

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

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

Expenditure on education

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

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

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

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

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

Questions for discussion:

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

Sources

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

8. REFLECTING ON AND SHARING THE DAY'S LEARNING

EXERCISE

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



30 mins



STAGE 3

EVALUATION INDICATORS

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

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

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

STAGE 4

PRACTISING THE ROLE OF ANIMATOR

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

STAGE 4Day 7

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

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

Day 9

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

Day 10

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

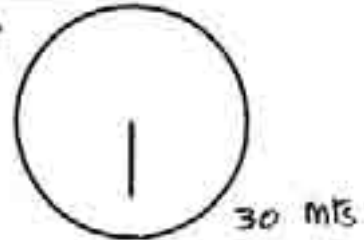
MORNING



1. PREVIOUS DAY'S REPORT

EXERCISE 1

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



EXERCISE 2

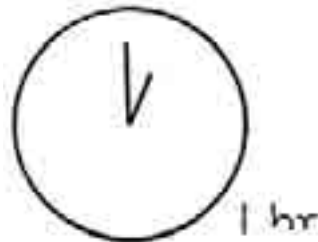
The trainees are asked to look at the expectations listed on the first day and discuss the achievements. The trainer suggests that they could add new ones.

To the reporting team and the group:

How did you find today's reporting?

Do you think we should continue this form of reporting?

2. UNDERSTANDING ONESELF IN COMMUNICATION



OBJECTIVES

To experience one-way and two-way communication

To understand that effective communication is a two-way flow



EXERCISE.

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

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

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

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

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

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

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

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

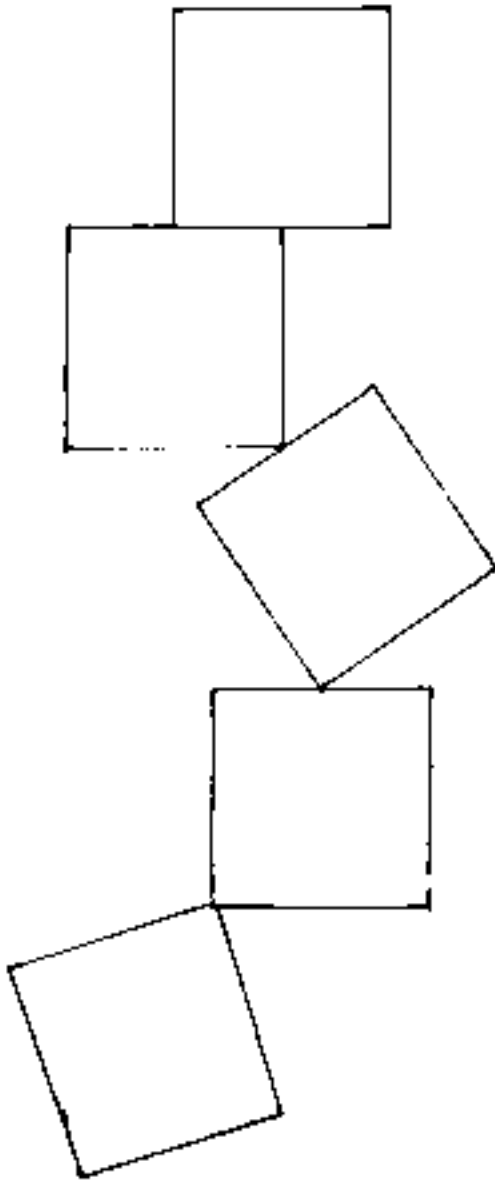
Which phase of the exercise took more time?

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

NOTE

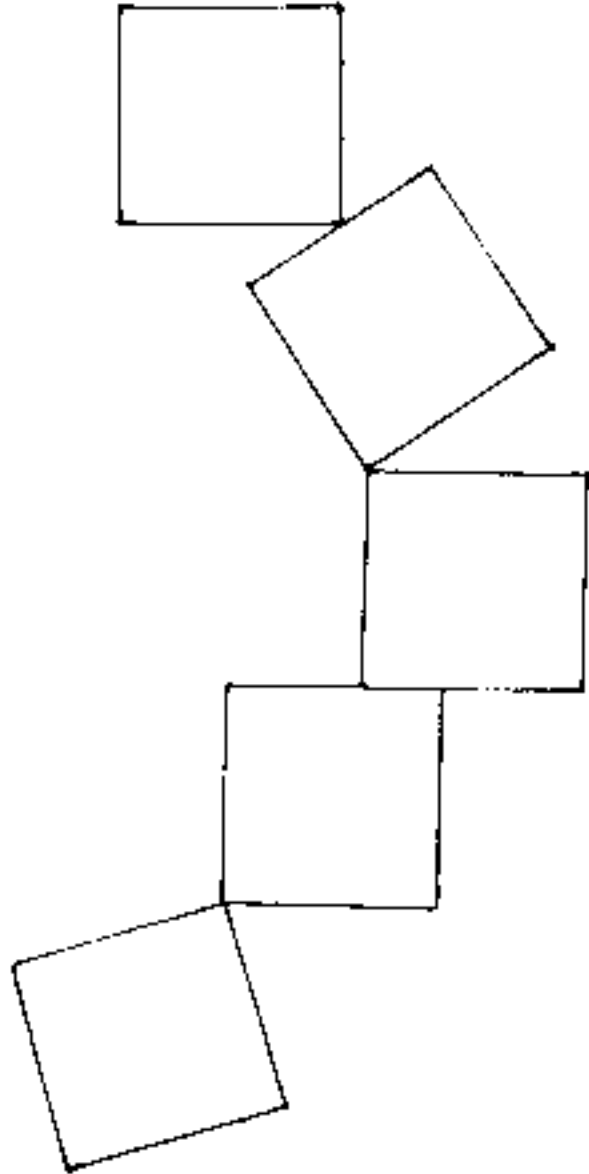
The trainer may choose to make enlarged copies of the diagram.





(FIGURE I)

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

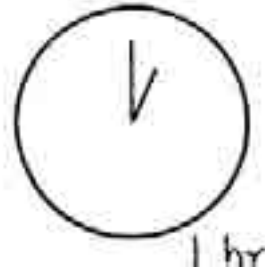


(FIGURE II)

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

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

3. UNDERSTANDING THE FEATURES OF A GOOD GROUP DISCUSSION



OBJECTIVES

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

NOTE

Brainstorming

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

EXERCISE

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

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

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

NOTE

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

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

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



STIMULATING PARTICIPATION THROUGH QUESTIONS AND DISCUSSION

(For the Trainer's use)

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

Activity A : - Effective questioning

One hour

Purpose

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

Steps.

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

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

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

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

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

2. Closed questions

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

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

Trainer reminder

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

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

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

3. Open questions

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

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

Trainer reminder

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

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

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

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

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

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

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

4. Redirected question

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

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

Trainer reminder

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

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

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

Summarize

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

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

Leading a discussion

To the trainer

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

Purpose

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

Steps

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

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

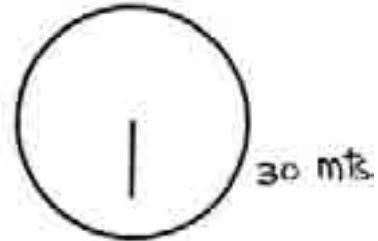
the group to work together to find a solution to a problem.

people to make their ideas clear by saying them aloud.

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

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

4. WRITING AN APPLICATION FOR THE POST OF ANIMATOR



EXERCISE

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

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

NOTE

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

Application form

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



AFTERNOON

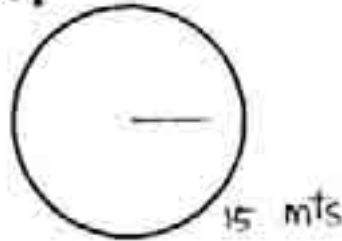


5. KEEPING UP THE INTEREST

GAME

Statues

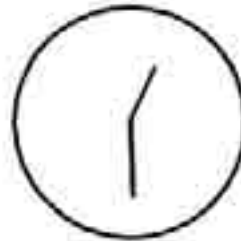
Players form pairs. One partner is the clay. The other is the sculptor. The clay stands entirely relaxed, while the sculptor arranges him in a certain posture. Neither may speak during the game. They then exchange roles. Sculptors may be left to choose the postures or the trainer may specify what is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



6. CONDUCTING A DISCUSSION ON STATUS OF WOMEN

OBJECTIVES

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



1 hr 30 mts

EXERCISE

The trainer suggests .

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

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

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

To the observers .

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

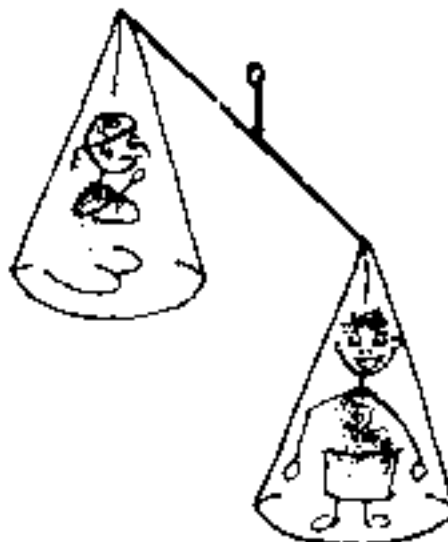
To the group involved in discussion .

Were you satisfied with the discussion?

What do you think about the observer's comments?

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

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



7. ROLE PLAYING THE PROBLEM OF DOWRY

OBJECTIVES

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

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

EXERCISE

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

The trainees prepare and enact the role plays.

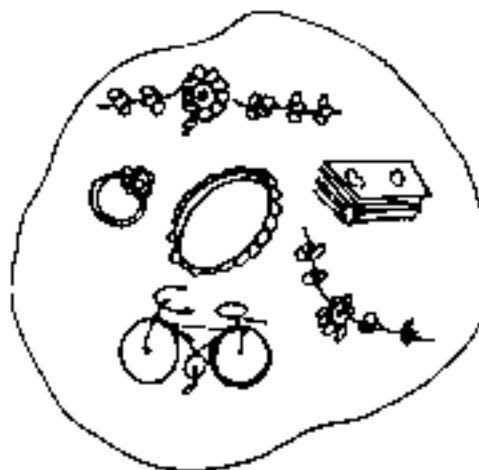
Each group is to have an observer from among the members.

A discussion follows the role play.

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



1 hr 30 mts



General comments from observers are invited on:

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

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

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



Paper to be distributed among trainees

ROLE PLAY

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

Role play could serve the following purposes in educational programmes:

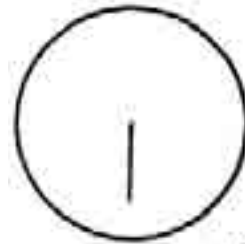
- (a) Understanding the roles played by people in actual life;
- (b) Understanding oneself and others;
- (c) Examining personal attitudes, feelings and behaviour;
- (d) Understanding the different aspects of a role and interactions between the roles;
- (e) Experimenting with new personal behaviour;
-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

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

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

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

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



30 mts

8. REFLECTING ON AND SHARING THE DAY'S LEARNING

EXERCISE

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



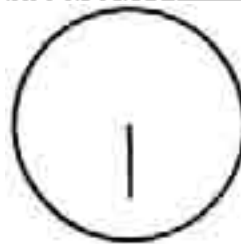


MORNING

1. PREVIOUS DAY'S REPORT

EXERCISE

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



30 mts

Do you like the method selected for reporting today?

Which method would you like to use for reporting tomorrow?

2. GETTING INTRODUCED TO THE ANIMATOR'S GUIDE

OBJECTIVE

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

EXERCISE

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

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



1 hr

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

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

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

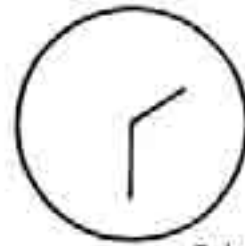
Do you think that the discussion on these topics at centre is also a part of the curriculum.

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

OBJECTIVES

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

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



2 hrs 30 mts

EXERCISE

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

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

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

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

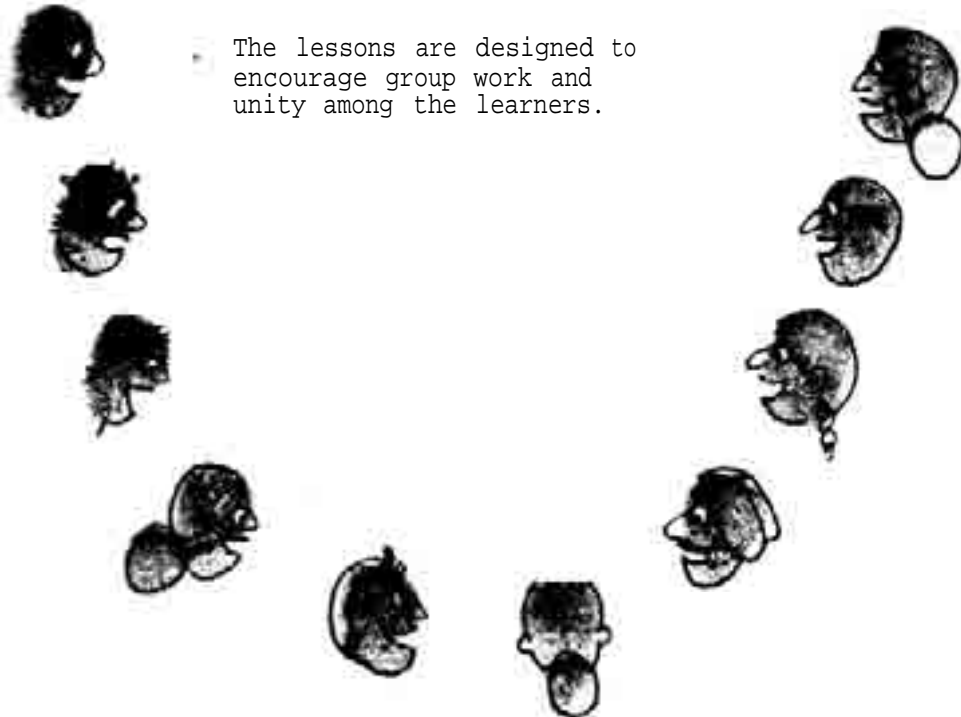


The trainees assemble in a large group. The trainer asks for general comments, if any. In conclusion, the trainer makes the following points:

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

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

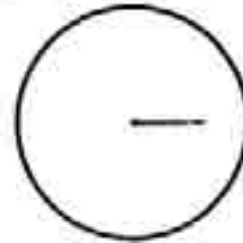
The lessons are designed to encourage group work and unity among the learners.





AFTERNOON

4. KEEPING UP THE INTEREST



15 mins

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

5. PRACTISING LESSONS IN THE ANIMATOR'S GUIDE

OBJECTIVES

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



2 hrs

EXERCISE.

The trainer asks the trainees to form groups of five.

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

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



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

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

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

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

NOTE

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

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

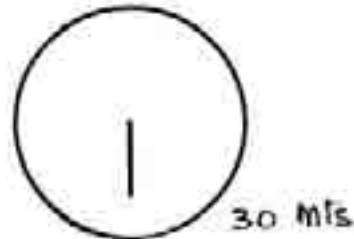
- Do you feel more confident about conducting discussions using the Animator's Guide?
- Do you anticipate any difficulty in using some of the lessons in the Animator's Guide?
Did you make any adaptation for demonstration?
- Do you think you can develop your own lessons using the same approach?



MORNING

1. PREVIOUS DAY'S REPORT

Focus : Observation and expression



EXERCISE

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

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

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

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



2. UNDERSTANDING THE NEED FOR LITERACY AND NUMERACY

OBJECTIVE

To realise the need for learning to read and write.

EXERCISE 1

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



2 hrs
30 Mts

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

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



One-act play 2:

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

One-act Play 3:

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

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

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

EXERCISE 2

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

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

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

NOTE

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

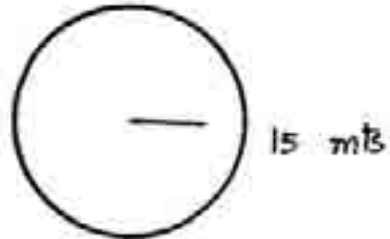


AFTERNOON



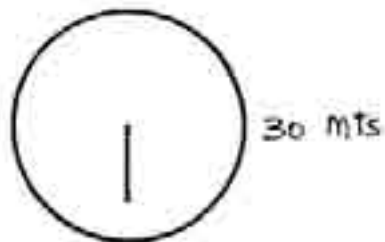
3. KEEPING UP THE INTEREST

The trainer asks the trainees to conduct a game.



4. GETTING INTRODUCED TO THE LITERACY PRIMER

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



EXERCISE

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

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

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

5 PREPARING LITERACY AIDS

OBJECTIVE

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

EXERCISE

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

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



1 hr

NOTE

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

The following are the set of literacy aids:

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

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

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

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

மீன்	புலகு
நாமம்	கிங்கோ
நீளம்	அதிகம்

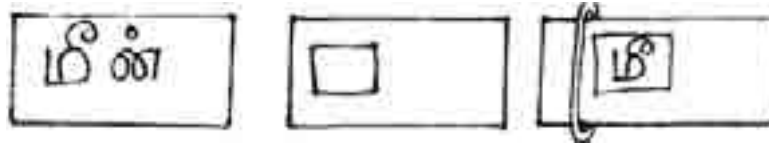
மீன்	புலகு
நாமம்	கிங்கோ
நீளம்	அதிகம்

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

2. Word slide:

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

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



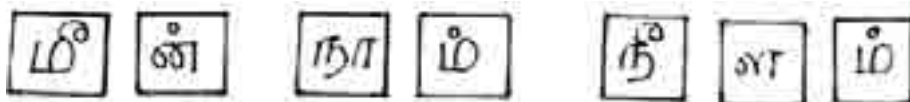
When the top cardboard is pulled to the right slowly, the window moves and the next letter in the word becomes visible.

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

3. Alphabet Cards:

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

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



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

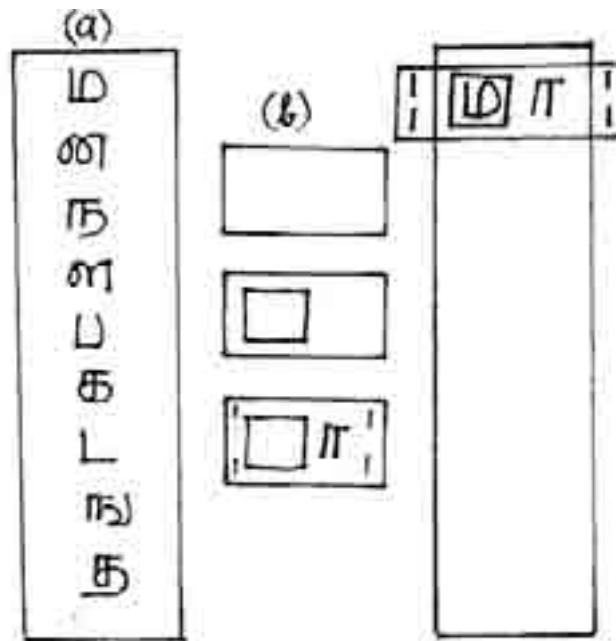
4. Alphabet slide

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

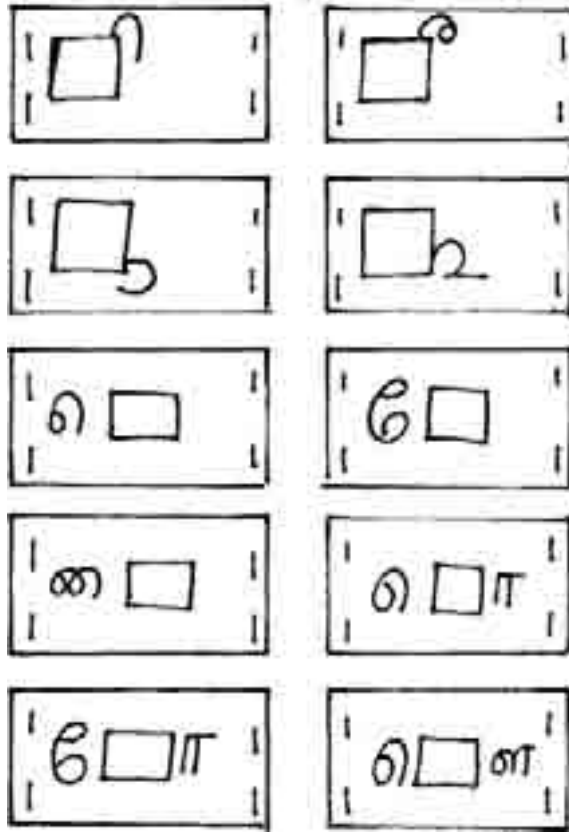
Preparation: This aid consists of two pieces (a) a strip of cardboard about 4 to 6 inches or more long, depending on the number of vowel consonants introduced in a lesson and an inch wide; (b) a set of two cardboard pieces of size slightly wider than the width of the long cardboard strip.

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

These are shown in the figures given here.



(&)



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

6. DEMONSTRATING A LITERACY LESSON

OBJECTIVE

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

EXERCISE

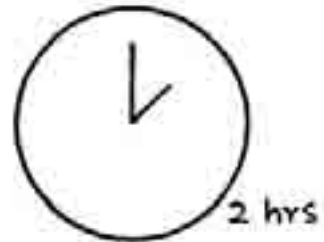
The trainer asks the trainees to divide themselves into three or four groups. Each group is asked to select a lesson from the first part of the primer. They are to study that lesson, the corresponding exercise in the workbook, and the aids for that lesson, and prepare for a demonstration.

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

The trainer asks for general comments on the classes conducted.

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

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



NOTE

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



LITERACY AIDS

(For the Trainer's use)

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

Literacy aids serve two purposes:

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

Some points to remember in preparing and using aids:

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

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

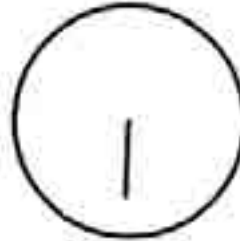
Comprehension of what is being read is important

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

7. REFLECTING ON AND SHARING THE DAY'S LEARNING

The trainer asks trainees to complete the following sentence

"What I am beginning to learn



30 mins

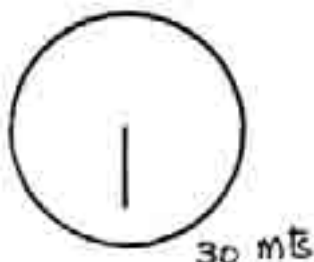


MORNING



1. PREVIOUS DAY'S REPORT

Focus : Writing skills



EXERCISE

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

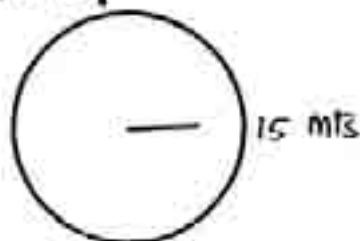
- length of the report
- sentence construction
- language - simple/complex
- clarity**
- organisation of the report

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



2. UNDERSTANDING THE NEED FOR NUMERACY LEARNING

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



EXERCISE.

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

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

Can you describe the activities involving the numbers and calculations?

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

3. GETTING INTRODUCED TO LITERACY AND NUMERACY

OBJECTIVE

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

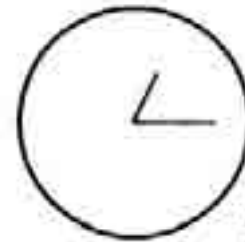
EXERCISE

The trainer distributes copies of the Numeracy Primer and the Animator's edition of the Numeracy Primer to every trainee. The trainees are to leaf through the books in their hand for five minutes.

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

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

The trainer answers questions and clarifications raised by the trainees.



1 hr 15 Mts



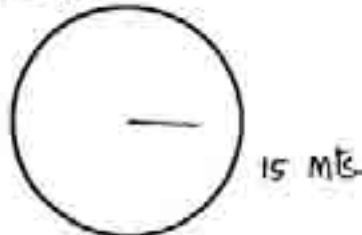
AFTERNOON



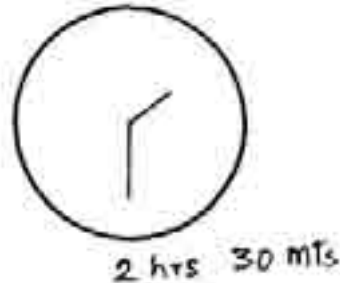
4. KEEPING UP THE INTEREST

EXERCISE

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



5. PREPARING AND DEMONSTRATING A NUMERACY LESSON



OBJECTIVES

To select one of the lessons presented in the Primer

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

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



EXERCISE

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

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

The trainer discusses the demonstration lessons with the trainees.

Give your general comments on the demonstration lesson. Did you find learning/teaching enjoyable?

If yes, why? If not, why not?

6. REFLECTING ON AND SHARING THE DAY'S LEARNING

Focus : Indicators of learning

EXERCISE

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



30 mts



STAGE 4

EVALUATION INDICATORS

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

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

STAGE 5

DESIGNING THE WORK PLAN FOR THE NFAE CENTRE

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

STAGE 5

Day 11

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

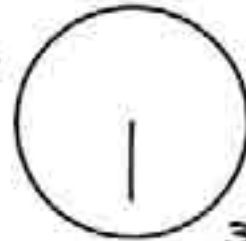
Day 12

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



MORNING

1. PREVIOUS DAY'S REPORT



30 MIN

Focus : Feedback

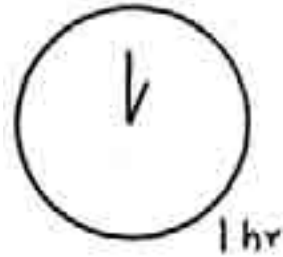
EXERCISE

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

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



2. IDENTIFYING ONE'S OWN STRENGTHS AND WEAKNESSES



OBJECTIVE

To realise and state one's own strengths and weaknesses

EXERCISE

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

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

Strengths

e.g., can speak well

Weaknesses

e.g., gets angry soon

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

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

The exercise concludes with a discussion.

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

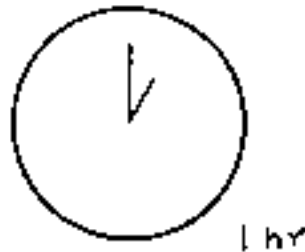
NOTE

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

3. SEEING OPPORTUNITIES AND DIFFICULTIES THAT EXIST IN THE FIELD

OBJECTIVE

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



EXERCISE

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

Opportunity

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

Difficulty

e.g., Family restrictions for the learners

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

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

How would you use the opportunities?

What would you do about some of the difficulties?

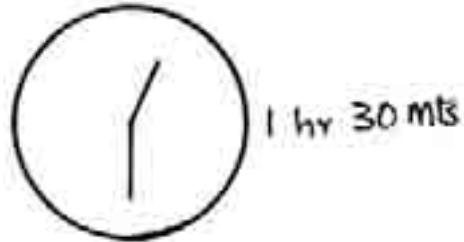
What is your feeling about being an animator?



4. PLANNING THE NFAE PROGRAMME

OBJECTIVES

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



EXERCISE

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

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

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

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



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

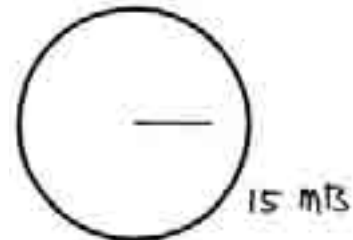
The purpose of this exercise is to make the trainees conscious of the planning components and also to give them an opportunity to plan their own non-formal education programmes.

AFTERNOON



5. KEEPING UP THE INTEREST

The trainer asks the trainees to conduct a game.



15 min

6. EXAMINING THE NFAE PROGRAMME PLANS

OBJECTIVE

To examine the NFAE programme plans

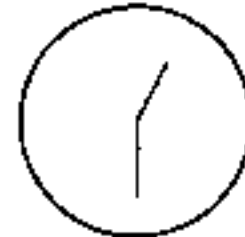
EXERCISE 1

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

EXERCISE 2

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

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



1 hr 30 min

Did you enjoy the planning activity?

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

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



SUGGESTED MODEL FOR RUNNING OF NFAE CENTRE

Stage1: Understanding ourselves (7 to 10 days)

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

Activities:

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

The animator could think of many more of such activities and add. These could be organised in the first one week or ten days.

Stage 2: Understanding our environment (From first to last month)

- Objectives:
- (a) Helping learners to understand their environment
 - (b) Understanding the environment of the learners and their attitudes and looking at it from a fresh angle.

- Activities:
- (1) The activities specified in the Animator's Guide -- selecting the topics and activities according to the situation in the village, and discussing them;
- Some topics could be taken up after a week of starting the NFAE Centre, other topics could be dealt with according to the need, throughout the period of 10 months.

- (2) Discussing mother and child care, diarrhoea, nutritional deficiency diseases (especially Vitamin A deficiency), the common diseases found to be prevalent in the villages, using the book "WHERE THERE IS NO DOCTOR".

Stage 3: Developing skills in the learners

- (a) Literacy (72 hours)
 (b) Numeracy (70 hours)

Activities:

- (1) 'Aelolo Eilasa', Literacy Primer
- (2) 'Aelolo Eilasa', Work book
- (3) Day-to-Day Arithmetic Part I
- (4) Day-to-Day Arithmetic Part II
- (5) Day-to-Day Arithmetic (Animator's edition)

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

Stage 4: Establishing a relationship between the AE Centre and the village. (Four months after starting the centre

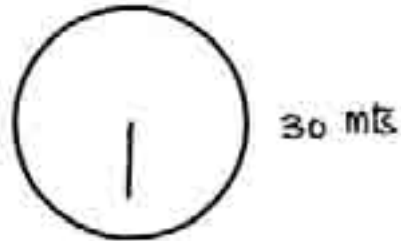
Objectives: Helping learners to get involved in the village activities

- Activities:
- (1) Celebrating festivals in the Centre
 - (2) Going on picnics (field trips)
 - (3) Eating together
 - (4) Getting interested in the welfare of the village community
 - (5) Organising cultural programmes (for building awareness)
 - (6) Contacting the development department officials and explaining government schemes to the learners.
 - (7) Examining carefully the craft learning in the Centre, provided the learners desire learning a craft and facilities are available in the village.

The NFAE Centre should gradually become the pulse of the village, by being the centre of activity in the village.

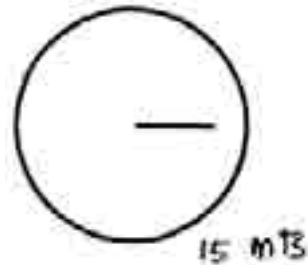
7. REFLECTING ON AND SHARING THE DAY'S LEARNING

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



8. OVERNIGHT EXERCISE

The trainer explains the importance of continuous learning and the need for all the members of the group to support each other through sharing their own experiences in future as they have done during the training. As a symbol of learning and sharing, the trainer suggests that the trainees prepare a badge overnight. Each trainee prepares a badge for another trainee.





MORNING

1. PREVIOUS DAY'S REPORT

Focus: Impressive aspects of daily reporting

EXERCISE

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

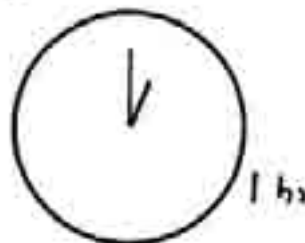


REVIEWING THE REPORTS OF ALL THE DAYS

Focus: All aspects of reporting, observation and expression, writing skills.

EXERCISE

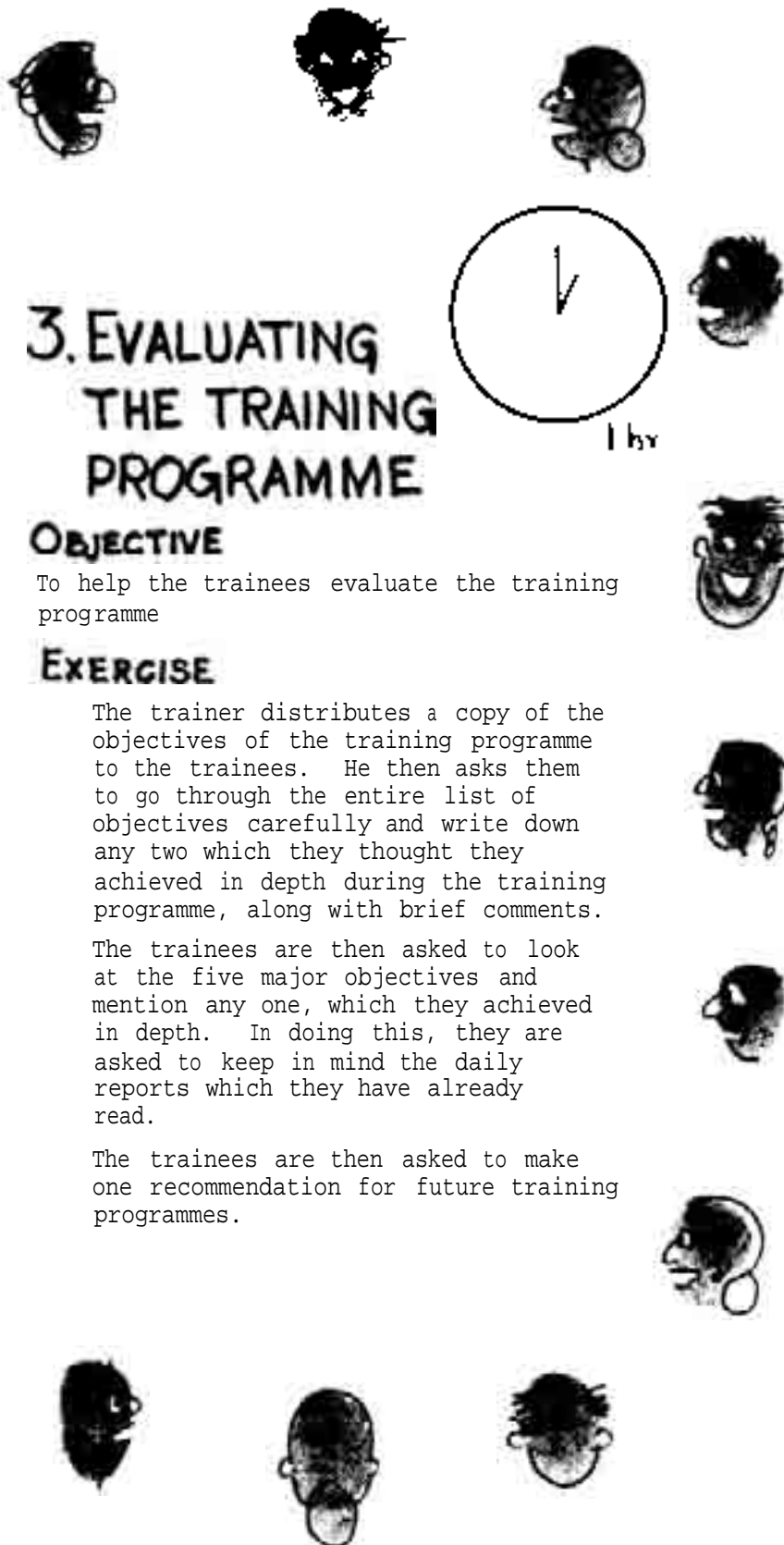
The trainees sit in a circle and read the reports of all the previous 11 days in turn. It is suggested that while listening to the report the trainees bear in mind the review of the learning and also skills in observation, expression and writing.



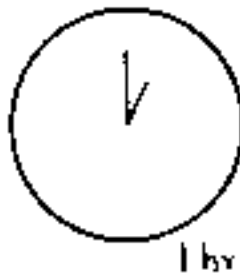
What was your feeling while listening to the reports?

Any comments on the reporting during early days and towards the end?

Do you feel that the daily reporting can be of help in your NFAE Centre?



3. EVALUATING THE TRAINING PROGRAMME



OBJECTIVE

To help the trainees evaluate the training programme

EXERCISE

The trainer distributes a copy of the objectives of the training programme to the trainees. He then asks them to go through the entire list of objectives carefully and write down any two which they thought they achieved in depth during the training programme, along with brief comments.

The trainees are then asked to look at the five major objectives and mention any one, which they achieved in depth. In doing this, they are asked to keep in mind the daily reports which they have already read.

The trainees are then asked to make one recommendation for future training programmes.

MAJOR OBJECTIVES:

1. To understand oneself and others in a group
2. To understand the community
3. To understand the present education system and its relevance
4. To practise the role of the animator
5. To design the work plan for the NFAE Centre

Stage

SPECIFIC OBJECTIVES:

- To enter into a learning environment
- To feel at ease
 - To realise the importance of one's own self
- To find out as much as possible about the other person
- To express his/her own feelings in the group
 - To be aware of one's own emotions
 - To feel that he/she is cared for
 - For the trainer: To get a feel for the emotions of the trainees
- To begin to understand one's own expectations from the training programme
- To make a commitment towards sharing responsibilities for his/her learning
- To look at the advantages of cooperative group action
 - To think about the value of working as a group
 - To develop a desire to work in a group as a member of a group
- To experience group decision-making and cooperation
 - To articulate one's perception of one's job
- To review the previous day's events
 - To develop the skills of observation and expression
 - To improve writing skills
 - To learn to express both positive and negative comments
 - To become conscious about planning for the day
 - To look at oneself and others
 - To recognise one's own values
- To observe how the group communicates
 - To understand factors that affect communication
 - To look at one's own and others' values and see how these affect oneself and the group
 - To understand the role of values in behaviour

Stage 2

- To look at one's own village community
 - To examine one's attitude towards the villagers in relation to oneself
- To develop an understanding of some of the community's problems
 - To learn to identify the causes of problems faced
- To look at one's idea of health
 - To get an impression of the condition of health of the village community
 - To understand the magnitude of the health problem in the country
 - To develop skills in identifying the symptoms of some common health problems and their preventive measures
 - To understand the term 'poverty'
 - To understand the extent, the symptoms and the cause of poverty in India
 - To know various sources of information
 - To understand the need for collecting and using information in one's own work
 - To get introduced to the skill of collecting relevant information
 - To understand the levels of participation in a group discussion
 - To learn to use the information gathered (application of knowledge)
 - To practise conducting group discussion
- To identify the day's learning
 - To understand the importance of how learning has taken place

Stage 3

- To understand the elements of planning
- To focus attention on education
 - To gain a better understanding of education
 - To analyse one's school experience and to understand its relevance
 - To visualise an educational programme for adults

Stage 4

- To experience one-way and two-way communication
 - To understand that effective communication is a two-way flow
 - To understand what makes a discussion good

- To be introduced to a new technique
To develop skills in discussion
- To understand issues related to women
To analyse the problem of dowry and one's own attitude towards it
To practise role play and understand the use of it as a tool to enhance learning
- To look at the contents of the Animator's Guide, its functions, its use in the NFAE Centre
To begin to look into the basic assumptions of the Animator's Guide
To begin to be able to see the basic approach used in the presentation of ideas/problems in various lessons
To select a lesson most applicable to the learner's situation
To practise using the lesson
- To gain more skill in discussion
- To realise the need for learning to read and write
- To be familiar with the tasks involved in using the literacy primer and the learners' workbook
- To develop some skill in preparing literacy aids for use with the literacy primer
- To develop some skill in using the primer, the workbook, and aids prepared
- To realise the need for numeracy in day-to-day transactions
- To look through and be familiar with the Numeracy Primer and the Animator's edition of the Numeracy Primer
To select one of the lessons presented in the Primer
- To read through the Animator's edition and prepare to demonstrate the selected lesson
- To develop some skill in using the Numeracy Primer and the Animator's edition

Stage 5

- To realise and express one's own strengths and weaknesses
- To be able to identify factors in favour of the NFAE programme (opportunities) and factors against the NFAE programme (difficulties)
- To plan the programme for the NFAE centre by
 - listing activities and fixing priorities for them
 - identifying resources available
 - looking at allocation of time and the emphasis on various activities
 - considering ways to involve learners in planning and implementing the activities

- To examine the NFAE programme plans
- To help trainees evaluate the training programme
- To feel a sense of completion and to look ahead to being an animator

AFTERNOON



4. KEEPING UP THE INTEREST

GAME

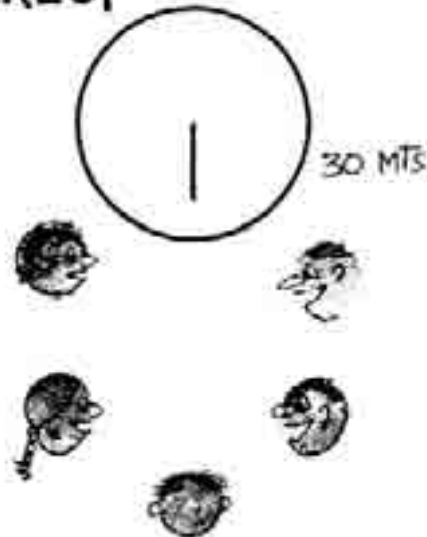
Exchanging roles

Everyone writes his/her name on a slip of paper. The slips are collected and shuffled and each player draws one.

Players then have to say something on behalf of the other person whose name they have drawn. They must speak in the first person, using some characteristic of the person.

"I am
 "I often say
 "I always like
 "I am a person who never

The group has to guess who the person represented is.



5. CONCLUDING THE TRAINING PROGRAMME

OBJECTIVE

To feel a sense of completion and to look ahead to being an animator

EXERCISE

The trainees sit in a circle. Every trainee is asked to speak for a minute or two about his/her experience of the training.

The trainer also speaks about his/her experience.



The trainer asks the trainees to sit in pairs and bring out the badge prepared by them the previous night. He suggests that each pair comes forward and pin the badge he/she made on the other one, as a constant reminder that the learning is continuous and also that they belong to each other in the group and that they would support each other by sharing their own experience in future.

NOTE

This exercise is given for the trainees to recognise that they must continue their learning and be ready to support each other throughout their work as animators.



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