

# TURNING EXPERIENCES INTO LEARNING

Cases in Adult Education

Rajani R., Shirur  
C. Villi



INDIAN ADULT EDUCATION ASSOCIATION  
NEW DELHI

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**Dr. (Mrs.) RAJANI R. SHIRUR  
and  
Dr. C. VILLI**



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## Preface

Profound and continuous changes are currently taking place in training the personnel required for management of nonformal and functional literacy programmes and development programmes. Greater emphasis is given particularly to practical field level experiences in adult literacy and development exercises.

The content and the methodology of training are being progressively adapted to the emergent needs and made more realistic and field-oriented. No more the concept of literacy or functionaries working in the field of adult education are restricted to methods of literacy teaching alone.

Programmes of literacy, adult education, nonformal education and development work have become broad-based and well integrated with human resource development approach. Therefore, the training methodology to be adopted requires to be more realistic, dynamic and creative.

Training the adult educators, despite the level at which they are likely to work, is not a routine task of providing mere know-how i.e., information including various techniques and how to use them but also involves do-how and go-how. Do-how enables people to learn how to do it and go-how enlightens them how to go about it to achieve the objectives. In other words, people learn from the practical experiences either directly or vicariously, what should be done under what conditions and circumstances and how to do it, what problems and complexities will arise and how are these to be resolved and so on. In this context, experiences shared acquire great value.

We are well aware of many development agencies working in all earnestness for enhancing the quality of life of people. Attempts to provide literacy and nonformal education to people, improve their health, sanitation and nutritional levels are indeed numerous. There is corresponding wealth of experiences accumulated by development workers which are seldom shared because of lack of interaction between the voluntary agencies. Many agencies feel that their experiences are exclusive personal possessions and are not to be revealed to or shared with others.

There is shortage or near absence of case materials recorded in detail which would lend itself easily for use in

teaching-learning and training situations by adult educators and development workers. The present book attempts just to fill the gap by recording the personal experiences of authors having worked in different areas, diverse agencies and themes at different points of time at the grassroot level.

The book is, therefore, a collection of cases, organised and presented in a form that would evoke serious discussions and reflections and also motivate the trainees and learners in great measure. The book will serve as a useful guide for trainers working in various Government and non-Government agencies to train their functionaries working in diverse and complex areas from purely educational to health, hygiene, nutrition, environment, empowerment of women, safe drinking water, access to work and employment etc.

A variety of cases are presented in this book. Some of the cases illustrate the problem and highlight solutions found or missed. Some might generate alternative approaches to problem solving along with the viability of those approaches. Some cases are so presented that spontaneously develop linkages with teaching of adult education principles and theories. It is hoped that this book will serve not only as a training guide but also as a companion text to some extent for teaching principles and theories of adult education which has gained a significant place as an academic discipline in most universities in India and abroad.

This book can be used in several ways depending on the users' interest be they trainers or trainees. Trainers who work with development organisations or community groups can use this book as a manual to enhance their own skills or to train others, while developing projects at the grassroot level in a wide variety of fields like health care, sanitation, nutrition, literacy, women empowerment, organising co-operative services among the different clienteles and so on. Moreover this book can also be used as a resource book for University level adult education courses for demonstrating practical approaches to community development projects.

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**SECTION I**

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## 1. Introduction

It is a highly profitable learning exercise to collect cases, organise and present them in the form of a book. For the study of cases provides unique experiences in learning and serves as a suitable device for motivating learners to pursue learning in group. It helps individual learners to develop self-learning strategies, facilitate generation of more knowledge and information on several themes, problems and issues relating to the content being studied.

A variety of cases are presented in this book. Some of the cases illustrate the problem and elicit alternative solutions. In certain others, both problems and decisions are explained which might lead to justifications and rationalisations. Some of the cases generate alternative approaches to problem solving along with the viability of those approaches. Some cases are so evolved that they lead to the study of principles and theories in adult education.

In order to use these cases in teaching and training of adult educators, the trainers are required to study the cases in advance, gather basic data and information relating to various topics like Five Year Plans, development programmes of the Government and other voluntary sectors, the status of women, population scenerio, management of adult education projects and programmes including evaluation, education, employment, health and environmental conditions prevailing in India and many more such topics.

The cases presented in this book are only sampled cases to show how these can lead to integrate teaching of specific areas with a broad framework of theories and principles. The cases are ideally suited to organising group discussions and undertaking individual and group assignments.

A brief chapter on Case Study is included in Section I of this book which elaborates the significance of case study as a teaching-learning method. How to prepare and present a case is discussed in detail in this Chapter.

In Section II, there are seventeen individual cases, each one representing different themes, clientele, problems and programmes. Many of these cases may lead to the study of various content areas in adult education ranging from learning about the socio-economic and cultural situation in India, the educational and health status, population growth and environmental degradation and protection, the status of women and empowerment, science for the masses and alternative technologies to in-depth theoretical analysis of motivation, evaluation, training, people's participation, development plans and programmes for poverty alleviation and employment generation.

Most of the cases presented in this book are true experiences gained in the field by Dr. C. Villi and narrated by him. These experiences have been modified and transformed in the form of cases to make them more useful as a method of learning. Because the problems and situations and programmes and themes presented in these cases are so vital that these could be profitably used in training the adult education functionaries.

For enrichment of learning and for leading discussions on the principles and building theoretical framework on adult nonformal education and development, recommended readings are listed under each case or for a group of cases.

## 2. What is Case Method?

### What is a Case?

A case is a descriptive account of real life situations of experiences. Often many of us encounter in real life situations, various problems, situations or individuals which/who impress us typically. Many a time, we reflect upon these experiences but we fail to report to or discuss with others. We seldom record our experiences of the problems encountered or situations faced in detail. Developing narrative account of our experiences in relation to individuals, situations and problems leads to creation of wealth of knowledge useful for teaching-learning activities.

### Backdrop

Teaching cases has been in practice for long in medicine, law and social work. But most cases in the above disciplines have focused on the subject matter relating to specific disease, crime or a low morale family for instance, rather than leading learners to review their own experiences.

The case study method was later extended to management education and training wherein typical cases were gathered and the learners/trainees were made to feel the experiences indirectly. In Social Sciences, however, use of cases is limited and restricted to only researching cases. Research, using case method, is normally limited to the point of view of one person who does research. It, therefore, presents only the unusual or abnormal as illustrations of some principle.

Life is after all not mere illustration of principles but much more from which useful principles could be deduced.

## Case Method in Adult Education

As in Management Education, in adult education also, case method aims at making learners vicariously experience the situation, problems, etc., enabling them to critically analyse and gather additional information in order to comprehend the complex situation fully.

Individuals are likely to get emotionally or subjectively involved when they face problems or obtain critical experiences which could prevent them from making objective analysis and dispassionate and discriminative decisions. The case method in adult education, however, attempts to make the learners experience the situation vicariously as if they had themselves been directly involved. Besides, case study prevents experiences of real life in such slow motion that it can be studied in detail and learners can learn to get the most out of the data it offers. As many cases reflect the real life situations of people and resemble their own life and situations, case method promotes exploration of one's own attitudes and relationships. It facilitates learners to look at the problem, analyse a set of circumstances, free from the pressures of actual events. Further since case method is profitably used always in a group learning situation, it provides opportunities for exchange of a variety of ideas and consideration of possible solutions to problems that trainees may face in the real life situation.

### Types of Cases

Materials for preparing cases could be organised in three broad categories :

1. those that will lead the trainees to diagnose the problems in particular cases/situations;
2. those that will lead the trainees to solve problems; and
3. those that will easily lend itself for linking theory with practice.

The type of cases may also range between posing problems and disclosing possible solutions and manifesting weaknesses and strengths in the approach to problems and finding solutions to them.

## **How is Case Method Helpful?**

Under the traditional method of learning, attempt is made to help students accumulate a store of knowledge on the assumption that they would be able to develop competency to use the knowledge so gained at any time they want. The case method, on the other hand, makes a different approach by making people develop skill in identifying and defining vital questions and problems that require to be answered or solved first. In a real life situation, not all facts are readily available to any one; yet one has to make decisions even in the absence of certain facts. A case study, in fact, depicts such a realistic situation and trains learners how to make decisions. It encourages learners to attain skills and competencies for rigorously analysing, reflecting, discussing and formulating several alternative decisions.

## **Objectives of Using Case Method as a Training Technique**

A case study does not attempt at evaluating or making judgments about the situation but merely presents facts, reports and even opinions. The primary aim of a case study is, therefore, to train the learners in analysis and decision-making through reflection and discussions. It trains them to develop capability to search for and gather additional information wherever necessary, analyse them critically and put them together in an integrated manner that will promote understanding and action.

## **Role of the Trainer**

In using case method, the trainer has to listen carefully to the discussions that emerge out of the case. He plays an important role of presenting more information relating to the case or guiding the learners for gathering additional facts required and clarifying issues that emerge during discussions. Thus he is a resource person during question time but plays the role of a leader at other times.

The roles of the participants/trainees are also multiple in the sense that they sometimes initiate, sometimes answer or contribute to the case and also serve as leaders on certain occasions.

## Preparation of a Case

Preparation of cases is not simple for it involves careful selection of events, situations, problems or individual units for study. The selected case should be such that makes people identify themselves as closely as possible with the situation and/or with the people illustrated in the case. In this sense, case method becomes a projective technique which helps learners look at problems and issues in different ways and understand that there are alternative ways of thinking, acting and resolving problems and issues. It induces them to reflect upon what they might choose if they had themselves been in it. Thus a case method becomes a self-learning technique suitable for adults who have accumulated experiences in several areas. The case material assisted by the learners' personal learning experiences gained earlier, help them understand better various concepts and arrive at generalisations.

After selecting the event, situation or problem, gathering information adequate enough to illustrate the situation/experience/unit is a rigorous task that requires good planning. Preparation of cases is also quite time consuming for one has to gather all pertinent facts, organise them in a logical order and then put them into effective narration.

This is definitely an arduous task and it requires good training. Neither the case should be too long with needless information nor should it be too short to miss important and relevant facts.

In writing a case, one has to consider the following major points—

1. *Select the event or situation from which relevant learning materials, generalised principles, conceptual clarifications, problems and solutions can emerge.* It is profitable to select those cases which would lend itself for deeper and more extensive analysis and if necessary, more information for learning could be drawn.
2. *Observe and gather objective data.* The facts, situations, and events must be observed and recorded

objectively and fully so that no preconceived notions or conclusions relating to the case direct the data-gathering operations. It is better to gather more detailed information and then judiciously prune the unwanted or irrelevant information later.

3. *Write the case objectively keeping in mind the practical utility of the case for learning.* The length, structure and method of presentation, though important, are secondary at this point. While writing the case, however, identifying and selecting the details are important. And it is necessary to set-out specific and clear objectives in relation to the purpose(s) for which the case will be utilised in teaching and training situations.
4. *Confirm the utility of the case as teaching-learning material.* This might involve conducting a full-scale discussion of the case with a group of professionals in order to identify gaps in the case materials, specify what additional information is required and so on.
5. It is better *not to disclose the identity* of the person/event/situation, unless the permission is sought and obtained from the agency/person concerned. And the case can be presented in the past tense.
6. *Frame questions for case study analysis.* The questions framed and given at the end of case narration are the most vital elements in a case. The questions framed could be both specific to the case as well as general leading to theoretical generalisations. The following are some of the type of sample questions that could be framed specific to the case.

What are the main issues in the case?

Why are those issues important?

What should be done to clarify the issues?

What possible courses of actions are open and with what possible effects?

With regard to general theoretical questions, it will vary as determined by the content of the case.

## **Format and Content of Cases in Adult Education**

A case presentation in adult education should preferably be in the form of a running narrative. It could be anything and everything that might bear upon the situation such as about an individual, an organisation, a village, a Block, a project or programme. This type of case may include not only data or information that is pertinent to the situation but also some amount of information that may have less relevance to it.

If the case is developed in an interesting manner, there is enhanced motivation for learning. If the selection and presentation of materials emphasize applicability, learning effect is enhanced.

Study of cases requires considerable time for one has to read repeatedly moving back and forth in order to identify significant information for logical analysis. It is essential that learners go through the case individually first before they meet and discuss. Evidences whatsoever observed and pointed out in support of the analysis made and decisions taken have to be drawn primarily from the case.

The size of the group for case discussions should ideally be between 20-25 learners and the duration will vary depending on the type of cases discussed. It is better to sit in a circular or horseshoe form for case discussions.

## **Advantages of Case Method**

In a case study, the cases are described in a narrative form in simple language. The information presented are read by everyone and reflected and discussed. There is, therefore, active involvement of learners. Since under the case method, learning activity can take place in a group situation, inter-learning and mutual learning enhances learning effectivity. The deeper the involvement, higher is the motivation. It would also result in better retention. Case method provides instant feedback between the learners and between the teacher and the learners.

Case method can also lead to projects for in the event of ambiguities, doubts etc., the learner group can take up the issue or problem for further intensive and extensive study and collection of fresh evidences for better understanding of the



problem and/or solving the problem.

In the course of studying and analysing various facts, learners develop a systematic way of thinking and improve their skills in problem analysis, communication and a decision making. Case method develops an attitude in the learners' mind that there are several ways of looking at, thinking about and acting in a particular situation. Thus, they are encouraged to develop flexibility in their approaches to understanding and solving problems.

In the course of examining various facts and making decisions on a number of issues, learners will discover some of the underlying principles and theories of adult education.

Involvement of learners and their interest are, however, determined by other factors like how well organised is the case, how realistic the situation or the narration is, and how well the teacher or the leader presents it.

Success of case method also depends upon the learners asking different but effective questions. It is, therefore, necessary to train people in using case method as a teaching-learning technique. This training is essential for both the teachers and the learners.

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## Section II - CASES

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# Case 1

## Case Study of an Adult Learner

### Case Description

Shanmugam is an interesting example of someone who decides to become an adult learner after many years of working in his small shop in a town. He had studied only upto VIII class and dropped out from school to sit in the shop and help his father. He enrolled in the Open School and completed XII class recently. He has plans to continue studies and get a degree.

### We Will Examine Shanmugam's Experience of Learning by Listening to Him

In an exclusive interview with Shanmugam, he reported that "I thought I may have to quit the shop and sit at home and study. My intention in doing my X and XII classes was to help my children in their school work. My wife is not educated and she is unable to help children. Once I study, I will know how to motivate and make my wife also study."

"I initially had doubts whether I can learn at this age. I am 40 years old with two school-going children. But now I feel that my fears were unfounded."

Shanmugam continued in his report that he found the assignments quite demanding in time. "Often I lost patience and used to scribble something; then give it up. Later I will take it up again and complete it. Thus I had a tough time in completing the assignment. But I was disappointed in not getting quick feedback. But I was determined. So I did not give it up. I had lot of attraction for chatting with friends, watching videos or playing with my children. But I controlled. It was, of course, difficult in the beginning. However, I won and I am proud now."

“I spent about two years in studies. Sometimes I feel my studies have distanced me from my children. May be my children have grown and my feeling is wrong. I don't know.”

**NOW EXAMINE SHANMUGAM'S EXPERIENCE AND ANSWER THE FOLLOWING QUESTIONS :**

There are specific questions relating to the case and also general questions, the answers to which require additional reading, library work and teacher-learner interactions.

1. What is Open School and discuss the advantages of Open School?
2. How did Shanmugam think the Open School course would benefit him?

**NOTE TO THE TRAINER**

Open learning indicates lessening or removal of restrictions, rigid rules and regulations and lowering of established barriers thereby enlarging the opportunities for education, and enriching the areas of activity and experiences by creation of more flexible curriculum structure and use of multi-media.

Open education system or open schools provide increased access to receive education, appear and pass examinations and obtain degrees, diplomas etc. For example, the open system facilitates participation of learners without imposing traditional academic requirements at the entry point.

3. What is the state of Open Schools in India and how are they functioning? How successful are they?
4. What motivated Shanmugam to continue his studies?

**STUDIES OF MOTIVATION INDICATE THAT DIFFERENT THINGS MOTIVATE DIFFERENT PEOPLE AT DIFFERENT TIMES**

5. What is motivation? What are the different motivators that make people act?  
Shanmugam's motivation may be different from others.
6. List the various possible motivators. Ask a few friends to produce similar list and compare them.

Some people will find their reward within the activity itself. This is called Intrinsic Reward. For some the motivation will lie outside the activity i.e. for gaining something. This is described as extrinsic Reward.

7. To which category does Shanmugam belong? Refer to your list of reasons for putting effort into activities and interests in your life and that of your friends. Classify them under intrinsic and extrinsic motivation.

## NOTE TO THE TRAINER

Studies of motivation in literacy and adult education have indicated the following :

An adult is motivated to learn when he is impelled by the social norm that demands a person to become literate. This is extrinsic motivation e.g. gaining or boosting one's social esteem. Extrinsic motivation, therefore, is a form of pressure or incentive to which adults are subjected. This creates an innate urge or desire for learning. But pressures or fears as negative forms of motivation may initially boost an adult to a higher level of activity but often adversely affect the pace and outcome of learning by dampening his spirit and morale.

Intrinsic motivation is an inner urge to learn. When an adult develops strong desire and sets for himself, not out of pressures from outside, a goal or set of goals to reach or to meet his needs and demands through self-effort, there is intrinsic motivation.

Elaborate on the above themes and list out what type of extrinsic and intrinsic motivators could operate on adult learners. Have a brainstorming session.

Undertake a small field trial gathering information from few adult learners at different levels.

8. What problems did Shanmugam have to overcome in completing his XII class?

In the words of Shanmugam we understand that there are competing roles. Adults play many different roles in their lives and one often finds roles to be intervening and pressing him/her both in terms of time and distribution of attention. One should know how to set priorities.

9. You can now discuss what all divergent roles adult learners play and identify links between experiences that serve as assets for new learning. Probably this can help to boost the adult learner's confidence by encouraging him/her to see that he/she already has knowledge and skills which will be useful in a new situation.

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## Case 2

### Mini-case Study of a Volunteer-Instructor

Thangammal was one of the motivated volunteer-instructor. The Project Co-ordinator of Arivoli Iyakkam had high hopes when she opted to work in the community to mobilize adult illiterates and others for literacy work, teach literacy for illiterate women in the community.

And without doubt, Thangammal had at that time appeared to be quite competent for adult education work. She had passed X class, was not working anywhere and living in the community; her parents were quite accommodative and had permitted her to work. She was 19 years old and was acceptable to the community women too.

The initial mobilisation and motivational efforts indicated quite a good start and the Project Co-ordinator was happy about her. When it came to the teaching of literacy and numeracy, she was found to be not making any progress. There was discontinuity in meeting the learners and teaching them. Women learners felt that on many issues Thangammal was evasive in her replies; many of their doubts were unclarified and needs not met. On the whole, the Project Co-ordinator felt that Thangammal was a wrong choice.

#### Questions

1. Do you think So? How would you rate Thangammal as a volunteer, mobiliser, motivator and instructor?
2. Would things be different if Thangammal had been first trained in the teaching of literacy and numeracy and in creating awareness on several issues of concern to the community?
3. What is pre-service training for a volunteer adult educator?

## NOTES FOR DISCUSSIONS

The focus of training the volunteer adult educator is on preparing the individual to carry out a specific set of tasks relating to adult education more effectively and efficiently. In short, effective job performance is the ultimate objective of training. It is assumed that the person not only learns the work but also tests his/her own motivation and suitability for undertaking the role of a volunteer adult educator. Probably, if Thangammal had undergone pre-service training, either she would have developed skills in teaching and interest for her work or she would have opted out of this work.

4. What is in-service training? Why is it necessary?
5. How do we evaluate the effectiveness of training?

## NOTES TO THE TRAINER

What is meant by evaluation and what are the different types of evaluations that exist, what can be used meaningfully in what contexts and so on are to be discussed at this point. Explain that evaluation is a continuous activity undertaken with a view to assess the extent of success or failure in achieving the set objectives, to explain the causes for success or failure and to identify the strengths and weaknesses in planning and implementation.

Effectiveness of training is assessed by

- (i) the knowledge, understanding and the skills the trainees acquire during the training in relation to the tasks to be performed by them; and
  - (ii) the attitudes, opinions and reactions they develop towards the tasks they are required to perform after the training.
6. Suggest a training package for Thangammal and her cohorts.



## Case 3

### Training of Development Functionaries

A leading voluntary organisation is working on a number of development programmes at the grassroot level. Among the programmes identified, Integrated Education Programme (IEP) is one that is being initiated covering two Blocks. Conducting literacy centres, motivational campaigns, health education and health camps, promotion of savings, linking Government welfare programmes in relation to the above are the integral activities of IEP.

#### **Current Development Plan of the Blocks**

Literacy among women in the two Blocks is as low as 25 per cent. More than 50 per cent of children in the age group of 6-14 years are not attending primary schools. The project, therefore, envisages—

- (i) **Conduct of Literacy Campaign**—motivating people for participating in the literacy programmes, both literates and illiterates and promotion of universal primary education.
- (ii) **Health Education Campaign**—the assessment of the two Blocks has indicated prevalence of the following :
  - (a) high incidence of malaria
  - (b) high infant mortality
  - (c) high fertility
- (iii) People are constantly in debts, since they continuously borrow large amounts from the private money-lenders.

The IEP has, therefore, set the following major objectives :

1. Eliminate illiteracy among women

2. Increase school enrollment and retention
3. Malaria eradication programme
4. Reduce fertility rate and infant mortality rate
5. Develop saving habits among women in particular.

The staff recruited for the project consisted of—

1. Project Director : 2 Nos.
2. Programme Co-ordinators : 4 (2 for each Block)
3. Field Co-ordinators : 16
4. Local Volunteers - numbering 100 were mobilised by the Field Co-ordinators.

Project Directors and Programme Co-ordinators recruited for the project had rich experiences of working in the community. It was, therefore, assumed that no specific training is required for them. Hence after the recruitment of Field Co-ordinators, a one-day meeting was held in which Project Directors and Programme Co-ordinators explained the objectives of IEP and delivered lectures on the status of education, health status and hygienic practices of people, need for education women, methods and approaches of teaching adults and so on.

After the training, it was expected that Field Co-ordinators will identify local volunteers and provide them training and guidance in day-to-day work in the project. In Block A, 60 volunteers were identified and in Block B, 40 volunteers were identified who varied widely in ages ranging between sixteen and sixty year old. Among the 100 volunteers, there were 30 females and 70 males.

The Field Co-ordinators in each of the Blocks (8 in each Block) separately organised a two days' seminar for the local volunteers and presented different themes on literacy, education and school enrollment, health status and health services, hygiene, Government programmes for the masses relating to health, Registration of births, deaths and marriages, levels of poverty and the need for saving etc. There were lectures on the above themes by the Field Co-ordinators followed by brief discussions.

An evaluation of the programme after a year indicated that in both the Blocks, a certain amount of awareness on the

need for literacy, enrollment of children in schools and some concern for the health of children have been created. There were serious attempts for teaching literacy to adult illiterates among men and women. However, in terms of specific project parameters intended to be achieved such as reduction of malaria, improvement in the hygiene of community and home, improved health care services, savings etc., there were no significant change. The evaluation also revealed that volunteers had gained limited view of IEP restricted to literacy, school enrollment and dissemination of information relating to general hygiene. There appeared to be no specific problem-focused approach like 'what is malaria due to, how to prevent and what action strategies are required for the community; knowledge of local volunteers on what are the primary causes of mortality, morbidity and fertility in the respective communities and what services are required to reduce morbidity, mortality and fertility and so on was found to be meagre. On the whole, the IEP appeared to be not so successful programme.

### Questions

1. Do you agree that the programme was not a success? How? Explain.
2. Do you think the training imparted for different programme functionaries adequate? If not, how should it be done?
3. What are your observations regarding the No., level and methods of staff recruitment for the Project?
4. What are your comments on the methodology of training used in the IEP?
5. With the nature of the Project described above and the corresponding major objectives detailed, you have been asked to take the leadership in organising a comprehensive training for the project functionaries mentioned above. Knowing your responsibility, spell out clearly on the following aspects :
  1. Levels of Training—How many different levels of training will you recommend?

## NOTES FOR DISCUSSION

Give information on Training and differentiate between pre-service and in-service training. Also specify the key objectives of different types of training.

Training is done at different levels. At the first level, key resource persons are identified whose knowledge and skill inputs are assessed and promoted. Then this group will train the master-trainers who in turn will train the volunteers. Training the master-trainers is a key-task.

The key objectives of training are primarily twofold : (1) Knowledge inputs and (2) Skill inputs. Skill inputs are of different categories—training skills, motivational skills, working in groups and developing team spirits, management skills like planning, implementing and evaluating, developing human relations etc.

*Pre-service Training* : At this level, people require

- basic knowledge of adult psychology and adult potentials.
- knowledge for analysing the individual and collective needs with regard to education and information skills and development
- ability to identify, assess and utilise resources—human and material
- knowledge of techniques and methods of teaching adults
- thorough knowledge of one's own potential and understanding of his/her roles and responsibilities.
- adequate understanding of evaluation methods and procedures.

*In-service training and orientations.* These are basically intended for acquiring new learning experiences by sharing their earlier learning experiences with others. It also attempts to reinforce their desire to learn from others. Thus it is an attempt to turn experiences into learning. In-service training should be periodically repeated depending on the emergent situations and needs.

2. Different training components—identify specific areas and content.
3. How will you discriminate the different levels of

- training in terms of content and methods?
4. Identification of resource persons—How will you mobilise the local resources in terms of personnel and finance for training?
  5. Process and methods of training—Motivational techniques that would be used; teaching-learning techniques; curriculum; programme monitoring, evaluation and follow-up;—prepare training modules at different levels.
  6. Duration and financial requirement—specify.

### General Questions for Discussions

7. What role does training play in effective implementation of development programmes?
8. What are the different types of training imparted to people involved in adult education and socio-economic development work?
9. When will you organise these training and at what intervals?

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## Case 4

# Liberation from Oppressions-A Block Profile

### Case Description

A particular Block 'X' with the following profile warranted liberation from many oppressive forces.

### Social Profile

The social system in this Block is structured on the basis of caste and classes. Socio-economic inequalities is deep-rooted in this Block. Political, economic and social powers are concentrated in the hands of upper castes who are also comparatively better off economically. Many of the heads of villages, District and Village Panchayat Samithi members are representatives of upper castes; though some are poor, they are politically well-connected and, therefore, powerful. While the lower caste group remains poor and powerless and, therefore, are faceless and voiceless.

Feudal system is still in existence. The land reforms could not be carried out owing to benami land holdings possessed by the upper caste group and strong opposition from landholders. As a result, a majority of the lower caste are totally dependent upon the upper caste/class group for employment. Any confrontations or resistance by them could be socially and economically cornered.

Apart from these, social problems such as alcoholism, water scarcity, ill-health, poor sanitation, migration for employment among the powerless low caste group are further deterrents to progress.

### Economic Profile

The latest survey of the Block revealed that, of the total population, there were more than one-fifth who reported to be

engaged in agricultural sector out of whom about 9,500 were landless labourers and more than 10,000 were bonded labourers. After working for 10-12 hours daily in the field, they were given 2 Kg. of paddy as wages. They had limited option for alternative employment.

Poverty alleviation programmes of the Government have failed to make any dent into the villages of this Block. In some cases, it had actually led them into increased debts thus losing to the oppressors even their bit of land which they possessed once.

The cultivation pattern was unscientific. For small and marginal farmers, natural bounty but ever scanty in the form of rain was the only source for cultivation. Only one crop per year was grown and hence even employment was restricted to only two occasions i.e. during planting and harvesting. At other times, they have no other employment. This makes their life a burden. It was reported that acute poverty among some of the families compelled them even to sell their babies and children for a small pittance in this Block.

### **Educational Profile**

The primary and secondary schools in the Block have a large number of children enrolled from the upper caste and class groups. Education of lower caste and class children is treated with indifference. Even the teachers in the Blocks are no exceptions to this attitude.

Besides, distance between villages, lack of transport facilities, poverty, lack of infrastructures, demotivating environment and lack of interest in learning, inappropriate learning hours, rigidity of the educational system, impersonal approach etc. were constant factors which made the poor and the oppressed group pay utter disregard to formal education. Even when admitted into schools, there were heavy drop-outs and push-outs, consequent upon the interaction of multiple factors, both internal and external cited above.

### **Burning Problems in the Block**

As per the latest survey, the entire Block is in the national limelight for the starvation deaths reported in the press. For



the third consecutive year, owing to failure of monsoon, the entire agricultural operations have come to a halt which served as a push factor for many poor families to migrate to other labour pockets as a survival strategy.

On the basis of our analysis of the Block, a new form of society is contemplated for the total transformation and liberation.

### Questions for Discussion

1. In the above case, do you observe caste to be a major factor in inducing wide differentiation among the people? If yes, or no, explain how?
2. How far do you agree with the view that economic progress can lead to gradual elimination of caste distinctions? Discuss.

### NOTES TO THE TRAINER

Elimination of poverty continues to be the major concern of all development planning that are being done in our country. Expanding employment opportunities, increasing productivity and income levels of both the underemployed and employed poor have been pursued as main instrument for achieving this objective during the Eighth Plan.

Make the trainees study the Five Year Plans and learn the strategies followed by the Government of India for eliminating poverty. Let them prepare what development/employment programmes have been planned and to what extent these are successful? And enlist various programmes and the beneficiaries intended and benefited.

3. Comment on the starvation deaths and selling of babies and children. Do you think that these are ill-founded or exaggerated statements made by vested interest groups? How will you confirm these?
4. What is the role of formal education and adult education in liberating people from caste and class oppressions?
5. Formal education being so rigid and unsuitable for the poor working class, what is your understanding

- of nonformal education? Do you consider it to be a better or a poorer substitution for formal education?
6. What is meant by inequality and what are the causes for socio-economic inequality in the society?
  7. Inequality is the uneven distribution of income, poor access to basic services, education and training etc. It is believed, therefore, that there are specific poverty traits manifest in the poor as an explication of inequality.
  8. What are those poverty traits? What role do the tradition, values and beliefs play in maintaining socio-economic and gender inequalities in the society?
  9. What role can the voluntary agencies play in removing socio-economic inequalities as observed in the above case?
  10. What will be the role of Government in assisting the voluntary agencies in reducing inequalities?
  11. What should be the role of the poor group in the villages in facilitating self-liberation?
  12. Review the case critically, list out the problems, obvious and latent as well, group them according to action required, prioritise them and suggest approaches and actions for total liberation of the lower caste and poor groups within a specific time frame in this Block. Propose both short-term and long-term plans—say, for a period of five years indicating also the costs and benefits.
    - spell out your programme planning strategies and objectives in specific detail.
    - your operational features—involvement of outside agencies and local resources, particularly people's participation.
    - define your material, financial and manpower requirements.
    - discuss the problems and limitations in transformative and liberative actions.

## NOTES TO THE TRAINER

While planning the programme, resources identification is an important activity which will greatly determine the viability and success in implementation.

1. 

NEEDED RESOURCES	AVAILABLE RESOURCES	RESOURCES TO BE OBTAINED FROM OUTSIDE
↓	↓	↓
Estimation	Assessment (Local)	Exploration (outside)
2. Optimum utilisation of all the resources—physical, Institutional and human—both from within and outside the community.

*Physical resources* relate to water for drinking purposes and other purposes, housing, roads, transportation, food, etc.

*Institutional Resources* relate to schools, primary health centres, voluntary agencies, associations, clubs, etc.

*Human resources* include health workers, teachers, extension workers in the formal sector and volunteer youth, women and adult men groups, experienced and skilled people in the informal sectors.

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## Case 5

### Literacy and Personal Development of Learners Within a Limited Time Frame

#### Case Description

**Introduction :** In order to remove illiteracy and reduce the level of poverty in India, several programmes have been suggested and experimented from time to time. The types of such programmes varied between awareness creating and literacy teaching, integrated development approach, area development approach to Each-One-Teach-One programmes. Each one of these programmes has aimed different objectives and clientele, with diverse approaches.

**The Case :** An experimental literacy programme linked with socio-economic development was undertaken in an 'X' village in Tamil Nadu. The objectives of the programme were to

1. make individual approach to learners in
  - (a) teaching literacy
  - (b) planning economic activity
2. observe the duration required for
  - (a) motivating the learners
  - (b) making them acquire literacy and numeracy skills
3. to identify linkages with the socio-economic development programmes.

After initial contact with people in the village, a few learners were identified as targets after consecutive meetings and establishing good rapport with them. Six of the learners were initially selected who agreed to learn literacy and numeracy skills. Out of these only three were found to be ultimately interested in learning.

## **Profile of the Learners**

Two of the three learners were agricultural labourers and the third was working in a tea-shop in the village. All the three were in the age group of 30-35 years. All of them were total illiterates and had no knowledge of any development programmes or facilities provided by the Government. Two belonged to backward community and the third belonged to Scheduled community. All the three were married and have children between 2 years and 14 years. One has 4 children (three boys and one girl), the second has 3 children (all girls) and the third has 2 children (one boy and one girl).

## **Method Adopted for Teaching Literacy**

The learners were advised to devote an hour a day for learning literacy and numeracy. Sometimes all the three turned up for the class together and sometimes separately. However teaching was done on individual basis. The contacts were continued for one hour daily for six days a week and one month regularly.

## **Evaluation**

After the first month, a review was done on the progress achieved by them in literacy and numeracy skills. During this period of one month, it was learnt that the person working in the tea-shop (let us call him 'A') aspired for having his own shop in his native village. For he is an immigrant to the 'X' village by chance and has been living for the past six years. He expressed that opening another shop in a small village like his would entail creating animosity and antagonism of his employer and others.

With the above goal in mind, along with learning literacy, he was keen about learning the rules and procedures regarding loans obtained from banks and the related skills required by him. He was regular for the class, mostly nights after 7.30 P.M. and was keen about acquiring literacy and numeracy skills.

The second learner ('B') was a local man having keen interest in education but was of the view that it was enough if he was able to sign his name, read certain names and dates,

numbers etc., that are functionally essential for him. More than his own education, he felt that his children (a boy and a girl) should receive education. Since local primary school teachers were erratic in conducting the school, he appeared to be concerned about his children's education. For this, he sought assistance from the Animateur who was teaching him. After a series of discussions and personal interactions, he felt convinced of the need for educating children, including girls. He wanted his wife too to learn at least to sign her name, reading a few alphabets which he felt would help in the change of attitude to education of her children.

The third learner ('C') was regular to the class, did not reveal much expectations or aspirations regarding learning or any other involvement in economic activity. He was a casual labourer, but was able to find work most of the days and appeared to be relaxed in his attitude.

All the three of them were evaluated after 8 weeks of learning. The first two (A and B) had learnt to read simple words from the primer used. In addition, when tested, they found to be attempting to read cinema posters, wall writings etc., and had improved their skills better than the learner 'C' who could only read simple and limited words from the primer.

At the end of the ninth week, learner 'C' started absenting frequently on the plea that he had acquired enough skills and desired no further learning. No amount of convincing and cajoling could change his mind and he finally dropped out.

From the tenth week onwards, literacy and numeracy teaching was continued only for 'A' and 'B'. From the diary maintained by the Animateur, it was observed that within a total of 10 week period for one to one and a half hour daily (about 80 hours of learning in total) the learners could attain reasonably good amount of literacy and numeracy skills. Besides learning the three R's, they were taken to B.D.O's office, local Bank, Registration Office, Taluk Office etc. for explaining them and exposing them to various activities that take place in these offices. For example, what development programmes are being handled by them, who are eligible, how to seek financial assistance etc., were explained to them.

## Achievements in Literacy and Numeracy

Learners 'A' and 'B,' could write their names and names of their family members, village, area, etc. Further they could also write simple words from the primer used as well as certain functional words like shop, bus, bank, etc. The tea-shop worker-learner could not only calculate but could write accounts on pieces of papers, total them regarding the daily business in the tea-shop.

### Follow-up

With a follow-up made after 6 months, it was observed that learner 'C' has discontinued his learning activity and forgotten most of what he has learnt except for writing his name and the name of the village and few numbers.

There was perceptible difference in the attitude of learner 'B' towards education. He had taken keen interest in the education of his children; the boy who is elder is in IV class and the girl is in the II class. He and his wife, when interviewed, expressed their determination to educate their children.

As for the learner 'A,' he had opened a petty shop in the same village where he sells miscellaneous items like eatables, cool drinks, betel leaf, bidis, etc., besides certain household items. And to the surprise of the visiting Animateur, he sells newspapers and journals too.

### Questions

1. Do you consider the above experiment as a success? If yes, how? If not, why?
2. From the above description of learners what do you think are the reasons for difference in their achievements?
3. What are the different motivational factors that, determined the success or failure achieved by the learners studied in this case? Classify these factors under different heads.
4. Evaluate the approach made by the Animateur and suggest improvements?

5. In terms of time consumed for acquisition of literacy and numeracy skills, what are your suggestions?
6. If you are the Animateur, how would you have done the experiment? Prepare a detailed proposal.
7. Do you think the linkage of economic development with literacy was absent? Comment and suggest a revised approach.

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## Case 6

# Promoting Maternal and Child Health

### Case Description

A group of four villages in a particular Block in 'X' district continuously record infant mortality of more than 110 per 1,000 live births. The State average ranges between 57-70 in different parts and an advanced State like Kerala has less than 55 per 1,000 live births. The above villages illustrate a grim picture.

It was revealing to find that women covered by family planning services formed only 20 per cent. Maternal mortality is also reported to be pretty high in these villages.

There is one Primary Health Centre located in one of the villages and a Sub-Centre in another. All the people in the four villages have to use either the Primary Health Centre or the Sub-Centre. People visit these health centres mostly for minor ailments like fever, diarrhoea for self or for their children. There is one doctor, a nurse-cum-health educator in the centre. People in the villages are not, however, familiar with the doctor or health educator.

It is observed that early marriage for girls at the age of 18 or even less is not an uncommon practice in the village but most of them get pregnant and deliver in the first year of marriage itself. Though most of the babies born are protected by immunisation, due to lack of follow up, the courses are not completed.

Cases of diarrhoea among infants reported in the villages are very high accounting for more than 60 per cent of infants and children's death requiring attention and diagnosis of the causes.

With the above picture of health status of women and

children in these villages,—what are your observations and responses for the following questions?

### Questions

1. What programmes will you propose for the Block and how will you implement them?
2. Who should all be involved in the health improvement programme?  
Major problems that one will find in these villages can be classified under—
  - (i) high infant mortality
  - (ii) maternal mortality and morbidity
  - (iii) infant feeding habits
  - (iv) need for improving immunisation practices
  - (v) teenage pregnancies
  - (vi) inadequate health and family planning services
  - (vii) impersonality of health staff in the villages and their dissatisfactory and deficient services.
3. Do you find any other problems?  
In the light of the above problems, it is necessary to study and answer the following questions.
4. What is the role of family planning in controlling fertility? Trace the history of family planning programmes and their achievements in India.
5. What is the population policy of India?
6. What is the role of Primary Health Centres and Sub-Centres in rural areas? Are they functioning satisfactorily? If not, what are your suggestions for effective functioning of PHCs?
7. What are the common diseases among infants and children in India and how are these caused?
8. What is the significance of prescribing legal age at marriage for boys and girls? What do you consider as a desirable age for marriage and why?
9. With the major problems identified and listed above, prepare a proposal for action-intervention strategies you would adopt.

## NOTES TO THE TRAINER

Some of the guidelines for planning action programmes are :

1. Activating village panchayat/village committee and organising interface between health personnel and panchayat members.
2. Organising meetings between village people and health staff and motivating health staff to establish closer contact with people through house-visits.
3. Campaign against early marriage and motherhood.
4. Nonformal education for adolescents and mothers relating to the problems identified including health care, nutrition, care of children, etc.

## Case 7

# Developing Health Programme for a Village

### Case Presentation

Kayal is a village situated in the Puyal district in Tamil Nadu. The population of this village is 2,000 in total. This is one of the most backward area in this district. Infant mortality is very high—more than 100 per thousand live births. Maternal morbidity and mortality are also very high—nearly 5 per thousand deliveries. There is high birth rate and average family size is more than 4, some having even 5-6 children.

Literacy among the male and female is 25 per cent and 15 per cent respectively. There is low level of awareness with regard to information on education, health, nutrition, legal rights and responsibilities. Most of the adult men have shifted to cities leaving behind their families in the village. There is erratic receipt of money from the husbands. There is, therefore, acute malnutrition and ill-health.

There are quite a few wells and water is not a problem in the village. The health centre is located 2 1/2 Kms. away from the village. Owing to lack of information and absence of strong male support, women feel helpless. In order to fulfil the family needs, children are also sent out and some leave home on their own to the city in search of food and work.

You are a development worker sent by your organisation to plan programmes that would benefit all people in the village. Now how will you tackle this village?

Before planning for action programmes you need to understand the following concepts.

1. When is an area declared as most backward? What are the indicators of backwardness?
2. The village consists of too many old people. In the

light of this, find out what is meant by "dependency ratio" in demography? What is the dependency ratio computed according to 1981 and 1991 census? What changes do you observe?

3. In terms of productivity, what impact does it make on the national economy?

Critical problems focused by the above village relate to—

- (i) large number of older age group and less number of men in the productive age in the economic sense.
- (ii) yet high fertility and infant mortality.
- (iii) lack of development resources due to poverty, illiteracy, ignorance, etc.
- (iv) family being split or broken due to men and children leaving home.

### Questions

1. How will you utilise older age group so that they are activated?
2. How will you prevent men and children leaving the village?
3. What actions will you take for reducing fertility and infant mortality?
4. Do you identify any resource(s) from a careful study of the case, that could be of some use in solving any of the problems identified?

### NOTES TO THE TRAINER

The following guidelines may help you in planning an action strategy for improving the village :

1. Provision of old age care and services and utilising their services in specific areas.
2. Efforts for strengthening family ties.
3. Creating awareness on various development programmes for people.
4. Campaigning for initiating development programme that will suit the people and the area.
5. Identifying selective suitable income generating programmes for the people.

6. Training women for specific skills for income generation.
7. Nonformal education for women on several aspects of literacy, health, nutrition, laws that affect people and so on.

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## Case 8

# An Experience with Community Health Education

### Case Description

The objectives of the community health education programme undertaken in one part of the Block consisting of 6 villages with 9000 population were to create awareness in health, sanitation and water related problems, develop attitudes and skills for resolving the problems with self-reliance and co-operation by the people. The content, the methodology and organisation of programme were carefully worked out in such manner that the villagers participate fully in planning and implementing the programme.

Along with planning for health, sanitation and water provisioning, it was decided to link adult education in

- (a) providing basic information and knowledge in the fields of health, sanitation and water;
- (b) developing local capacity and resources to implement health programmes including education by organising village committees for water, sanitation and health;
- (c) organizing training in operations and maintenance of wells, handpumps, upkeep of surroundings, construction and upkeep of latrines, etc.
- (d) linking health department in the development programmes so as to involve health workers in preventive health education programmes; and
- (e) linking literacy with development programmes by organising literacy centres for illiterates.

An 'X' voluntary agency with the support of an International Funding Agency took up the responsibility for organising the villagers in all the six villages. After few discussions with various technical personnel in the departments of water, health, and community development and visits to all the six villages, the voluntary agency informed the villagers about the scheme, explained the benefits and costs to the villagers and their responsibilities for maintenance and upkeep of the additional infrastructures that are likely to be created through the scheme.

The village councils were formed and the decisions were taken by them as to where to locate the site of the wells or handpumps to be fitted, latrines to be built and such other details.

Two health workers were assigned for six villages with the responsibility for providing health education in the villages, treatment of minor diseases, gather health information relating to fertility, infant and maternal mortality, morbidity, immunisations etc., and arrange and/or participate in health camps in the villages. It was observed during the period of the project that health workers were more involved in treatment of minor ailments and less interested in preventive health education programmes.

Though the programme aimed at establishing a decentralised form of organisation and involving all villagers in planning, designing, implementing, monitoring and evaluation of their educational programmes, in actual practice, it turned out to be more a service-providing programme targeted towards specific beneficiaries. On the whole, at the end of the programme, there were indeed responses from a large number of people demanding for more monetary assistance from the donors.

### **Training of Facilitators**

The Health Education Programme Co-ordinator requested the District authorities to nominate facilitating leaders from the community for undergoing participatory training for the overall conduct of the day-to-day activities of the programmes. It was envisaged that the facilitators would be



selected on a voluntary basis. These facilitators were trained for a period of one week on

- (a) organising community groups and conducting discussions on several issues of concern that are raised by the villagers.
- (b) to interact with health workers and learn health education matters.
- (c) prepare and use learning materials—primers, audio-visuals etc. relating to health education programme.

It appeared that the facilitators were dissatisfied with training and considered it to be inadequate for monitoring the project. On the other hand, people appeared/to be unfamiliar with the facilitators.

There appeared to be some gap between the people and the facilitators.

### **Subject Content of Health Education Programme**

Two Primers were specially prepared for use in the literacy classes conducted in the villages. The first one consisted of words and sentences related to

- environmental sanitation and health—need for latrines and its upkeep—fighting cholera, dysentery, diarrhoea, typhoid—clean and safe drinking water etc.—conservation of water sources—water related diseases etc.

The second one consisted of the following content areas—

- Construction of handpumps, digging of wells, latrines etc.—maintenance and repair of handpumps.

The teaching programme was conducted by the facilitators for a period of nine months. By then, there were several handpumps fixed, wells dug, latrines constructed and upkeep, maintenance and repair of these were also demonstrated to the villagers. At the end of one year period, the organizers i.e. the voluntary agency conducted an

evaluation and claimed that more than 60 per cent of the people had obtained increased knowledge on several health related issues.

At this point, you have been invited as an external evaluator to evaluate this programme. You have been asked to give a comprehensive item-wise report to understand the various aspects of the programme implemented and achievements and limitations.

### Questions

1. Do you think the objectives of the programme were achieved?
2. In analysing the achievements of the programme, what are all the components you will consider for evaluation?
3. What additional information you would seek from the voluntary agency in planning your evaluation?
4. What is your opinion on the procedures for selection of facilitators and their training? What changes would you advice on these aspects?
5. Reflect on the subject content of the health education for villagers and give your comments.
6. Are you satisfied with the manner and adequacy of local commitment and involvement sought and obtained by the organisation? Comment.
7. At the end of the programme, people started demanding for more assistance from the donor agency. Why did this happen? Was it not the objective of the programme to make people self-reliant? What went wrong?
8. What is your observations on the time frame?
9. If you are now requested to propose revisions and modifications in planning, implementing and evaluating the programmes, what are your suggestions?
10. Do you think that the programme was well planned?

In this context, it is profitable to learn about what is planning, implementing and management of programmes.

## Case 9

# Status of Women in Rural Society

### Case Description

Velammal is one of many women in the village 'X' located in a drought prone area of Kanyakumari district in Tamil Nadu. There is acute water scarcity and for bringing drinking water, women have to walk a distance of 2 Kms. daily to reach the nearest well available to them for use. There is a well located within two furlongs from Velammal's house but she being a Scheduled Caste woman, is prohibited from drawing water from that well.

Bringing water for drinking is the duty of women only. Velammal's husband and other men cross the well daily for going to work and return on the the same route. Even on the days menfolk remain at home, they do not help their wives. Bringing water is considered as women's work and, therefore, women have to fetch water early in the morning before they go for work or after they return from work. Women like Velammal do not find regular work but do odd jobs like gathering fuel, working in the homes of rich people in the village or farms.

Velammal is 26 years old with four children already and their ages are 7, 6, 4 and 2 respectively. And now she is pregnant again. There are many other women in the village like Velammal having more than 3 children. The health and nutritional status of these women are pitiably poor. There is acute protein-calorie malnutrition among the children of these women.

During discussions with Velammal and her associates, it was gathered that they have heard about birth control but are afraid to speak to their husbands. Most of them feel that it is

their duty to bring about children, look after them and the home. They feel that they can do nothing about it.

The womenfolk feel that their husbands do not bother to either care for them nor for their children. They do not receive adequate money for the family expenditure and considerable amount is spent on drinking and other personal expenses of husbands which they cannot question. Often what meagre sum the women earn is also snatched off for drinking. Women expressed their helplessness and frustrations but are ready to do something and do not know what to do.

With the above description of the status of women in the village, as is normally found in many rural parts of India.

### Questions

1. What do you think you can do to help these women?
2. What do you think are the major problems of women in the village?  
Problems appear to include—
  - (a) low status of women—economic dependency—low level of literacy, male indifference and so on.
  - (b) poor health of women and children
  - (c) ignorance and apathy of women
  - (d) probable infections and illnesses of women and children in particular
  - (e) social isolation.
3. Do you think that women are responsible for these problems?
4. What programmes are required to be planned for women and children? Who will organise these programmes and how?
5. How will you mobilise support from the village for educating menfolk and changing their attitude to women?
6. What is gender inequality and what are the signs of gender inequality? How far are women themselves responsible for gender inequality?

## NOTES FOR DISCUSSIONS

While discussing the above questions, the following information may help the trainees. The issue of gender disparity raises several critical points like understanding the terms sex and gender which distinguish between men and women. While sex refers to the physical and biological differences, gender is a socially determined concept. The latter refers to the differences in the expectations of people because one is a man or a woman.

These expectations are socio-culturally determined and can definitely be changed though difficult. A man is viewed superior to women; is considered more strong and powerful. Women being considered as weak and inferior to men, are denied of basic freedom of speech, participation in public life, for education etc. A lot of the work that women do is not acknowledged or rewarded. Thus there is an unequal power relations between men and women making the latter group as a disadvantaged and an oppressed one. There is need for educating both men and women, men to accept their counterparts as equal and accord their basic human rights and encourage them for collective actions to challenge their oppressive state and gain access to information and resources that can enable women to take independent decisions and have control over their own lives.

While seeking solutions to gender related problems, the following processes or approaches might help :

- (i) Integrated programmes for women and children
- (ii) Organising women groups like Mahila Mandals for creating awareness on women's status, role, etc.
- (iii) Educating women for adopting birth control, pursuing economic activity, skill development, etc.
- (iv) Linking development programmes for women like Development of Women and Children for Rural Areas (DWCRA), and such others
- (v) Vocational training and legal literacy.

## Case 10

# Political Approach to Women Empowerment Exercise

### Introduction

Indian Constitution guarantees all women the fundamental right to equality and political participation. However, the participation of women in public life, particularly in politics is highly deficient in rural areas. For example, one hardly finds any women taking active role in the village panchayats. Even those whose names appear in the Committees at the village level would only be dummy candidates proposed and dominated either by their husbands or sons.

### Case Description

In this set up, in the village Mugguru in Andhra Pradesh, a group of six women emerged as a powerful one to protect the rights of women and promote their interests. Concerned over the oppressive forces to which women were subjected to regularly by the male members of the family and of the village on several counts like lack of financial support from husbands, harassment over dowry issues, giving births to female babies, wife-beating etc., a group of six women formed a Mahila Mandal to take decisions on several of the women's issues and influence the male society. Two of these women belonged to landlord family and were married. The remaining were their friends and of same age group but not married. About 40 women were gradually enrolled within a period of two months in the newly formed Mahila Mandal. The six women leaders felt that they would alone be not successful in making a significant impact on the village community in the absence of strong support of other women.

In order to consider all issues—social, economic and family-related—the six women group decided to organise several campaigns to involve and motivate all womenfolk in the village to regularly participate in the meetings of the Mahila Mandal. House visits were made, more members were enrolled and awareness campaigns were organised to make them reflect on their status, the rights and privileges they enjoyed currently and what and how they desired to empower in the future.

There were protests, outright contempt and rejection of the Mahila Mandal from the menfolk. Yet the meetings were continued unrelentingly, at least attended by a minimum of 20 members out of 40. The meetings were called and addressed always by the Six Women Group only.

After a series of meetings, discussions and motivational sessions for over a period of nine months, unceasingly pursued by the Group of Six Women, there was considerable response and willingness to participate in matters of general concerns in the village. These raised the hopes and aspirations of many women for doing something to empower themselves who responded willingly and attended most meetings.

The Group of Six Women decided political participation to be the right approach and entry point towards empowerment of women. Elections for Panchayat provided the best opportunity for them to initiate their game of empowerment. Politics and elections in the rural set up have so far remained essentially a male game. But the Six Women Group had decided to enter into politics at least for translating the hopes and aspirations of the village women into reality.

Village women even other than the members of Mahila Mandal frequently met under the leadership of the Six Women and discussions, consultations and representations of their views and decisions regarding the objectives of political participation, contesting the Panchayat election, nominating a panel of members and so on were made.

Two nominations, one from among the village women and one from the Six Women Group were filled with the full concurrence of the village women. However, only one from the Group of Six won the election and became the Panchayat member.

The elected woman was the wife of a landlord in the village.

After the elections, frequency of the Mahila Mandal meetings got reduced; there was lack of initiative from the Six Women Group to organise Mahila Mandal meetings and even when the meeting was called, there was loss of interest among the village women in attending the meeting. They felt that there was nothing much to talk or discuss about. Two of the women in the Six Women Group suddenly lost interest, remained unresponsive to the affairs of the Mahila Mandal.

Under this situation, the real objectives of winning the election and securing a place in the Panchayat appeared to be lost. Do you think so?

Read the case critically and try to answer the following questions :

1. What were the objectives of contesting the Panchayat poll?
2. Do you think that the objectives are achieved? If yes, how? If not, why? Explain.
3. Do you think that through political power, women empowerment is possible? How?
4. How do you evaluate the approach made by Six Women Group in the village for organising Mahila Mandal?
5. What were the objectives of organising the Mahila Mandal?
6. What do you think are the reasons for the defeat of the nominee representing the village in the Panchayat election?
7. Why is it that the Mahila Mandal members felt that there was nothing much to do for them?
8. What could have been the initial attitude of the menfolk in the village towards women's efforts to organise themselves for action?
9. If there had been opposition from the menfolk how should it be encountered?
10. How will you plan for mobilising the village women for a better socio-political participation and achieving empowerment?



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## Case 11

### Socio-economic Scenerio of a Village

#### Case Description

The village Cholapuram is an agricultural village located 50 Kms. away from Madras city. This village is connected by buses running with a frequency of 45 mts.

Nearly 75 per cent of the people in this village are working as agricultural labourers and the remaining people are engaged in different occupations. Among those engaged in agriculture, men receive Rs. 30 per day as wages and women get Rs. 20 per day. For this they have to work for 10-12 hours daily. However, many of them get employment in seasons only, thus remaining without wages during the off-seasons.

Few landlords own most of the cultivated land as is normally found in other parts of India. All those who take up to farming activities are dependent only on these landlords for work and wages. Some of these workers are paid on daily basis and some are similar to bonded labourers for they have constant need to borrow money and thus remain indebted for ever.

Even children of these agricultural labourers are tied up to farm or household activities of the landlord and they are paid Rs. 6-8 per day. Consequently these children are denied of access to schooling. The poverty and ignorance of the parents compel them to send their children for work. Exploitation by the landlord is quite a common feature in this village.

Interview with the workers and other people in the village revealed that they feared the landlords and other rich people in the village. They all felt that the police and the Government Officials of various departments would strongly support the landlords and the rich elite only.

People were not aware of any of the Government schemes or employment assistance that could be sought by them.

Now you have to plan for development of this village. Discuss in the light of above description :

1. What are the problems you find in this village? While preparing a list, you may elaborate on the following issues. What is the relative incidence of some of these phenomena?—High, low or moderate.
  1. Exploitation
  2. Low wages
  3. Unemployment and underemployment
  4. Poverty and child labour
  5. Poverty and illiteracy
  6. Lack of strong union/co-operation among the labour group and in the village as a whole
  7. Absence of secondary occupation for supplementing income and earning during the off-season.
2. Which of the above problems do you think should receive utmost consideration?
3. How would you prioritise these issues?
4. What would be your approach to resolving the above problems?  
What action plans will you make in resolving these problems?
5. How will you evaluate your plan of action?
6. What follow-up action you will undertake to facilitate development activities in the village?

### NOTES TO THE TRAINER

In identifying various problems of people in the community, it is necessary to distinguish between a *problem* and a *need*. A need is the difference between the current living conditions and a desirable or acceptable conditions of living. Thus a need becomes a deficiency, an imbalance or lack of adjustment if interpreted in terms of learning or behaviour. However, a problem is a constraint, a difficulty or a baffling issue or something hard to attain and that which affects people

severely or mildly. It is something that creates physical or mental discomfort and tension. More than needs, problems appear to activate people to make efforts to reduce tensions and discomforts.

It is not always necessary that needs and problems synchronise. Needs and problems for many people may be different but can co-exist because failure to meet specific needs can itself sometimes cause problems. For example, need for job and failure to secure it causes acute problems of unemployment, resulting in frustration, low self-image, insecurity, apathy and disillusionment. In contrast, need for fuel or good health, for example, are undoubtedly important, but are seldom perceived as problems requiring immediate solutions. It is clear then that people are affected more by their problems than by failure to meet their needs because the former normally sensitises them to get agitated and angry and activates them to seek rapid redressal. It is, therefore, necessary for adult educators and development workers to distinctly identify both the problems and needs, distinguish these and attempt to order priorities among these.

You may consider the following programme intervention strategies to resolve some of the problems and initiate development action.

- (i) Campaign against exploitation
- (ii) Organising worker—co-operatives for uniting people and claiming the legal wage, eliminating bonded labour and for the removal of fears of people in power and making attempts to befriend them.
- (iii) Identifying secondary occupations and providing training in various skills for viable income generative programmes.
- (iv) Literacy and nonformal education for adults—men and women.

On the basis of the above case discussion, the following general questions may also be discussed.

7. What is the minimum wage fixed for agricultural workers and on what basis is this fixed?
8. What is bonded labour and trace its origin and incidence in various occupations?
9. How are the workers exploited?
10. What type of land reforms do you envisage that will help the poor to raise their socio-economic status?

## Case 12

### Socio-economic Scenerio of a Block

#### Case Description

The Poovalur Block of 'X' district is situated in the semi-urbanised area. This Block has 12 Panchayats and 60 villages. Both on the agricultural front and industrial production, the Block has made considerable progress. There are small scale industries like electronic components manufacturing units, food processing units and a few tailoring units engaged in readymade garments for exports.

These industrial units, however, have drawn employees from the neighbouring city area. Though locals are also benefited to a smaller extent but it is only at the lower levels. As such, a significant number of people from the villages are employed as labourers in these industrial units and some have also come from outside. There are child labourers between the ages of 9 to 16 years, boys and girls, most of whom are school drop outs employed by the electronic industries, food processing and packaging and garment manufacturing units. The boys are paid between Rs. 20-30 depending on the type of manufacturing units they are employed in. The working hours are quite long for 10-12 hours per day.

This case clearly illustrates a very contrasting picture of plenty and poverty, development and underdevelopment, education, illiteracy and ignorance continuing to co-exist in the society.

Analysing the problems of this area, one finds that there exists

- wide socio-economic and cultural divergence between people.
- probable frustrations, anger and disappointments developed among the local people over the

- employment of outsiders
- large scale child labour and exploitation
- high drop out from schools for seeking employment
- decreased motivation for parents to educate their children.

### Questions for Study and Discussion

1. Why locals are able to find employment only at the lower levels? How will you prepare them for employment at a higher/technical level?
2. Will the Government intervention help people secure employment in these production units? How could it be done?
3. What is the incidence of child labour in India? Which of the sectors employ children in large numbers?
4. Is elimination of child labour possible in India? Discuss.
5. If you are asked to suggest remedies for the problems identified and alternative strategies for action and development of human resource, what plans will you develop?
6. What motivation campaigns and strategies will you advocate and for whom all? Discuss.

For answering the last two questions, the following guidelines may help :

- (i) Creating awareness and developing local human resources in the requisite skill sectors.
- (ii) Organising skill training and vocational training camps for identified groups of locals on the basis of needs for human resource.
- (iii) Nonformal education programmes for drop outs
- (iv) Creating awareness among the employers and a sense of responsibility and securing commitment from them to train and employ locals.
- (v) Motivational campaigns for parents to send their children to school and eliminate drop out.

## Case 13

### Socio-cultural Development in the Village

#### Case Description

The village Patty of Malar District is situated in remote area, 78 Kms, away from the city and located with not well-developed approach road. It is a small traditional village with nearly 120 families. There are about 480 children in the village between the ages of 6-14 years according to the village statistical indices. There is, however, one primary school with two teachers.

The enrollment according to school registers indicate 50 children in class I but from class II onwards the numbers in the registers show 15-20 only. Nevertheless only 30 children, mostly boys, on the whole attend the school on any day though not the same children attend everyday.

When interviewed, most parents complained that children are not interested in going to school because they are not learning anything in the school. Some reported that teachers fail to attend or open the school on many days.

An interview with the teachers revealed that they lack interest and motivation because parents do not send their children to school. The village school is just one room with a front and back covered verandah located near weekly market place. There is, therefore, some open space with a few shady trees around.

The literacy level of the village is very low. Some of the villagers go for work as construction labourers to the nearby town. Often boys accompany fathers to the place of work and girls stay at home and help mothers doing odd jobs. Women are not working.

With the case of the village described above :

1. What are the immediate problems with regard to
  - (a) Child population and family size
  - (b) Education of children
  - (c) Motivation of parents and teachers
  - (d) Commitment and contribution of the village towards development of the school—what other ways schools can be utilised?
2. Given the leadership, what development programmes would you organise in the village?
3. What are the causes for high drop out among children of primary schools in rural areas?
4. Since this village has a large number of child population (400 in the 6-14 age group) what could be the reasons for high fertility? With what consequences?
5. What is the fertility rate in India? Compare it with other States indices.
6. What should be the role of Panchayati Raj in the education of children?

### Some Guidelines for Case Discussion

- (i) Point out the need for gathering information regarding the role of village committee or (Panchayat members) in the development of the school, what interest they can take in the school, etc.
- (ii) Organising community meetings—parents notably in the school.
- (iii) Organising awareness campaigns on the need for education of children with particular emphasis on girls education.
- (iv) Literacy and nonformal education programmes for women—decide the type, content and methods.
- (v) Cultural activities, celebration of festivals, national days, etc., to be organised periodically in the school in which parents are involved.

### NOTES TO THE TRAINER

Cases 11 to 13 relates to making planned programmes of understanding the community.



After reading the cases and discussing specific questions raised, the trainer can emphasise the following points :

**Understanding the community involves :**

- analysis of political/administrative structures
- leadership patterns and power relations
- demographic features and population characteristics
- employment status of the people and their chief economic activities
- cultural and traditional values of people
- educational level
- status of health and sanitation } Community infrastructures &
- food habits and nutrition levels } Programmes in relation to these.
- community organisations and associations and their activities
- problems and needs of people

Ask the trainees/learners to select a single characteristic from the above list and through a session of Brainstorming, gather ideas. For example, the educational level, if selected, should lead to collection of data relating to the following :

Level of Education	Among Children	No.	Among Adults Male    Female	
No schooling				
Primary				
Middle				
Secondary & Hr. Secondary				
Graduation & P.G.				
Professional Edn.				

A discussion on Needs assessment should indicate-

What are the needs; how to identify those needs; how to prioritise and how to decide on what needs are to be addressed? This should spontaneously lead to a session on techniques of Need identification.

The techniques may include more than one of the following : Surveys; observations; questionnaires; listening to people individually and in groups; interviews with individuals, groups of people and leaders in the community; Government officials in several Departments.

Review of records relating to vital information like fertility, mortality, morbidity, marriages etc.

## Case 14

# An Alternate Technology Experiment

### Introduction

-National Education Policy of 1986 envisages creating awareness among people regarding application of science and technology, particularly simple, alternative and inexpensive technology. Often illiteracy, ignorance and poverty serve as deterrents for people from adopting even least expensive technology.

Biogas is one such alternative technology highly useful and appropriate to most villages in many parts of India. None can refute that poor village women spend a considerable length of time near the smoke-emitting chulas (ovens or stoves) which is harmful to the eyes of everyone in the house. Besides, firewood necessary for use is difficult to procure and kerosene is expensive. Under the circumstances bio-gas rightly fits into the rural scenerio. The raw-material required for bio-gas plant is cow-dung which is freely available in villages.

### Case Description

In one of the villages where adult education programme was going on, setting up a bio-gas plant at the individual level was attempted. On an experimental basis two beneficiaries included in the literacy programme were selected. The adult educator prepared a proposal and sent it to the B.D.O. and the local branch of the Bank for sanction and for financial assistance. The beneficiaries were sent to B.D.O. and then to the Bank which stipulated the following conditions :

1. the beneficiaries must have at least two cattle or regular supply of two buckets of cow-dung daily
2. they should pay rupee one per day or Rs. 30/- per

- month to the Bank in a period of over 5 years
3. they should undergo training for a week to operate and maintain the bio-gas plant erected.
  4. they should donate labour for erecting the plant
  5. they should maintain the plant carefully.

After the beneficiaries agreed to meet the above conditions, the bank sanctioned the loan through B.D.O. whose office arranged for a technician to erect the plant. The beneficiaries provided free labour and the Bank provided all materials and completed the work in a fortnight's time. The cost of the bio-gas plant without labour accounted for about Rs. 2,000.

The gas produced in a day using about two buckets of cow-dung is likely to be sufficient for cooking three times for one family per day. After a period of six months, it was observed that both the bio-gas plants were not functioning. Both the beneficiaries have not paid any money to the Bank. Nor there was any spillover effect or motivation for any one else or a group of people to have attempted to seek help for building a bio-gas plant in their homes or in the village or any other neighbouring villages.

### Questions

1. Analysing the case now, what do you think are the reasons for the failure of the experiment?
2. Was the identification of beneficiaries proper? If yes, how? If not, how should you do it?
3. What do you think is the reason for absence of mobilisation among the non-beneficiaries? How will you motivate them?
4. Was the approach made to individuals proper? If not, what should be the proper approach?
5. What do you think about the proposal for a community plant or a plant for commercial purposes? How will you implement it?
6. How do you justify the cost of the plant?
7. What justifications do you offer for the stoppage of maintenance and use of the bio-gas plant?

8. How will you mobilise resources to make possible the erection of plant free of cost?
9. What related nonformal education programmes are possible linking the bio-gas plant? Suggest a detailed curriculum.

### **General Questions**

1. Point out several other possibilities of using alternative technology in the rural, urban and tribal communities in different fields?
2. How does alternative technology help environmental conservation and protection?
3. Prepare a curriculum on 'Science for the Masses.'

## Case 15

# Employment Generation and Capital Formation in a Rural Area

### Case Description

The prevalence of unemployment and underemployment in the rural areas as evidenced in some of the Chengai villages in particular are major contributing factors for high level of poverty. People in these villages are small and marginal farmers forming part of a small group, a large number of agricultural labourers, and a small group of artisans. Most of them are much below the poverty line. The Government's development schemes like Integrated Rural Development Programme (IRDP); Jawahar Rojgar Yojana (JRY), Training the Youth for Self-Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA) etc. do not reach them because they are not aware of any of these programmes, opportunities open to them and the ways and means of utilising these. Some of those who are aware feel that these programmes are highly politicised and misdirected or misused by people in power and, therefore, these are of no use to them.

Due to unemployment, economic dependency and helplessness, youths are frustrated and there is loss of youth power to the community. Many of the youths in these villages have preferred to remain outside the agricultural activities and have sought job in the nearby towns or city. Most adults in these villages remain unemployed after short seasonal agricultural work. During the off-season, they spend their time lethargically and leisurely by engaging themselves in unproductive and wasteful activities. People of these villages need alternative employment options and diversification for their economic development and social progress.

## Development Exercise

In response to this vital need for greater employment generation and capital formation in these rural areas and in order to focus more sharply on alleviation of rural poverty, a development organisation is inviting you to create alternative economic development programmes. This organisation is asking you for planning innovative comprehensive economic development programmes for the villages.

### Questions

1. With the above description of the village and the people, as a development planner, what details or further information would you call for in order to plan employment and income generating activities for the people?
2. How will you involve the youths and what programmes would you plan specifically for them?
3. Prepare separate proposals for different target groups—youths, adolescent girls, older adults, women, etc.
4. How will you integrate social and educational progress with the new economic activities suggested?

Possible programme intervention might include the following :

- (a) identification of needed skills and training appropriate for the people and the area
- (b) utilising poverty alleviation programmes proposed by Government, banks etc. in various fields such as poultry, dairy-farming, production activities based on local resources for generating self-employment
- (c) employment and income generating programmes specific to women like food processing, tailoring etc. and training them in the above related skills.
- (d) formation of self-help co-operative societies
- (e) training people in managing finance and marketing
- (f) identifying low cost but modern development

- technology to substitute for the traditional ones.
5. Suggest
- (i) types and nature of programmes oriented to education, employment and skill development
  - (ii) integration of various activities
  - (iii) mobilising support from government and other voluntary sectors
  - (iv) time, staff and financial implications
  - (v) expected outcomes and follow up.

As economic development takes place not instantly but gradually over a long period, a minimum duration of 2-3 year period is essential to watch for results.

6. What are the different employment generation schemes for youth, women and other adults supported by the Government in the Eighth Five Year Plan? How far are these successful and have reached the targets? Analyse the progress and reason out the causes for failures.

In preparing development programmes, the problems identified in this case have to be considered. From the case description, one may find the following major problems—

- (a) unemployment and under employment
- (b) under utilisation of human skill and local resources
- (c) diverse and frustrated youth group
- (d) poverty and illiteracy among the masses.

## Case 16

# Integrated Development Approach of the Enterprising Youths

### Case Description

The village Valasai is an average poor village with a total population of 1,000 wherein one will find illiteracy, unemployment, ill-health, malnutrition, infections, inadequate water, living space, etc. manifest as normal features of life of the people.

This was the condition until 1990 when the Youth Association was formed through the efforts of a few resourceful local school educated youths. The Youth Association with the help and consent of the Village Committee of Elders formulated a plan of operation for the total development of the village.

The President and the Secretary of the Youth Association together constituted three independent clubs—Cultural Club, Health Club and Educational Club—and selected members from the village Valasai itself for planning and organising activities of these clubs. Some of the members of the Cultural Club were members of the Education Club also. But the Health Club was headed by a Health Educator from the neighbouring village Health Centre. Valasai Youth Association inducted the Health Educator who is a young lady and assigned her with the responsibility for planning and implementing various activities. With the initiative of Health Club Secretary, i.e. the Health Educator, a wide range of health activities were planned. Health check ups for children in the age group of 6-14 years were undertaken and completed. Pregnant and nursing mothers were met individually and in groups and advised on their personal health care, nutrition,



breast-feeding, care of children etc. Immunisation campaigns were organised and infants and children were not only vaccinated but education for mothers was specially conducted. The village head, a respected and a school-educated man was a member of Health Club and was participating actively in all the activities of the Health Club. The Health Club consisted of 15 working members besides a large number of volunteer members.

Education Club was monitored by two village primary school teachers. The activities planned by the Education Club consisted of Nonformal Education Campaign against child labour and dropping out of school etc. Some of the parents of children studying in the primary school were enrolled as members of the Education Club though they were not themselves educated. A few of them were even illiterates. Education Club had 12 working members apart from 5 volunteers.

Campaign for school enrollment was initiated but there was absence of continuous follow up. Other campaigns were also not started as planned.

Cultural Club members were a cross-section of all types of people in the village. There were more than 60 people enrolled as members but youth members took keen interest in the Club activities; they organised melas, jathas, street theatres; some of them had good histrionic talents and acted one-act plays, social dramas on selected themes like small family norm, evils of dowry, illiteracy, clean drinking water, etc. besides a lot of humour and entertainment-oriented themes regularly. Often there were unplanned and spontaneous cultural programmes in the community and people gathered in the evenings to watch small skits, listen to songs etc. These were always followed by discussions on the current problems of the Village like petty quarrels between people or families, drinking water, health problems, hygiene and so on. These were, however, not planned in advance but emerged out of general interest of the village headman and few others. Several problems pointed out by people were always passed on to the Health Club Secretary and other active members to solve them. Invariably, there were follow-up meetings in the Health Club to sort out

the problem and find solutions. Whether the problem was solved fully or partially, people were quite happy over the functioning of Health Club. Thus Health Club and Cultural Club worked together on several issues.

After a period of 18 months, a Development Agency took keen interest to study the progress and achievements of this village and approached the village headman and the Committee members of all the three Clubs. The Development Agency reviewed the performance and achievements of the village, and changes that have been effected in the community in relation to education, health and cultural activities and presented a brief report. The Development Agency lauded the work of Health Club and Cultural Club and considered these two Clubs to be primarily responsible for creation of interest, mobilising volunteers and securing active involvement of all people in several of the common concerns of the village. However, the report expressed disappointment over the Education Club activities and noted that it has much to work for.

### **Development Exercise**

1. Now, if you are asked to explain the reasons for
  - (i) The achievements of Health Club and Cultural Club
  - (ii) failure to achieve with regard to Education Club.

What justification and rationalisation will you offer? Why there was no integration of Education Club with other Clubs? Who, do you consider, is responsible for this absence of integration?

2. How do you think you would accentuate and improve the Education Club in particular and also the other clubs?
3. What do you think was the role of village headman in this development endeavour?
4. If you are asked to evaluate the performance of all the three Clubs, how would you have done?  
Critically analyse and prepare a detailed proposal with
  - (a) the objectives of evaluation
  - (b) methods and tools of evaluation

- (c) limitations to your evaluation  
 (d) follow-up activities that you would suggest
5. How will you mobilise and utilise human resources in the community—rural and urban—for promoting health, education and cultural status of the society.

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