine work during menstruation.			<input type="checkbox"/> 1
g.	Masturbation makes an individual physically weak.			<input type="checkbox"/> 1
h.	A girl can get pregnant through kissing.			<input type="checkbox"/> 1

S.No.	Statements	True	False	
i.	A woman/girl with large breasts is more feminine.			1
j.	Size of the penis is an indication of man's masculinity.			1
k.	Conflicts between parents and adolescents are common.			1
l.	Adolescents are treated as adults.			1
m.	Most Adolescents are greatly involved with their peer group.			1
n.	Adolescence is not a difficult period of development.			1
o.	Adolescents can be easily influenced by their friends.			1
p.	Adolescents always do as they are told.			1
q.	Adolescents need to be given increasing opportunities for freedom and self direction.			1
r.	Adolescents experience a distinct sexual urge which is a biological Instinct.			1

3. Complete the following sentences.

a. A balanced diet is one which has ..... 4

.....

b. Balanced diet comprises of ..... 4

.....

4. Tick (✓) whether the following statements are True or False.

S.No.	Statements	True	False	
a.	Proteins help us to grow by making new cells.			1
b.	Fats give quick energy.			1
c.	Adolescents have special nutritional requirements.			1
d.	Vitamins and minerals are required in small quantities.			1
e.	Vitamins are nutrients that keep you free from diseases.			1
f.	Personal hygiene ensures good health.			1
g.	Waste water from households should not be allowed to stagnate			1
h.	Open defecation does not contaminate the environment.			1

5. Write any 3 steps to ensure safe drinking water.

4

1. ....  
.....
2. ....  
.....
3. ....  
.....

6. Match the following –

- |   |                 |   |
|---|-----------------|---|
| a. Gives the baby immunity against diseases.          | Night Blindness | 1 |
| b. Deficiency of Vitamin A.                           | Anaemia         | 1 |
| c. Deficiency of Iron.                                | BCG             | 1 |
| d. Vaccine given to children to prevent Tuberculosis. | Diarrhoea       | 1 |
| e. Leafy vegetables, carrots.                         | Vitamin A       | 1 |
| f. Loss of body fluids.                               | Colostrum       | 1 |

7. Fill in the blanks.

- a. DPT is the vaccine against \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- b. Delivery should be conducted by a \_\_\_\_\_.
- c. Care of a woman during pregnancy is called \_\_\_\_\_.
- d. Preventive measures for anemia are: \_\_\_\_\_.
- e. \_\_\_\_\_ milk is ideal for a new born baby.
- f. Care of the mother and new born baby after delivery is called \_\_\_\_\_.
- g. Three advantages of breast milk are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

8. Tick (✓) the correct statement.

i. The phenomenon of the release of an egg from the ovary is known as -

1

- a. ovulation
- b. fertilization
- c. menstruation
- d. nocturnal emission

ii. The female organ carrying the ovum to the uterus is known as -

1

- a. vagina
- b. ovary
- c. fallopian tube
- d. none of these

iii. The male organs which produce sperms are called -

1

- a. testicles
- b. vas deferens
- c. seminal vesical
- d. scrotum

iv. Menstruation is -

1

- a. shedding of the uterus lining
- b. discharge of impure blood
- c. release of the heat from the female body

9. Mach the following:

a. The union of sperm and ovum.

Testicles

1

b. It produce ovums.

Ovary

1

c. It produce sperms.

Fallopian Tube

1

d. Fertilization takes place in this organ.

Fertilization

1

10. Write the names of Birth Control/Family Planning/Contraceptive Methods. 2
- a. Temporary method for men is ..... 2
- b. Permanent method for men is ..... 2
- c. Temporary methods for women are ..... 2
- d. Permanent method for women is ..... 2
11. Expand the abbreviations. 2
- a. H.....I.....V..... 2
- b. A.....I.....D.....S..... 2
12. Tick (✓) the correct statement – 1
- A. AIDS is- 1
1. a curable disease.
2. an incurable disease.
- B. HIV is transmitted by - 1
1. living with HIV/AIDS infected person.
2. unsterilized needles/syringes.
3. breath or cough of infected person.
- C. AIDS has – 1
1. its own symptoms.
2. no symptoms of its own.
13. Write four precautions for prevention of HIV infection. 4
- a. ....
- b. ....
- c. ....
- d. ....

14. Answer the following questions briefly.

a. What is drug?

4

.....  
 .....

b. What do you understand by substance/drug abuse?

4

.....  
 .....

c. What do you understand by substance/drug addiction?

4

.....  
 .....

15. Tick (✓) whether the following statements are True or False.

S.No.	Statements	True	False
a.	One can try drugs just once and then stop.		
b.	Drug intake increases creativity.		
c.	Drug addicts can be cured by medical and psychological treatment.		
d.	To get rid of drug addiction, the addicted person will have to show self determination.		
e.	Most of the drug addicts get their drugs from a peddler or a pusher		
f.	Smoking is an addiction.		
g.	Many smokers look perfectly well and there is nothing wrong with smoking.		
h.	Bidis are less harmful than cigarettes.		

1

1

1

1

1

1

1

1

16. Write two actions each you can take to prevent Drug Abuse/Drug Addiction.

A. As a Parent

4

a. ....  
 b. ....

B. As a Teacher

4

a. ....

b. ....

C. As a Citizen

4

a. ....

b. ....

D. As a Student

4

a. ....

b. ....



# TEST-3

Time: 15 minutes

## Unit 3: Gender Equality and Empowerment of Women

1. Date: .....
  2. Filling for:  Pre Test (before Session-12)  Post Test (after Session-14)
  3. Score:
  4. Name:.....
- 

Score

1. Fill in the blanks.
  - a. Minimum legal age of marriage for boys is \_\_\_\_\_ years
  - b. Minimum legal age of marriage for girls is \_\_\_\_\_years
  - c. Minimum time gap between two pregnancies should be \_\_\_\_\_years
  - d. Minimum age of a woman at the time of first pregnancy recommended is\_\_\_\_\_years
2. Write three ill effects of early marriage of boys and three for girls.
  - a. Boys 
    - i. ....
    - ii. ....
    - iii. ....
  - b. Girls 
    - i. ....
    - ii. ....
    - iii. ....
3. Write three ill effects of early and unspaced births on mother.
  - a. ....
  - b. ....
  - c. ....

4. Tick (✓) whether the following statements are True or False.

S.No.	Statements	True	False	
a.	A woman cannot claim maintenance from her husband while living separately.			1
b.	A Hindu woman cannot acquire property in her name.			1
c.	Committing of suicide by a woman within 7 years of marriage due to harassment by in-laws is considered as murder.			1
d.	An unmarried Hindu woman cannot adopt a child.			1
e.	Reservation of jobs for women is un-constitutional.			1
f.	Marriage among lower and higher castes is illegal.			1
g.	A woman does not have the legal right to divorce her husband.			1

5. What is Sex and Gender?

- a. Sex is ..... 4  
 .....  
 .....
- b. Gender is ..... 4  
 .....

6. Tick (✓) whether the following statements are True or False.

S.No.	Statements	True	False	
a.	Girls and boys are given equal care and protection in our society.			1
b.	Girls get equal opportunity for education in our society.			1
c.	Women do not need leisure time/rest because they remain at home.			1
d.	Girls should be married at an early age.			1
e.	Girls in our society are considered to be a liability.			1
f.	Work done by men for earning is considered more worthy than the household work done by women/girls.			1
g.	Given equal opportunities, girls can do equally well as boys in all spheres of life.			1

7. Fill in the blanks -
- a. Men-Women ratio in our country is.....since 1941. 1
  - b. According to Census 1991, there were.....Women for 1000 men. 1
  - c. Biologically females are.....than males at birth. 1
  - d. According to the NSSO 1997, .....% females are literate. 1
  - e. School drop-out rate is .....among girls than boys. 1
  - f. Of the 1.2 crore girls born every year, about ..... lakhs do not survive beyond the age of 15 years. 1
  - g. ....% women are working in the unorganized sector. 1
8. Write four areas in which women need empowerment. 4
- a. ....
  - b. ....
  - c. ....
  - d. ....
9. Answer the following questions.
- a. Which law prohibits discrimination on the basis of sex in our country? 2  
.....
  - b. Does a Hindu widow or a divorcee woman have the legal right to remarry? 2  
.....
  - c. Can dowry be given or taken legally? 2  
.....
  - d. Does a daughter have the right of inheritance in agricultural land belonging to her father? 2
  - e. In rape cases whose responsibility is it to prove whether the accused is guilty or not guilty? 2  
.....

## Answers to Questions in Test Papers

### TEST-1

1. A(c)    B (b)
- 2(a) False                                      2(b) False                                      2(c) False                                      2(d) True  
2(e) True                                        2(f) True                                        2(g) True                                        2(h) False  
2(i) False
- 3(a) Population Education is the process of understanding population issues for enhancing life skills for empowerment to improve the quality of life of self and others. (or any other definition in Session-1 of Manual for Instructors)
- 3(b) Production/creation/development of food, shelter, clothing, health facilities, educational facilities, jobs/employment and infrastructure, etc.
- 3(c) Access to food, shelter, clothing, health, education, employment and entertainment, access to safe drinking water, natural resources, sanitation and non-polluted area as per needs of the people.
- 3(d) The development that meets the needs of current generation and takes care of the level of use of resources, so that future generations are able to meet their own needs.
- 3(e) The process of becoming urban i.e. moving to cities. Changing from agriculture to other pursuits common to cities and corresponding behaviour patterns.
- 3(f) The change of residence from one settlement to another with a view for permanent settlement.
- 3(g) Rural to urban, rural to rural, urban to rural, urban to urban.
- 3(h) Economic, social and political.
- 3(i) Positive consequences: Jobs, better educational opportunities, etc.  
Negative consequences: slums and squatter settlements, shortage of public transport systems, shortage of safe drinking water, etc.

## TEST-2

- 1(a) Physical, social and emotional
- 1(b) Menstruation, Development of breasts and Growth of hair in armpits and pubic area (or any other given in Session 4 of Manual).
- 1(c) Growth of body hair, Increase in height, Sexual emission/wet dreams, Deepening of voice (or any other given in Session 4 of Manual).
- 1(d) Friends                                      1(e) 10-19
- 2(a) True                                      2(b) True                                      2(c) True                                      2(d) False  
2(e) True                                      2(f) True                                      2(g) False                                      2(h) False  
2(i) False                                      2(j) False                                      2(k) True                                      2(l) False  
2(m) True                                      2(n) False                                      2(o) True                                      2(p) False  
2(q) True                                      2(r) True
- 3(a) All the nutrients in proportion according to the requirements of the body i.e. it has the requisite number of calories and nutrients for a person.
- 3(b) Carbohydrates, Proteins, Fats, Minerals and Vitamins.
- 4(a) True                                      4(b) False                                      4(c) True                                      4(d) True  
4(e) True                                      4(f) True                                      4(g) True                                      4(h) False
5. (1) Water source should be properly covered.  
(2) Wells should be chlorinated.  
(3) Drinking water should be stored in clean, covered pots.
- 6(a) Clostrum                                      6(b) Night Blindness                                      6(c) Anaemia                                      6 (d) BCG  
6(e) Vitamin A                                      6(f) Diarrhoea
- 7(a) Diphtheria, Polio, Tatanus.                                      7(b) Any one - Doctor or ANM or Trained TBA.  
7 (c) Ante natal care.                                      7(d) Diet of green leafy vegetables or iron tables.  
7(e) Mother's milk.                                      7(f) Post natal care.                                      7(g) Safe, Clean, Hygienic.
- 8(i) a.                                      8(ii) c.                                      8(iii) a.                                      8(iv) a,
- 9(a) Fertilization                                      9(b) Ovary                                      9(c) Testicles                                      9(d) Fallopien Tube
- 10(a) Condom                                      10(b) Vasectomy  
10(c) copper-T, Oral pills                                      10(d) Tubectomy

- 11(a) Human Immune Deficiency Virus      11(b) Acquired Immune Deficiency Syndrome
- 12(A) 2    12(B) 2    12(C) 2
13.    a. Using disposable syringes  
       b. Taking HIV tested blood  
       c. Having one sex partner  
       d. Using condoms
- 14(a) It is a chemical compound that changes the way our body works or alters the physical or mental functioning of an individual.
- 14(b) Taking drug/substance for reason other than medical in an amount, strength and frequency or the manner that it damages the physical or mental functioning of an individual.
- 14(c) Regular excessive use of drug/substance leading to physical and psychological tolerance and dependence on it.
- 15(a) False    15(b) False    15(c) True    15(d) True  
15(e) False    15(f) True    15(g) False    15(h) False
- 16(A) Any two - Communicate openly with your child; Be a patient listener to his problems; Show interest in your child's activity; Do not abuse drugs yourself.
- 16(B) Any two - Talk to your students informally and openly; Discuss with them dangers of drug abuse; Encourage them to volunteer information of any incident of drug abuse; Guide your students on how to handle them.
- 16(C) Any two - Remain alert to requests to keep/carry narcotic drugs; Inform the nearest law enforcement authority of any poppy or cannabis plants/crops; Advice addicts to seek treatment.
- 16(D) Any two - Communicate with your peers; Do not abuse alcohol or drugs yourself; Advice addicts to seek treatment; Inform the family of the addict about his addiction.

## TEST-3

- 1 (a) 21                              1(b) 18                              1(c) 3 years      1(d)20 years
- 2(a) & (b) Unaware of responsibilities of marriage and family, economically not settled in life, unplanned families.
3. Poor health; unplanned family; anaemia; unable to meet the physical health and emotional needs of the children.
- 4(a) False                              4(b) False                              4(c) True                              4(d) False
- 4(e) False                              4(f) False                              4(g) False
- 5(a) The biological differnces between women and men which aregenerally permanent and universal.
- 5(b) Socially constructed roles and responsibilities assigned to women and men according to specific situations in which they live.
- 6(a) False                              6(b) False                              6(c) False                              6(d) False
- 6(e) True                              6(f) True                              6(g) True
- 7(a) Declining                              7(b) 927      7(c) Stronger      7(d) 50%
- 7(e) Higher                              7(f) 30 lakhs                              7(g) 94
8. Education, Decision making, Employment, Health
- 9(a) Constitution of India 9(b) Yes                              9(c) No                              9(d) Yes
- 9(e) Accused person                              9(f) Yes

# **SESSION A**

## **Participants Introduction**

*Time* 50 minutes

### *Objectives*

By the end of the Session, participants will be able to -

1. Get familiar with each other.
2. Overcome initial inhibitions and hesitations in interacting with each other and the trainer.

### *Session Contents*

- Participants Introduction

### *Materials*

- Blackboard, Chalk and Duster  
or  
Chart and Marker Pens

### *Pre Session Preparations*

- i. Read and understand the Session Steps.
- ii. Read Annexure-A1.
- iii. Arrange materials required.
- iv. Prepare chart if suggested in Session Steps.



## **SESSION STEPS**

- Step-1.** Share the Title and Objectives of the Session with the trainees either by writing on the blackboard or with the help of a chart already prepared by you.
- Step-2.**
- a.** Divide the trainees into two groups and make them stand at two ends of the room.
  - b.** Ask the members of one group to run one by one to the opposite side and pickup a partner from the other group.
- In this way several groups of two persons will be formed.
- Step-3.**
- a.** Instruct the trainees that - in the next ten minutes -
- In each pair, both members should try to know each other's name, education, organization, interest, some family details etc.**
- Step-4.**
- a.** Once the pairs have finished their task, ask all the trainees to return back to their seats.
  - b.** Now ask each pair one by one to come at the center and introduce each other.
- Step-5** Conclude the Session by -
- a.** Introducing yourself (if you haven't done earlier).
  - b.** Asking the participants to what extent Objectives of the Session have been accomplished.

# ANNEXURE-A 1

## Importance of Participants Introduction

In your training programme, participants i.e. Instructors may be coming from different ITIs/ ITCs, therefore –

- they may not be familiar with each other;
- they may not freely interact with each other, hence
- a formal introduction may not help in bridging the distance among them.

This may affect -

- their participation in the training program; and/or
- their working in sub groups.

Therefore, there is a need for developing familiarity among them, lowering of inhibitions and bridging the distance. This can be done by **'Ice Breakers'**

**What are Ice Breakers? "Ice Breakers" are the games which facilitate familiarization between participants and reduce inhibitions.**

**When to use Ice Breakers?** 'Ice Breakers' are used in the beginning of a training programme. Therefore, in this programme, after registration, the first Session is "Participants Introduction" for which an Ice Breaker has been used in Session Steps.

Instead of the one given in Session Steps, you can use any other 'Ice Breaker' you know, keeping in view the time allotted to the Session and purpose of the Session. It is advised that customary style of self introduction may be avoided.

**SESSION  
B**

**Inauguration**

*Time*                    20 minutes

*Note:*                    *Modalities of this Session have to be decided by the Organizers.*

**SESSION  
C**

**Population Education under Vocational Training Programme**

*Time*                    30 minutes

*Note:*                    *Modalities of the Sessions have to be decided by the Organizers.*

## SESSION D

### Role and Tasks of Instructors in Population Education

Time 15 minutes

#### Objectives

By the end of the Session, participants/instructors will be able to-

1. Understand their role in imparting Population Education.
2. Understand the Population Education messages to be communicated.
3. List down different methods or techniques they may use to conduct the Sessions on Population Education.

#### Session Contents

- Role of Instructor in Population Education.
- Messages of Population Education.
- Methods/Techniques of conducting Sessions (classes) on Population Education.

#### Material Required

- Blackboard, Chalk, Duster  
or  
Flip Charts and Marker pens
- Copies of Annexure-D1,D2,D3

#### Pre-Session Preparations

- i. Read and understand Annexure-D1, D2 and D3.
- ii. Read and understand Session Steps.
- iii. Arrange materials required.
- iv. Prepare charts/photocopies as suggested in Session Steps.
- v. Prepare your own notes for conducting the Session or you may use the Manual directly.

## **SESSION STEPS**

- Step-1** Share the Title and Objectives of the Session with the participants either by writing on the blackboard or with the help of chart already prepared by you.
- Step-2.**
- a. Brainstorm with the participants the expected role of Instructors in Population Education Programme.
  - b. Write down their responses on the blackboard/chart.
  - c. Sum up by ensuring that the following roles are covered during the discussion.

### **Role of Instructor in Population Education Programme**

1. Gain trust and confidence of students.
2. Act as resource for accurate information.
3. Show positive attitude towards students who bring any question/query.
4. Intervene to remove myths and misconceptions.
5. Act as a counsellor.
6. Gain and share knowledge of different issues of Population Education with the students.
7. Disseminate messages of Population Education out of class.

- Step-3.**
- a. Ask the participants to suggest the Population Education messages that are crucial for students/trainees of ITIs/ITCs to know.  
  
Encourage atleast 4-5 participants to come out with messages.
  - b. Write down the messages suggested by participants on the blackboard.
- Step-4** Sum up by adding (if needed) the Population Education messages given in Annexure-D2
- Step-5.**
- a. Tell the participants that the Population Education messages can be communicated by using different methods like the ones listed in Annexure-D3.
  - b. Distribute copies of Annexure-D3 to the participants and ask one of the participants to read out the list.
- Step-6** Conclude the Session by -
1. Briefly recalling the Contents of the Session
  2. Asking trainees to what extent Objectives of the Session have been achieved.
  3. Giving reading references.

## **ANNEXURE-D1**

### **Importance of Population Education for Trainees of ITIs/ITCs**

1. In one's life during the process of growing up, the period of adolescence is a phase of rapid physical, emotional and social change. The suddenness of these changes added with the non-availability of authentic sources to know, understand and appreciate the changes, results in anxieties and causes confusion and unrest among Adolescents.
2. In this context, it is strongly felt that a well planned educational intervention will provide scientific knowledge about various aspects of the process of growing up and enable to cope with the problems of this transitional phase.
3. Education today, more than at any time in the past, is called upon to respond to a number of complex national and global problems. It is expected to contribute to human resource development, promotion of World peace, protection of Environment, responsible behaviour towards Population issues - Family Welfare, Mother and Child Care, advancement of the Status of Women etc.
4. Vocational Education Programme is needed to incorporate essential elements of reproductive health education in view of the adolescence being a crucial phase of life in which reproductive functions start developing.
5. The instrumental change will be the instructor/teacher in the educational system- we can not overlook the role of instructors, which they have to play.

## ANNEXURE-D2

### Main Messages of Population Education for Trainees of ITIs/ITCs

#### 1. Population and Sustainable Development

- Population is not just about numbers, it is closely associated with socio-economic development, environment and quality of life.
- Uncontrolled population growth adversely affects the socio-economic development, environment and quality of life.
- Migration and Urbanization are population related issues which also affect the quality of life of people in positive as well as negative manner.
- Sustainable Development means development that should meet the needs of current generations but it should also take care of the level of use of resources so that future generations are able to meet their own needs.
- India's population is growing at a very fast pace, upsetting the balance among socio-economic development and environment, thus affecting the quality of life of our people. Therefore, every Indian has a responsibility to contribute in his/her own way to control this growing population in the interest of present and future generations.

#### 2. Reproductive Health of Adolescents and Young Adults

- Adolescence is the phase of rapid physical, emotional and social changes.
- Main physical changes are: development of sex organs indicating development of physical maturity to reproduce.
- Adolescents must understand these changes as they are natural and should seek correct information about them from authentic sources.
- Balanced Diet comprising of protein, carbohydrates, fats, minerals and vitamins is essential for proper growth and development of the body.
- Adolescents have special nutritional requirements because there is a spurt in physical growth during this period.
- Personal Hygiene, Safe Drinking Water and Environmental Sanitation are as important for health as Balanced Diet.
- Ante-Natal, Natal and Post-Natal Care is important for the safe motherhood and child survival. These include proper diet, regular check-up and monitoring of pregnant mother and new born child by the doctor or trained nurse or trained traditional birth attendant; immunization of pregnant mother and the child etc.

- Mother's milk is the best nutrition for the child. First milk of mother called 'colostrum' protects the child from many diseases.
- Puberty is the period when a boy or a girl develops physical maturity to reproduce.
- With the onset of puberty, girls start experiencing menstrual cycles during which they need to take special precautions.
- Adolescents and young adults should acquire correct knowledge about conception and pregnancy to take informed decisions about their reproductive behaviour.
- There are methods by which unwanted pregnancies can be avoided and birth spacing can be done.
- HIV/AIDS is an incurable disease which spreads through unprotected sex, infected syringes, infected blood transfusion, and from pregnant mother to baby born and lactating mother to breastfed child.
- One must acquire correct information about HIV/AIDS in order to develop a right attitude and responsible behaviour to deal with this incurable disease.
- Gonorrhoea, syphilis, chancroid are sexually transmitted diseases called STDs.
- Drugs are chemical substances which alter the physical and mental functioning of an individual.
- Use of drug for purposes other than medical, is called drug abuse. Even one time abuse of drug may lead to drug addiction.
- Drug abuse/addiction including that of use of tobacco and alcohol have adverse effects on physical, emotional, social and economic conditions of an individual, his family and community etc.
- Everyone of us can contribute to prevention and treatment of drug addiction in the capacity of a student, teacher, parent or as a citizen.

### 3. Gender Equality and Empowerment of Women

- Minimum legal age of marriage for boys is 21 years and for girls 18 years. Early marriage can adversely affect the quality of life.
- Decisions to marry and reproduce should be the 'informed decision'.
- Early and unspaced pregnancies adversely affect the health of mother.
- Male have equal role in child rearing and spacing and other responsibilities of family.
- Women and girls in our society face discrimination which adversely affects different aspects of their life and their participation in development.
- Discrimination practices against women on account of role and responsibilities are assigned by the society which can be changed.
- Conditions of women can be improved by taking initiatives in personal life and adopting other strategies at the levels of community, society and the nation.



## **ANNEXURE-D3**

### **Some Methods/Techniques for Conducting Sessions on Population Education**

1. Debate
2. Painting/Poster Competition
3. Essay Competition
4. Quiz Contest
5. Question Box
6. Group Discussion
7. Visit to Primary Health Centre
8. Case Studies
9. Role Plays
10. Brainstorming
11. Training Games
12. Lecture/Presentation

## **SESSION E**

### **Introduction to the Induction Training Programme**

*Time*                      **30 minutes**

*Objective*

By the end of the Session, participants will have common understanding of the objectives, contents, sequence and duration of the Induction Training Programme.

*Session Contents*

- Objectives of Induction Training Programme
- Contents, Sequence, Duration and Timings of the Induction Training Programme
- Logistics during the Programme

*Materials*

- Blackboard, Chalk and Duster
- Overhead Projector and Induction Training Programme Schedule Photocopies on Transparencies
- Photocopies of Induction Training Programme Schedule (Nos. equal to the Participants + Resource Persons)

*Pre Session Preparations*

- i. Read and understand the Induction Training Programme Schedule given in this Guidebook.
- ii. Read and understand Session Steps.
- iii. Arrange materials required.
- iv. Prepare chart or other aids as indicated in Session Steps.
- v. Prepare your own notes or you may directly use the Manual for conducting the Session.

## SESSION STEPS

**Step-1** Share the Title and Objectives of the Session with the Participants either by writing on the blackboard or with the help of chart already prepared by you.

**Step-2. a.** Tell participants that-

- In order to enable you (ITI Instructors) to conduct classes/sessions on Population Education under Social Studies Paper, this training-programme has been organized.
- This programme will be of 6-days duration.

**b.** Share the Objectives of the Induction Training Programme as given in box below either by writing on the blackboard or with the help of chart prepared by you.

### Objectives of Induction Training Programme

By the end of the programme, participants will -

- i. Have the knowledge about the Population Education course contents under Social Studies Paper.
- ii. Be equipped with knowledge and skills to teach the subject to the trainees of Vocational Training Programme.
- iii. Be equipped to promote the messages of Population Education.

**Step-3** Tell the participants that a detailed 6-day Schedule has been developed to guide this Induction Training Programme and to accomplish its Objectives.

**Step-4. a.** Ask the participants to take out the copy of the Schedule provided to them.

**b.** Ask one of the participants to read out the Schedule in sequence.

*(Note: You may ask more than one participant to read different parts of the Schedule but in sequence.)*

**c.** Ask the Participants if they have any questions or need any clarifications about the Schedule.

**d.** Answer the queries/give clarifications, if any.

**Step-5** Share Programme logistics etc. like-

- Training timings (working hours).
- Lunch and Tea Breaks.
- Boarding and lodging arrangements.

- Reservations (Railway/Bus).
- Payments etc.
- Any other administrative announcements.

**Step-6** Conclude the Session by -

- Sharing that it will be a participatory training.
- Encouraging them to participate without any reservation or fear.
- Telling them that the success of this training programme depends on how much they all will be involved in it. .
- Emphasize that participation in this programme will greatly help you in conducting Population Education Sessions at ITIs/ITCs.

### NOTES FOR RESOURCE PERSONS

- 1) After SESSION E of this Guidebook, SESSION 1-14 of- **Part-I: Manual for Instructors** have to be conducted. Designs of these Sessions have been given therein (also refer to Induction Training Programme Schedule, DAY-I, given in this Guidebook).
- 2) After Sessions 1-14 of **Part-I: Manual for Instructors** are over, go over to Session-F of this Guidebook, given in following pages.

## SESSION F

### Introduction to the Manual for Instructors

*Time* 45 minutes

#### *Objectives*

By the end of the Session, Participants will be able to-

1. Understand the Purpose of the Manual.
2. Develop familiarity with the different Units of the Manual.
3. Know different Sessions in each Unit, their sequence, contents, process steps and methodology.

#### *Session Contents*

- Purpose of the Manual.
- Units and Sessions of the Manual .
- Contents, Plan and Methodology of each Session of the Manual.

#### *Materials*

- Chart, Marker Pens and Cello-Tape or Board Pins

or

Overhead Projector Transparencies, Transparency Pens and Overhead Projector (optional)

- Copies of the Manual for Instructors equal to the number of participants and in language understandable by participants.

#### *Pre Session Preparations*

- i. Read and understand the Manual.
- ii. Read and understand the Session Steps.
- iii. Prepare chart or transparency of matter as suggested in Session Steps.
- iv. Collect copies of the Manual in requisite number and language for the participants.

## SESSION STEPS

**Step-1** Share with trainees the Title and Objectives of the Session with the help of a chart or overhead projector transparency, prepared by you or by writing on the black board.

**Step-2.** a. Put up the chart/transparency already prepared by you of the matter given in the box below.

### Structure of Manual for Instructors

- Introduction
- How to Use the Manual
- Training Techniques
- 3 Units
- 14 Sessions

b. Explain to the trainees the brief details of each item mentioned in the chart/ transparency (put up by you in Step 2. a) as given below.

**Introduction:** This part gives details of –

- What is the purpose of the Manual ?
- For whom the Manual has been developed ?
- Overview of different Units and Sessions.

**How to Use the Manual:** This part gives details of -

- Guidelines for using the Manual.

**Training Techniques:** This part gives details of -

- Methods of Training.

**Units and Sessions:** This part contains -

- Overview of each of the three Units and Sessions to be conducted under the Units.
- 14 Sessions (contained in three Units) each having details of -
  - \* Title
  - \* Time
  - \* Objectives
  - \* Course Contents
  - \* Materials Required
  - \* Pre Session Preparations
  - \* Session Steps
  - \* Annexures

- Step-3.**
- a.** Distribute one copy of the Manual for Instructors to each trainee.
  - b.** Tell the trainees that-
    - Let us now study and discuss the structure of the Manual in more details.
  - c.** Instruct the trainees that-

Each trainee shall read carefully and understand the following Chapters of the Manual given to him/her

    1. Introduction
    2. How to Use the Manual
    3. Training Techniques
    4. Overview of each Unit and Sessions under it.
  - d.** Once the trainees have studied the chapters suggested, ask them -
    - If they have any questions or clarifications about these chapters.
    - Provide clarifications, if any.
  - e.** Tell the participants that-

“Each one of you will get the opportunity to study and use the details of each Unit and Sessions of the Manual during this training programme itself.”

- Step-4** Conclude the Session by –
- Briefly recalling the contents of the Session.
  - Asking trainees to what extent Objectives of the Session have been achieved.

## SESSION G

# Planning, Preparation and Practicing the Sessions of the Manual for Instructors

**Time** 15 hours and 20 minutes

**PART A** Planning for Preparation and Conducting Mock Sessions ..50 minutes

**PART B** Studying and Preparing for Mock Sessions...1 hour 30 minutes

**PART C** Conducting/ Facilitating, Observing and Participating in Mock Sessions.....13 hours

### Objectives

By the end of the Session trainees will be -

1. Organized in pairs/teams of two's for practice session.
2. Become familiar with contents and methodology of two Sessions of the Manual through reading.
3. Gain experience in preparing, conducting and observing one Session of the Manual.
4. Receive feedback on presentation of their Session.

### Session Contents

- Contents and Methodology of the Session
- Role of Facilitators, Observers, Participants, Chief Coordinators
- Pre Session Preparations
- Feedback on Session Presentation

### Materials

- Chart, Marker Pens, Cello-tape or Board Pins.
- Overhead Projector, Transparencies and Transparency Pens.
- Copies of the the Manual for Instructors (number of copies equal to the number of trainees).
- Copies of Annexure-G2, Annexure-G3 and Annexure-G4 (number of copies of each equal to the number of trainees).
- Other items as required for specific Session of the Manual (given in each Session design) to be practiced by the trainees.

### Pre Session Preparations

- i. Read and understand the Manual.
- ii. Read and understand Steps of this Session.
- iii. Arrange the materials required for this Session.
- iv. Prepare chart of Annexure-G1.
- v. Prepare requisite number of copies of Annexure-G2, Annexure-G3 and Annexure-G4.
- vi. Prepare your own notes or you may use this Guidebook directly to conduct the Session.



## SESSION STEPS

### PART A: Planning for Preparation and Conducting Mock Sessions

**Time** 50 minutes

**Step-1.** a. Share with the trainees the Title and Objectives of the Session either by writing on blackboard or with the help of chart already prepared by you.

b. Explain the following overall purpose of this Session.

“To provide experience to the trainees to conduct Sessions/Classes with the help of the Manual for Instructors.”

**Step-2.** a. Display the chart already copied by you from Annexure-GI.

b. Divide the trainees into teams of two trainees each by adopting the following procedure.

“Starting from one end, ask the trainees to loudly count numbers 1, 2, 3, 4, .....and remember it e.g. first trainees will count one, second will count two and so on”.

**Note: In case –**

1. Trainees are in odd numbers e.g. 25, attach the last trainee with team No. 12.
2. Trainees are more than 24, you may make some or all teams consisting of three members.
3. Trainees are less than 24, there will be lesser number of teams, therefore, to some of the teams you can assign reading and understanding, preparation and conducting, and observation of more than one Session. This will require increasing the time allotted for reading and preparation of the session.

c. After the counting is over, ask each trainee-

- The number he/she has counted

and

- His/her name

and

Fill the name in the blank space against his/her serial number under second column of the chart you have displayed (Annexure-GI).

- d.** After filling up of all the names on the chart, explain to the trainees (using the chart you have displayed) that -
- In rest of this Session, you will operate in teams of two trainees each.
  - Each team will perform the following roles (write on blackboard ):
    - i. Session Conductors/Facilitators (study, prepare and conduct one Session).**
    - ii. Session Observers (study and observe one session of the other team)**
    - iii. Session Participants (rest of teams will act as a group of trainees).**
  - Each team shall note from the chart (drawing attention of trainees towards the displayed chart) the Number and Title of the Session they have to Study, Prepare and Conduct/Facilitate (column No. 4) and Study and Observe (column No. 5).
  - While one team is Conducting the Session and one Observing their Session, the rest of the trainees will be the “Participants” of the Mock Training Session.

**Step-3.** **a.** Ask the trainees to take out their copy of Annexure-G2 and instruct them that - **“Each one of you should carefully study the roles of Conductors/Facilitators, Observers and Participants given in this Annexure-G2 and ask clarifications if you have any”.**

**b.** After every one has studied, respond to questions and queries of the trainees.

**Step-4** Sum up this part of the Session by -

Briefly recalling the tasks accomplished and assigned in this part of the Session.

## **PART B: Studying and Preparing for Mock Sessions**

**Time**      **90 minutes**

- Step-1.**
- a.** Distribute the copies of Annexure-G3 to the trainees and ask the trainees to study the “**Guidelines for Preparing the Session**” as given in it. After the trainees have finished reading Annexure-G3, respond to the questions and queries of the participants if they have any.
  - b.** Distribute one copy of the “**Session Observation Guide**” (Annexure-G4) to each trainee and ask them to-
    - **Study the Session Observation Guide and ask questions and queries if they have any.**
    - **Respond to the questions and queries.**
  - c.** Instruct the trainees that-
    - You should preserve these copies for noting your observations of the Session for which you have been designated as the Observer.
    - Both members of the Observers Team will consult among themselves and present a single report of their observations.
  - d.** Instruct the trainees that-
    - Each one of them should now pair up with other Team partner.
    - Each Team should start preparing for the Session.
    - Feel free to seek guidance (of Resource Person of this session).
  - e.** Tell them that-
    - Time allowed for Studying and Preparing for the Sessions is 1 hour 45 minutes (and note the starting time).
    - After this time, teams will start conducting the Session in their team number’s serial order beginning with Team One.
- Step-2**      Conclude this part of the Session by -
- Briefly recalling tasks performed and the tasks assigned to the trainees.

## **PART C: Conducting/Facilitating, Observing and Participating in Mock Sessions**

**Time** 13 hours (i.e 50 minutes for each Mock Session and 15 minutes for feedback)

- Step-1.**
- a.** After the lapse of time allowed in previous part of the Session for study and preparation of the Session, ask the trainees to re-assemble in training situation.
  - b.** Ask –
    - Team number One to Conduct the Session.
    - Team number Twelve to discharge their role as “Observers”
    - Rest of the trainees to serve as Trainees/Participants.
  - c.** Allow 50 minutes time to Team One for Conducting the Session.
  - d.** After Team One has finished/completed the Session, ask-
    - Observers Team to give their feedback.
    - Trainees if they have any observations to make or suggestions to offer.
  - e.** Add your own observations/suggestions if you have any.

**Step-2** Repeat the process given in **PART-C** Step-1 (a to e) of this Session, for other Mock Sessions as allotted to different teams as per the chart displayed under Part-A, Step-2.a of this session.

- Step-3** After all the Sessions as allotted to different teams are over, conclude by-
- Giving strengths and weaknesses(strengths first) of presentations.
  - Reinforcing that trainees are expected to conduct classes with their trainees/ students at ITIs/ITCs in the similar manner and as per the procedure given in specific session design.
  - Telling the trainees that they can include their ideas to modify or adapt session procedures given in this manual while conducting classes with their trainees but without compromising with the contents and participatory approach.
  - Asking trainees to what extent the Objectives of this Session have been achieved.
  - Wishing good luck to the trainees.

## ANNEXURE-G1

### Teams for Mock Sessions and Their Tasks

Team Number	Team Members	Session Number & Title*	Team to Conduct/ Facilitate	Team to Observe trainees	All will become except for
One	S.No.1, Name..... S.No.2, Name.....	Session-1: Population Development, Environment and Quality of Life	ONE	TWELVE	Team One Team Twelve
Two	S.No.3, Name..... S.No.4, Name.....	Session-2: Linkages between Population, development, Environment and Quality of Life	TWO	ELEVEN	Team Two Team Eleven
Three	S.No.5, Name..... S.No.6, Name.....	Session 3: Migration and Urbanisation	THREE	TEN	Team Three Team Ten
Four	S.No.7, Name..... S.No.8, Name.....	Session 4: Adolescence and the Process of Growing-Up	FOUR	NINE	Team Four Team Nine
Five	S.No.9, Name..... S.No.10, Name.....	Session 5: Body Image and Sexuality Related Concerns of Adolescents	FIVE	EIGHT	Team Five Team Eight
Six	S.No.11, Name..... S.No.12, Name.....	Session-6: Building Life Skills	SIX	SEVEN	Team Six Team Seven
Seven	S.No.13, Name..... S.No.14, Name.....	Session-8: Primary Health Care: Safe Motherhood and Integrated Child Development	SEVEN	SIX	Team Seven Team Six
Eight	S.No.15, Name..... S.No.16, Name.....	Session-10: HIV/ AIDS and STDs	EIGHT	FIVE	Team Eight Team Five
Nine	S.No.17, Name..... S.No.18, Name.....	Session 11: Substance Abuse	NINE	FOUR	Team Nine Team Four
Ten	S.No.19, Name..... S.No.20, Name.....	Session 12: Family, Marriage and Responsible Parenthood	TEN	THREE	Team Ten Team Three
Eleven	S.No.21, Name..... S.No.22, Name.....	Session 13: Gender Issues	ELEVEN	TWO	Team Eleven Team Two
Twelve	S.No.23, Name..... S.No.24, Name.....	Session 14: Women Empowerment & Legal Provisions for Women	TWELVE	ONE	Team Twelve Team One

- **Note:**
  - a. *Session Nos. 7 and 9 have been skipped in view of the limited purpose of the practice session and recommended size of the group of trainees (maximum 25 participants).*
  - b. *In case of:*
    - a) *Odd number of trainees e.g. 23 or 25, you may make the last team of three persons, or let a single trainee do the job.*
    - b) *Number of trainees exceeding 24, you may make teams of three persons.*
    - c) *Number of trainees is less than 24, number of teams will be automatically reduced. In that event, you can assign more than one session to conduct and observe to some of the teams. Accordingly, allow extra time to such teams for the preparations.*

## ANNEXURE-G2

### Roles During Practice/Mock Sessions

#### 1. Role of Session Conductors/Facilitators

- a. Carefully study the Session allotted to you.
- b. Ask for clarification in case of doubt.
- c. Prepare for conducting/facilitating the allotted session using the guidelines given in Annexure-G3.
- d. Conduct/Facilitate the allotted session according to the contents and process of allotted session given in the Manual for Instructors.

#### 2. Role of Session Observers

- a. Carefully study contents and process of the session allotted for observation.
- b. While the Conductors'/Facilitators' team conducts the session, observe as per the points given in Session Observation Guide (Annexure-G4).
- c. Take notes of your observation to make your feedback specific and useful.
- d. Provide constructive feedback after the session, first commenting on positive points of the session and then pointing areas for improvement.

#### 3. Role of Session Trainees/Participants

- a. Be a trainee for the session being led by the Conductors'/Facilitators' team.
- b. Follow instructions given by the Conductors/Facilitators and respond to their questions.
- c. Ask clarifications as if you were a participant in a real situation (BUT DO NOT OVER DO IT).

## **ANNEXURE-G3**

### **Guidelines for Preparing the Sessions**

1. Read the Session - its contents, process steps, methodology and get familiar with Annexures as well.
2. Prepare charts/aids/other materials to be used (as given in Session Steps).
3. Divide roles between team members.
4. Do some practice or rehearsals.
5. Conduct the Session.

## ANNEXURE-G4

### Session Observation Guide

Team No. .... Observers' Names: 1..... 2.....  
 Session Title (to be observed) .....

S.No.	Points of Observation	Observers' Rating			Observers' Remarks
		Very Satisfactory	Satisfactory	Not Satisfactory	
1.	Presented objectives clearly and explained them.				
2.	Correct and clear instructions provided for activities.				
3.	Sufficient and clear instructions provided for activities.				
4.	Questions used to promote discussions.				
5.	Trainees encouraged to ask questions.				
6.	Flow of discussions was managed making progress in session and maintaining interest of trainees.				
7.	Clear and proper tone of voice and pace of speaking.				
8.	Eye contact and non-verbal communication maintained.				
9.	Attention distributed to the entire group.				
10.	Use of visual aids.				
11.	Distribution of time in different steps and awareness of limits.				
12.	Showed respectful attitude towards participants and provided constructive feedback.				
13.	Expressed confidence and comfort with the contents and process.				



**SESSION  
H**

**Revisiting the Role and Tasks of Instructors  
in Population Education**

***Time***                    **25 minutes**

***Note:***                    *For details, refer to Session D of this Guidebook.*

## **SESSION I**

### **Training Programme Evaluation**

**Time** 30 minutes

#### *Objectives*

By the end of the Session the trainees will give their assessment about-

1. The achievement of training objectives.
2. Selected academic and organizational aspects.
3. Enhancement in their knowledge and skills.
4. Strengths and weaknesses of the training .

#### *Session Contents*

- Purpose of Trainees Assessment
- Training Evaluation Questionnaire
- Trainees Assessment of Training

#### *Materials*

- Black Board, Chalk and Duster  
or  
Charts and Marker pens
- Copies of Annexure-II

#### *Pre session Preparations*

- i. Read and understand the Session Steps and Annexure-II
- ii. Prepare photocopies of Annexure-II in number equal to the number of trainees.

## **SESSION STEPS**

- Step-1.**
- a. Share the Title and Objectives of the Session either by writing on the blackboard or with the help of chart already prepared by you.
  - b. Explain the following purpose of the Training Programme Evaluation -
    - **Purpose of the Training Programme Evaluation is to make future training better.**

Ensure the trainees that-

- **Their responses will be kept confidential and will be used to improve future training programmes. Therefore, express your frank views on the questionnaire.**

- Step-2.**
- a. Distribute one copy of training Evaluation Questionnaire (Annexure-II) to each participant and ask them to read it carefully and ask clarifications if any.
  - b. Respond to the queries of the trainees.
  - c. Instruct them to answer all the questions of the questionnaire in writing without consulting others.
  - d. Collect all the questionnaires once the trainees have filled them.
  - e. Study the questionnaires and if time permits, share the summary of trainees' ratings and responses.

**Step-3** Conclude the Session by -

- Expressing thanks to the trainees for their cooperation; and Wishing them good luck

**Note:** *You may analyze all the questionnaires and make the findings of the training evaluation as a part of the report of the training programme.*

## ANNEXURE-I1

### Population Education under Vocational Training Programme Induction Training Programme of Instructors Evaluation Questionnaire

Dear Trainee,

Through this questionnaire, we are trying to know your opinion about the present Induction Training Program you are attending. We request your frank responses to the questions. Your answers will be helpful to the Resource Persons/ Organizers to make subsequent training programmes more effective. It is optional to put your name at the end of this form.

Thanking you for your time and co-operation.

.....  
Place..... Date.....

1. In the table below, some important aspects of this training programme have been given. Depending on your satisfaction, you have to award marks it deserves out of total 10 marks. For example, to a particular item you can give 0 or 1 or 2 or 10 marks.

S. No.	Training Aspect	Marks you award out of 10
1.	The overall goal and objectives of the training described on the first day have been accomplished.	
2.	Facilitation and style of Resource Persons/ Trainers.	
3.	Training contributed to my knowledge, skills and confidence to use the Manual.	
4.	Duration of Training Programme.	
5.	Stay arrangements.	
6.	Food and Tea etc. served during training.	

2. One thing that I found most useful in this training is.....  
.....
3. One thing that I found least useful in this training is.....  
.....

Signature / Name  
(Optional)

**SESSION  
J**

**Valediction**

**Time**

**Unspecified**

*Note: Modalities of this Session have to be decided by the Organizers of the Training Programme.*