

## Introduction

The Halo Medical Foundation (HMF); UNICEF, Mumbai; and Zilla Parishad, Usmanabad, are together carrying out the Micro-Planning project. All villages from Talukas: Tuljapur, Lohara and Umarga are covered under this health related project. The HMF's staff are primarily responsible for carrying it out, and of whom were all trained for ten days regarding the knowledge and skill of how to collect and record data. The participants were shown ten different techniques, as well as how to use them in practice through a five-day residential training program, with five days in field with the trainers. This gave them the experience of working with villagers, while collecting and recording necessary details for the Micro-Planning project.

The idea of Micro-Planning was initiated by UNICEF's Maharashtra chief, Shri Gopi Menon. It was first carried out in Chandrapur, Amravati, Nandurbar and Latur Districts of Maharashtra State. These types of projects were carried out in many places within the Maharashtra State.

The staff members working on the Micro-Planning project must try and assimilate with the villagers, being expected to work within the environment available at the village level. They should be able to motivate and encourage villagers to participate and help to carry out the project, and help them realize that it is for the betterment of their society. All techniques learnt during training, should be used in practice. Staff should ensure the involvement and participation of everyone at the village level. This was all covered during training to the HMF staff working on Micro-Planning project. A refresher course lasting 3 days was also arranged for the trainers involved by the HMF, prior to the staff training.

For the past fifty years, the State Government has carried out various programs and projects for the development of villages, but to-date, the progress at the village level has been minimal. In the village districts (mentioned above), the five-day work of the Micro-Planning project aims to increase village development through the participation of the villagers themselves. To a large extent the field worker will expect this success.



## The Training

### Objectives of Training:

1. To improve the capacity of our cadre and give direction to their work.
2. To acquire the art of reaching each and every person in the villages.
3. To do preparatory work for the successful implementation of Micro-Planning project.
4. To improve contacts of HMF, with various friends and institutions.
5. To ensure maximum people know about the work that is carried out by HMF for the villages in Usmanabad district.
6. To enrich the confidence in the working cadre of HMF and make them self-sufficient.
7. To increase the job opportunities for both men and women through this training.

### Training Subjects and Dates

*From 20/10/2005 to  
24/10/2005*

*:- Class room training on techniques and process of micro-Planning*

*From 25/10/2005 to  
29/10/2005*

*:- Actual Field experience on process of Micro-Planning, along with training conductors.*

### Objectives for Trainee:

1. To promote the skills already possessed.
2. To improve the efficiency of their work, and develop their personality.
3. To learn skills to help improve the participation of local people in the project work.
4. To understand the importance and process' of Micro-Planning

### Program Conductors and Participants:

*Shri Dilip Sugawe and Shri Digambar Ghodke* were chief conductors of the Micro-Planning related residential training course at HMF, Anadur. They have both been active in the field of social work for past twelve years, and have actively participated in Micro-Planning related work for five years.

The trainees were from Halo Medical Foundation: twenty women, who have been working as Bharat Vaidya, and other active youths (both men and women) from our team of workers from other fields. All of which have had extensive experience of working in villages.



### DAY ONE

Morning 12pm, 20<sup>th</sup> October 2005

By 12 o'clock, all the trainees from various villages and the program conductors had gathered together at the training centre including HMF staff members, women from Bharat Vaidya project,

and other young men and women field workers. In all forty-four, had come for the training program. Mrs. Bharatbai Bhojraj, a Bharat Vaidya, garlanded Mahatma Gandhiji's bust, and inaugurated the training program.

Each participant, including the trainers, introduced him/herself to the group

### LUNCH BREAK

Afternoon, 3.45pm

**SONG:** *"Tod marda tod hi chakori"* (Hey young one, break all the barriers). All of the participants sang the song.

**GAME:** *"Bol Bhai Kitne, Aap chaahе jitney"* (Say brother/sister how many, as many as you wish) The game was played by the whole group moving in a circle. As soon as the leader announced a number (5,6,2,7 etc) participants had to form groups as per that number announced. Those who could not make up group were out. The game continued until only two participants were left.

**SONG:** *"Tumhich mhanataa samaantechyaa mahilaa waatekari, kaa karitaa anyaay mahilanvari"* (When you agree, that equality is the right of women, why do you ill-treat them?)





## The Real Picture of Society:

All of the trainees were gathered in a circle and six participants stood in the centre. One had his mouth shut, the 2<sup>nd</sup> participant's hands were tied, the 3<sup>rd</sup> one had his legs tied, and the 4<sup>th</sup> had his eyes covered by cloth. The final participant was made to stand in the centre of these handicapped ones. This showed the real picture of our society, we were told. We were then asked how they would describe this situation? The suggestions were:

1. Although bad incidences take place in our society, we prefer not to look at them, nor do we try to stop them taking place.
2. Though educated, individuals do not possess real knowledge, and society puts lots of restrictions on individuals.
3. Restrictions are present when moving within society. These are due to rituals, traditions, preconceived thoughts, and blind faith etc.
4. Due to society's restrictions, somebody's eyes are tied, somebody's legs are tied, somebody's hands are tied, somebody's mouth is shut, and therefore there is often no resistance to wrong doings for years/generations.

The group learnt that through Micro-Planning, the development of every individual and in turn the whole village was expected to take place. We learnt that through discussion, the villages and people that we will be working with are facing these restrictions. Therefore the kind of problems individuals must face was clearly understood by everyone.

## Three Cycles that Prevent Development:

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| <ol style="list-style-type: none"> <li>1. Bonded Labour cycle</li> <li>2. Poverty cycle</li> <li>3. Loans cycle.</li> </ol> | <p>The group was told about three cycles of underdevelopment. The trainers explained that irrespective of the various planned development programs (on a governmental level), the execution of them is largely unsatisfactory. <i>Reason:</i> In our rural society, the common man's development has not taken place due to the above-mentioned causes. A common villager is unable to break these bonds on his own.</p> <p>These villagers have no power. They have no opportunities. They do not have money. They do not possess necessary skills and they are largely ignorant.</p> <p><b>1. Bonded Labour Cycle</b><br/>A bonded labourer has to work like an ox. He has to tolerate physical beating and he is not allowed to express his feelings. In villages you find several people who are bonded labourers. Thus, such people are bound into a cycle of poverty.</p> <p><b>2. Poverty Cycle</b><br/>Villagers who are in this category, have no savings of any kind, and therefore reason low productivity. Thus they have no investments. Their earning power is meager, while expenses are beyond their means.</p> <p>For instance, a person who works as a coolie in the city comes under this category. He earns about Rs.200/= per day, yet he has addictions and is somewhat ignorant. Out of this daily earning, only</p> |
|---|---|



Rs.25/= reaches his family which is in his village. While he spends Rs.2000/= every month on various addictions like, liquor, smoking etc. His children do not attend school but work as child labourers in the village.

The advantage of Micro-Planning is that you can explain the disadvantages of certain types of life patterns and create an awareness of them. A family going through this poverty cycle will inevitably join the bonded labour cycle over a period and would often join the loan's cycle soon after.

### 3. Loans Cycle

Income Rises --- Expenses Grow --- Shortage of Funds ---- Loan ----Loan for repaying earlier Loan ---  
-Mortgage Loss ---- Credibility loss ----Loss of mind balance ---Addiction----No income source.  
Therefore a person caught in the loans circle's grip is also trapped into the bonded labour cycle.

**SONG:** Mahatma Fulay sang a 19<sup>th</sup> century in a song: "*Vidyavina Mati Geli, M'tivina rajya gelei*"  
Meaning:

Illiteracy causes loss of wisdom  
Loss of wisdom causes loss of progress  
Loss of progress causes loss of wealth  
Without wealth, down trodden (lower cast) people, have fallen behind in every field of life  
All this loss was caused by illiteracy alone.

We discussed that despite being in the 21<sup>st</sup> Century we are still experiencing this in our villages: downtrodden people have remained where they were two centuries ago. Literacy and training gives you information. Training causes changes in the life of a person. Only then can it be possible to participate with an open mind in the Micro-Planning program. A literate person cannot be termed as an educated person. Only someone who uses knowledge and other skills for the betterment of the self, family and society in which they live can be deemed educated.

### Three Aspects of Development:

For the reduction of poverty and the development of people from rural areas, the government is trying to implement various programs. For example: road construction; school education; electricity distribution and free education to girls.

To help the group analyse these development projects and to understand the three aspects of development, we were shown three slides to represent them:

- A mother carrying her child on her waist.
- A farmer driving oxen pair.
- Two laughing girl friends, chit-chatting together.

After each slide was shown, the class was asked to discuss and state their views on how the slides relate to the theme of development.

#### **A mother carrying her child on her waist:**

Here the child is the receiver and mother the donor. In other words, the child is dependant and the mother is the supporter. This is what can be called a *dependence or program approach*.

This happens in practice too. People are sitting on waist of government institutions. People expect that somebody should come and help them in resolving their problems; therefore people do nothing for their own development. Self-development is possible if people are ready to put the effort in and really strive for it.

### **A farmer driving oxen pair:**

This is the *project or driver approach*. Here you see oxen are being driven and the farmer is the driver. Such two parties can be involved in a project. For example: the Sarpanch and villagers; Gramsevak /Talaathi and villagers: the head of the family and the family members. Here one leads and the other follows. The amount sanctioned for a project by the government department and the actual sum that reaches the downtrodden people at the village level has a large disparity, which is often lost to the middlemen who grab the majority of this amount. Here the role of the leader is in favour of middlemen.

### **Two laughing girl friends, chit-chatting together**

This is the *process approach*. In this, co-ordination and friendship is most important. The administrators and people involved should also have cordial relations and faith in each other. A plan for village development should not be decided by the administrator, it should be discussed with the concerned villagers (If the scheme is for downtrodden people, then it should be with their actual involvement that the scheme will work effectively).

Villagers are aware of their problems and needs and that's why development planning should always be done in consultation with the concerned villagers.

Program: is once in a while

Project: is time-bound

Process: is continuous

Till today, lots of programs have been conducted and projects completed, but they could not achieve their desired affect and the development of rural villages has not taken place. Great effort must be made to begin implementing a real process of development. The class understood this crucial point.

The government used to ask experienced administrators to prepare and to implement development related projects for rural development. They also did the planning for it, however this often did not yield its expected fruits. Now the administration usually decides the projects and the process, and seeks help from organizations who already work for the betterment of these people. Due to this, the exploitation of poor people has largely stopped, and people have realised what problems should get priority, and they are starting to assert their rights.

Planning now starts from need of poorest strata of society. People's opinions are getting importance, which was sorely missing in past era. Micro-Planning is a type of planning that considers and listens to the needs of the lower strata of rural society.

**SONG:** "Deshbhakta Tumhi logna tyag aamha kay magata". Meaning: "Why ask us to sacrifice, when you call yourselves patriots."

## GAME: 'Government Planning and People'

A game was played to understand, how the various government projects have related to people. Sanjivani Tai was asked to sit in the centre, of a circle formed by the rest of the trainees. One of the participants handed over a matchbox. The participant along with the others, were in turn asked to give this to Sanjivani. Everybody was told to hand over the matchbox in a different way (to avoid repetition of the method of handing over the matchbox).

A few of the methods that were used: the match box was taken to her and handed over, the match box was thrown at her, she was shouted at before giving matchbox, she was called and asked to take the matchbox etc. Nobody bothered to ask her if she needed the matchbox, however. Nobody tried to take her views into consideration. Everybody did the task as a "target oriented job". The group expressed the view that they were asked to hand it over her, that they were obliging her by handing the over this matchbox.

This shows how the administrators have looked through their coloured glasses and have decided the developmental needs of the people. In other words, the government has tried to implement various projects for the people however, the people's real needs were not considered at all. To fulfill these needs, extensive planning should take place.

*For example:* After introducing the schemes to alleviate people living below the poverty line we must question: Have we achieved the desired results? Has any significant change taken place in their living standards? Therefore, the administration, along with the whole development community, must address these questions.

The people will therefore have no knowledge of a scheme that is sanctioned for their betterment.



If people progress one step, the government must be ready to come forward ten steps. For this however, people must show willingness, since the schemes are meant for them. People should be ready to know about schemes, and they should be made fully aware of them. Once their willingness is developed, then people's capacity can start to be fulfilled and progress will therefore be possible. Only then will they be eager to participate in training programs, attend work, school lessons and be ready to use various mediums.

The people must be allowed to question what kinds of experiments are being carried out; what knowledge they are based on; the methods employed; the use within the area. This can be helped by visits to the area such as, visits to farms, factories, institutes etc. They must be ready to acquire new techniques and develop scientific thinking based on facts. People are ready to use new knowledge that can help develop both their personal lives, as well as that of society.



Efficiency awareness---Efficiency improvement skills ---  
Information knowledge ---Tourism / New Technique---Basic  
Rights--- Permanent Participation

In the steps described above, with people's efficiency, desire and awareness, along with the participation of the people, projects can be implemented successfully. Gaining basic rights must be the primary aim and with the implementation of the above steps, improvement is foreseeable. The participation of the local people is crucial. Participation should be permanent and reliable, only then can a village progress. The wheel of thought will turn and the village will thus be on path of development, reaping the goals set for improvement.

At the end of day, the trainee group looked back on the day's achievements. We were asked to narrate which new techniques we had learnt and which ones we appreciated the most.

### What is the difference between Right and Need?

*Need* - a service or item

*Right* - a way of acquiring our needs: where, when and how.

## DAY TWO

Morning 9am, 21<sup>st</sup> October 2005

**PRAYER:** *"Itani shakti hame de na data"*

Meaning: "Give us so much strength giver (God), that our faith does not become weak"

[Responsibility of writing the day's report was handed over to Bharat Vaidya cader's Naagini Survase and Aashaa Gulwe.]

**SONG:** *"Beti hu main beti"*. Meaning: Daughter, I am daughter, I would become (shine like) a star.

## Why are People Poor?

The trainers explained that everyone tries to explain why he or she is poor. They give various reasons to put forward their point. In our society poor people's way of thinking is also often poor. They feel poverty is due to earlier life's effects. They blame their poverty on destiny or due to God's will. The main aim of the training is to create a change in the villager's way of thinking. The field worker's aim should be to change this behavior of not only individuals, but the whole of the village. They must look at their behavior analytically, with open eyes.

## Ways to Encourage Development

The group was explained ways that we can encourage this change in behavior:

- The people should have faith in you (develop it).
- Inscribe positive thinking in the villagers you are working with.
- Know the real needs of villagers.
- Understand the problems faced by villagers.



- Make them think up solutions.
- Don't ever let it enter in your mind that you are the donor.
- Build team spirit among the villagers.
- Ensure villagers participate in all activities.

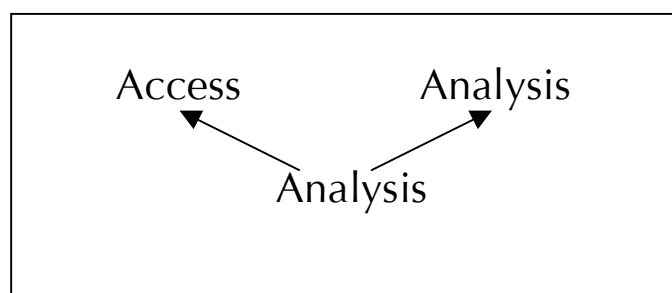
Do not provide them anything on a platter. Make them think. This builds their capabilities. To understand what their needs and problems are, villagers should form teams and look for solutions. In our nation people are reluctant to form teams. Forming teams of villagers is essential. Wherever teams are formed and people are working together to resolve problems faced by them, progress graphs have shown positive trends.

## Analysis of Problems

When villagers form teams, they often try to analyse problems, and formulate solutions. Solutions should take into consideration, the tools/materials/items available at the village level itself and take all other related factors into consideration. With proper planning and increasing the availability of resources (e.g. tools, materials), it is possible to resolve problems, meet set targets and achieve development. Both our analysis and actions need to be reviewed so that shortcomings are highlighted. The motivation of villagers is to be monitored, as this is essential to achieve development.

Analysis of Problems:

- Team building – Analysis --- Use of available machinery/tools--- work related action ---Follow up - -- evaluation.



For this, an example was used of an incident of a fire. In this case, one would need to call up the fire fighting squad. To extinguish the fire, one would need water and other resources, as well as the effort. One must save people in the premises where fire has taken place, and also gather people for help. Similarly for the development of a village, we must take various actions and use several processes. Sometimes problems crop up, but also opportunities will crop up. We have to find these suitable opportunities and discuss them properly, putting all efforts into the implementation of them. Development is thus a continuous process.

## Development:

- What is development? Definition?
- Who is to be developed?
- Who should carry out the development process?
- How should it be carried out?

### Definition of Development

To get what we do not possess  
To achieve set goals  
To see everyone's needs fulfilled

However, since everybody's thoughts, wishes and needs are different, development is therefore different depending on each individual. Thus, there can be no fixed definition of development.

Giver --- Taker

Driver --- Driven

Driven --- Driven

To use all of the above methods together and to achieve the goals that are set is to gain development. To do all these things we need:

### **Mental Strength (Knowledge) + Physical Strength**

Work cannot start unless one's mind is involved. Your mind must approve and be fully occupied in the work to achieve the set goals. Once the work enters your mind, it sets the process of thinking in motion. The analysis of work therefore starts and the planning of ideas enters the picture. Finally, to do the actual work you will need physical strength.

*"Instead of giving a man a fish, teach him how to catch a fish"*

The definition of development changes as per the situation. The group was taught an important lesson: instead of feeding a person bread, teach them how to make bread. If carried out in this way, development can be successfully implemented. Wealthy people visit various places, gather information and knowledge, and use them. Their productivity and production inevitably improves and they will therefore gain success.

Poor people cannot afford to visit various places. Therefore they do not have the mindset to change methods and practices that have been used for generations. As a result, they remain poor.

Development is nothing else than to be able to live life in a good manner and to be able to carry out what we need and want to do with ease. Therefore, development offers freedom. The freedom to come out of the bonded labour cycle, loans cycle and poverty cycle. One must follow the right paths dedicatedly, and prosperity is bound to follow.

An example was used to show the various ways development could be achieved, shown as follows. The sum of four can be put onto paper in following methods:

$$4 = 2+2, \quad 4 = 5-1, \quad 4 = 2 \times 2, \quad 4 = 1 \times 4, \quad 4 = 4 \times 1, \quad 4 = 8/2$$

Development can be achieved and problems can be resolved by following various methods.

Group discussion began by asking, "what does development mean?" in one word. The group came up with the following answers: **Progress, Improvement, Facilities, Transformation, Change**

The group discussed that things such as: roads, lights, water, gutters, toilets, health centres, schools, banks, telephones, daily wages, libraries, the Grampanchayat, women's social circles, youth circles, buses, trains etc. do not indicate development, but indicate needs. Information about these facilities to every villager would bring development possibilities but villagers are lacking the knowledge, and in this stage they live happily. If the mindsets of villagers change, then the village would change, villagers would change, and only then would the developmental goals set become possible to achieve. Improvements do not necessitate development alone. To extend above calamities, or to resolve problems is development.



## GAME: 'Dolls Play'

All the trainees sat in a circle. A stand was kept in the centre. A bag was tied to one side of the stand. A doll was tied on opposite side. A rope was going through the stand diametrically, from one end to other end of circle. A wheel was placed on top of the stand. We were then asked to describe the situation. Responses were as follows:

- The doll represents a woman who has fallen in a well.
- A woman tied by the restrictions of poverty.
- A woman has committed suicide and an enquiry is being carried out.
- A woman under saline treatment.
- The rope indicates, a woman below the poverty line.
- The bag is a government safe full of plans.
- The doll indicates people
- The wheel on the stand is the administrative system, public organizations
- The rope held, indicates the poverty line.

Final conclusion:

- Rope: Poverty line
- Doll: People
- Bag: A government safe
- Wheel: Administrative system, public organizations



This shows the gap between the common villager and the government development plans. A discussion was held regarding 'what we can do for people below the poverty line'. These were some of the conclusions:

- Improvement in efficiency
- Awareness about desires/ change in state of mind
- Reduce gap between administration and villagers
- Give information on new useful technology that is available
- Form a team, arrange study tours
- Create inspiration
- Awareness about the effects of bad results.
- Help to decide which priorities should be given preference to.
- Provide information about developmental plans and projects
- Create awareness about rights and duties

- Form habits of savings, exchanging thoughts, awakening ideas about development
- Inform about employment availability.

#### Reasons of living below the poverty line:

- Ignorance
- Lack of awareness and information provided
- Inferiority complex
- Blind faith and rituals followed for generations
- Expenses beyond means of earning

#### GAME: 'Paper/Picture'

In a circle lots of pictures were cut and pasted. The group was asked what message they saw in them. These were the answers:

1. A newborn baby has been wiped with a cloth. It should not be given a bath. When the baby is in womb of mother it has healthy/nutritious atmosphere around it. But after birth, the surrounding atmosphere contains viruses that can affect the baby. The percentage of infantile death increases.
2. A government nurse enquires about the newborn and gives information to mother about vaccinations.
3. Do not bathe the newborn in open places. Personal cleanliness is essential.
4. A baby with weak hands, feet and its tummy (stomach) is enlarged, will be malnourished.
5. A lady is carrying water from hand pump in a vessel, which is not covered. She should cover it from top.
6. There are no drainage facilities and garbage is scattered around the home.
7. The area around the home should be kept clean and they should have a kitchen garden and good drainage facilities.
8. A simple and economical toilet should be present.
9. Keep the pot covered when food is boiling on stove. The nutritional value of the food is preserved this way.
10. Picture of a nursery. Equal treatment to all.
11. Suitable vaccines must be given to the infant.
12. A covered water tank, a utensil with a handle to take water and a glass, shows the way drinking water can be kept clean.
13. Do not go to the toilet in an open place. In case you have to, then bury it with soil afterwards.
14. Garbage from the home should be deposited in a garbage container.
15. Vegetables should be washed before cutting and using.
16. Infants should be breastfed.
17. Use education as a medium to do away with poverty.
18. Eatable items should not be kept open in a pan/ thali.
19. Take care of personal hygiene, and the cleanliness of hands and feet.
20. Learn the correct way of breastfeeding, and keep a chart of the baby's weight.

#### Commitment of Field Worker

We were all explained about the ideal behavior of a field worker. They should educate and provide information on subjects such as: law, small-scale industries, the importance of education, care for personal hygiene, and other issues that may help the family to develop. The guide's role is of great importance here. The field worker's social connections can help enormously here in their developmental work. This work can be both simple, as well as being extremely tough at times. Field

workers learn from their experiences. While working for an institute, a field worker should have keen social skills, keeping in mind, for whom he/she is working. Their personal ego should be kept aside and they must learn to convert in their mind “me or mine” into “we or ours”.

When we talk in terms of “me or mine”, we cannot value the person who is in front of us. It is all too easy to end up regretting what has been said, if one speaks without thinking.

***Society --- Institute --- Aim ---  
Principle --- Time --- Materials---  
Instruments --- Limit --- Family  
--- Work --- Thoughts --- Money ---  
Woman --- Mind***

**Types of field workers:**

- 1) Only knows how to give orders
- 2) Carries out orders only
- 3) Those who carry out the job

**How a field worker should be:**

Though a field worker cannot avoid some dependence on others, a field worker, should use their initiative, and have a degree of independence. They should be a good coordinator and listener and be able to create a good rapport with the people. They should listen to any number of suggestions from the people. Society is like a big university. They should attend to good suggestions and forgive bad ones. Villagers have a lot of unique information and knowledge to pass on. A field worker should be able to tap into this source of information, and sow the seeds into the minds of resourceful villagers with knack. Discussions among groups of villagers help to give the required momentum to the task at hand. Instead of using power, love them and the task can be achieved with ease.

LUNCH BREAK

Afternoon, 2.05pm

**SONG:** “Snaga Aamhala Birla Tata Bata Kothe aahe ho”

Meaning: Tell us where are Birla, Bata and Tata are? Let us know where wealth is accumulated? And where is our share of it?

**GAME: ‘Ram and Ravan’**

Everyone was equally divided in two groups. When “Ram” was called a trainee from that group ran to the wall. Another group would participate and “Ravan” would try to catch them. If the player got caught, they would join the opposite group. If they were not caught, then the player pursuing would join the opposite group. In this way after the time limit, the group with the greatest strength was declared the winner.



## Education

The group discussed that only through education, can mental intelligence and the ability of thinking in all directions develop.



*What is Education?* Everyone tries to look at problems from their own angle. Working at the village level, multiple ways should be considered. All of them should be taken into consideration. To be able to evaluate various possibilities is education.

*How Can We Develop?* The first step is planning. Without a plan there cannot be any development and the work will fail. Throughout the world, the planning era for development started 1929.

## Ways of Planning

Planning is the effort put in for the maximum achievement, in the minimum amount of time, money, equipment, and with a clear agenda and timetable. This should clearly show who would carry out a job? When? How? And for what reasons? Various methods of planning were taught to the group.

*Total Planning:* Planning done considering all aspects of a project is called total planning.

*Partial Planning:* For limited period / temporary in nature, is called partial planning (for example planning done to overcome epidemics).

*Macro planning:* Planning done, taking into consideration the conditions at a certain time period, is called macro planning (in the absence of actual data an approximation is done to work out the figures).

*Dictate planning:* A type planning that is based on law or is dictated by an individual/group (i.e. dictated by government or the courts). For example: During Ganapati festival loudspeakers should

not be used after 10 pm. In this for certain time period, planning needs to be done to take care of the court order.

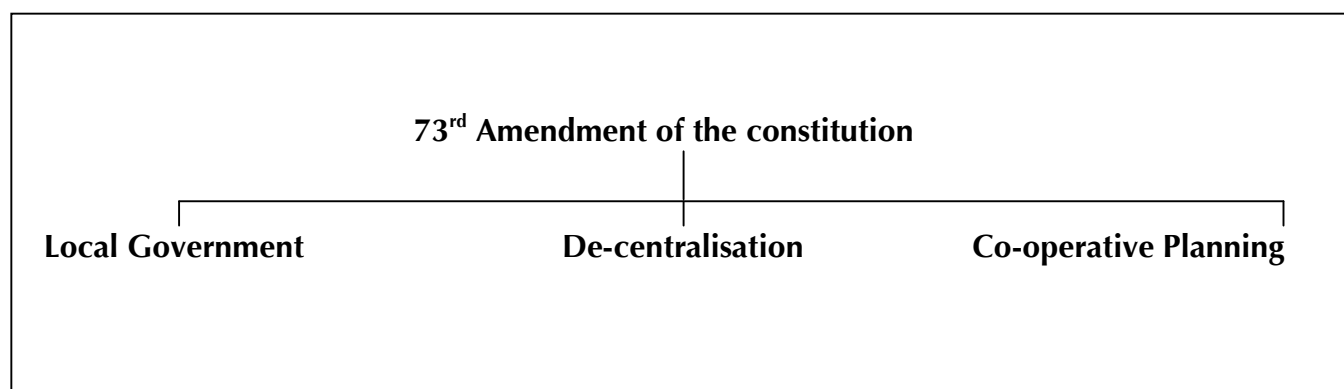
*Encouraging Planning:* In the case of calamities such planning is done. Government bodies will appeal to people to come forward and help in such conditions (e.g. earthquakes, floods, epidemics etc.)

*Top-Down Planning:* Planning that is made from the top e.g. some electricity charges were waved off for farmers by the government just after an election, by putting a bill in the state assembly. Often they are financially unviable, and ends up affecting other plans

*Third Party Planning:* A party who is not involved in the implementation of the plan, nor the party who is going to benefit from the plan, is asked to do the planning.

*Co-operative Planning:* In India now Micro-Planning is known as co-operative planning as concerned villages are involved in such planning. Concerned villagers are actively involved, in such planning discussions, before it is put on paper by the administration.

## Decision Making and the Rights of Gramsabha:



In 1993, 73<sup>rd</sup> constitution amendment came into effect. But even after twelve years people are still unaware of these changes. To create development, we must pass on this information and create an awareness of it: To make people aware of their rights is development.

If Gramsevak or Sarpanch, do not hold gramsabha (village meeting) they can be deprived of their post.

**GAME:** 'Idli --- Dosa ---Puri---Chapati': This game improves the concentration of a person.

**SONG:** Lalita Tai and all sang a song: "*Nadichya wat chun chun kata, chunchun kariti por*"

Everyone was divided into four groups and we were asked to think and describe how we find today's villages. We were given time to think.

**SONG:** "*aajke logo chandpe jawe*" song was presented by Digambar Bhao along with all.

Participants from each group presented the group views.

### Health Conditions:

- Ill-equipped dispensaries. Treatment often not available in time.
- Nurse not available
- Epidemics

- Maternity facilities not available
- Vaccination not carried out
- Trained maid servant unavailable
- Toilets unavailable. People suffer from constipation.
- Many mosquitoes.
- Lack of Garbage
- No health training or education
- Malnourished children are found
- Government employees do not pay home visits
- Mother and infant death percentage lower

### Social Conditions:

- Lack of coordination
- Blind faith on rituals
- Divisions between Male – Female, Rich – Poor
- Opposition to love marriages, due to age old traditions
- Obstacles raised in developmental work in village
- Obstacles/problems in education
- Dowry deaths, Child marriages, Abortion of female foetus'
- Ill treatment of widows and childless women
- Child labour
- Parda System
- Growth in population
- Bonded labour practices

### Educational Conditions:

- School up to 4<sup>th</sup> or 7<sup>th</sup> standard only
- Male children given preference over female children
- Education
- Class rooms not sufficient. Toilets and drinking water not provided. Lunch provided (Khichadi) is not nutritious
- Ignorant parents
- Parents unable to provide stationary and necessary items
- Educated and degree holder's tendency is to stay in cities
- Parents/ teachers are often hold addictions.
- Teachers involved in money lending
- Difference of opinion between teachers and politics
- Parents not ready to send female child for education away from home
- School in locality not provided with stationary / books etc.
- Teachers involved in partiality. Do not treat all equally
- Parents put pressure on teachers

**Popatrao Pawar** has inspired people in this participative movement. **Anna Hazare** has also inspired people to change their views, and see how crucial it is to view things from a villager's perspective. To even change the life of just one neighbour, or to turn their opportunities around, means that our life is worthwhile.



## Conditions of Development:

1. *Grampanchayat*: An important Governmental body responsible for village development. 99.9% Sarpanch are unaware of many government provisions, due to which failures take place. Villagers do not elect Grampanchayat members. Village involvement is lacking
2. *Water supply for general public*: 50% Grampanchayat's are unable to provide enough drinking water. Wherever such provision is available, not enough care is being taken.
3. *General Electric supply*: Theft of electric supply and unpaid bills to the electricity board.
4. *Primary education*: Totally neglected
5. *Transportation*: Roads are of inferior quality. Within a year they will need repairs. Governmental money wastage and the subsequent suffering of the villagers.
6. *Toilets*: People are unaware of the need for them.
7. *Drainage system*: Drainage systems not available. Water logged areas in front of big houses is often seen. Diseases spread due to such conditions.
8. *Use of Technology*: Technology in the development plan is meant for poor people. In practice, rich people exploit the advantages and deprive poor villagers.
9. *Guaranteed daily employment*: Labourers are unaware of their rights and provisions. Nobody pays any attention to this fact.
10. *Cleanliness and Health*: Villagers are completely unaware.

As given above, all four groups presented the actual conditions of the villages development in health, social, educational and developmental conditions.

### GAME: 'Marbles'

About twenty-five marbles were placed in a circle. The 1<sup>st</sup> group had four participants. They were asked to stand 4 feet away. The 2<sup>nd</sup> group had eight participants and they were standing 6 feet away. The 3<sup>rd</sup> group had twelve participants and they were placed 8 feet away from circle. The striker that was given to group one was the largest. The 2<sup>nd</sup> group had a smaller striker than group 1 and the last group was given the smallest striker.

The trainees who could remove the maximum marbles on their first attempt were placed in group one, mediocre players were placed in group two and those who failed in 1<sup>st</sup> attempt were placed in group three and one more round was played.

Everyone discussed the game, which brought out the following conclusion:

1. Tried to go as close as possible to problem
2. The 3<sup>rd</sup> group were the people living below the poverty line. No development schemes reached them.
3. The maximum amount of schemes reach to 1<sup>st</sup> group, of rich people.
4. The people in 1<sup>st</sup> group's problems are made aware of easily. However, the administrators do not understand the 3<sup>rd</sup> group's problems and living conditions. Therefore, the wrong type of plan is prepared. Due to which, the expected development does not take place.
5. The game can be described as follows: The marbles represent the problems of the village; the striker represents the structures and system we go by. If the striker hits the base of problems then they can be resolved.





**Group 1:** This group is of rich people. In the villages these are few in number yet the striker (the large majority of essential resources) is with them. Therefore they are in a position of advantage and are often given much respect. A new person in village pays them visits including the Sarpanch, Patil etc. They are educated and have wealth.

**Group 2:** This represents the middle-classes, which are larger in number than group one. Group one uses the 2<sup>nd</sup> group of people to get work done from 3<sup>rd</sup> group's people. Functions in villages are arranged through this group. In many cases, to reap the benefits of the schemes for those below the poverty line, a small number will join the 3<sup>rd</sup> group. Their knowledge is still restricted and education is of a mediocre level. There is no coordination among this group, but these people are capable and smart.

**Group 3:** This is usually the majority of people, but they are ill equipped, and have little sense of unity. They are dispersed, and so planned things do not take place. Poverty creates a high level of dependence on others and they know about few schemes.

A field worker should be well equipped to face various situations. Poor people are uneducated or less educated, being less used to the practice of reasoning they can sometimes become provoked and may act in heat, for example: quarreling, fighting etc. They will be happy to greet a new person visiting the village and are ready to listen to schemes meant for poor people. They spend most of their earnings on food and addictions, which sucks the funds for educating a child to any decent level. They are often shy to vocalise their problems and many suffer in silence.



## DAY THREE

Morning 9am, 22<sup>nd</sup> October 2005

### **PRAYER:** *"[Itani `shakti hame de na data I"*

Aasha Gulwe presented yesterday's training in a short report. The days training report responsibility was handed over.

**SONG:** On the subject of outdoor excretion in the fields or near the riverbeds. People use them as toilets, but no one takes responsibility to keep them clean.

## My Dream Village

Everyone was divided into four groups and we were asked to present our paper after discussions on "my dream village".

### **Group no. 1: "Surajya"**

- Main five point program: Vasectomy, prohibition of alcohol, anti-dowry bill, prohibit grazing, stop wood cutting
- Cleanliness
- Open dealings by Grampanchayat
- Well equipped and efficient health centre
- Education to girls
- Every house having kitchen garden, a smokeless stove and arrangement for disposal of garbage.
- Tree plantation
- Security committee
- Social justice
- 100% literacy and no private money lending

### **Group no. 2 "Yashawant"**

- Fulfillment of daily needs
- Employment within the village
- Awareness of: health related matters, education and blind faith
- Education up to min.12<sup>th</sup> standard
- No families living below the poverty line
- Free of violence and addictions
- Peoples committee and leadership acceptable to majority
- Library and Grain bank
- Village free of corruption
- Every family having farm land
- No deaths of mother/child during confinement,



protected infant girls

- Women are given respect
  - Literate villagers

### **Group no. 3 “Sant Gadge Baba”**

- Well to do
- Government schemes reach downtrodden people
- Villagers aware of their rights
- Smokeless stove and arrangement for disposal of garbage and common washing place
- Problems would be resolved at village level itself
- Application of new techniques in farming
- Toilet for each home
- School, Library and related facilities
- Higher education up to degree level should be feasible

### **Group no. 4 “Pragati”**

- For prayers and cultural activities a community hall.
- No one deprived of his rights
- Irrigation facilities
- Service oriented institution available
- Co-operative movement, no donor

All four groups submitted their views on “my dream village”. Most of the groups covered things such as: irrigation, the removal of caste barriers, no quarrels among peoples, employment, and robust people applying new techniques were included in them. In a similar way to how we find our ideal man/woman, we can keep in mind their examples, deeds and ideals forever.

### **GAME: ‘Balloon’**

Ten participants were chosen. Five were given balloons and five pins. Alternatively a balloon holder and a pin holder were placed in a circle. The balloon holder should pass the balloon to the next balloon holder, while the pin holder should try to prick it. The balloon holding group’s job is to save balloons with skill.

After the game we were all asked to discuss: how is the game related to the social structure?  
This is what evolved:

- ‘Bad’ people do not like ‘good’ people and put obstacles in the way of progress (i.e. those without the balloons, try to prick the balloons).
- After a third party’s involvement, the group will quarrel without thinking together.
- Ethical values are skewed and bad deeds done.
- The pin holders represent the downtrodden people, where the balloon holders are the rich. There is a sense of injustice.
- Here the direction should have been to preserve plans (balloons) and not to destroy them.

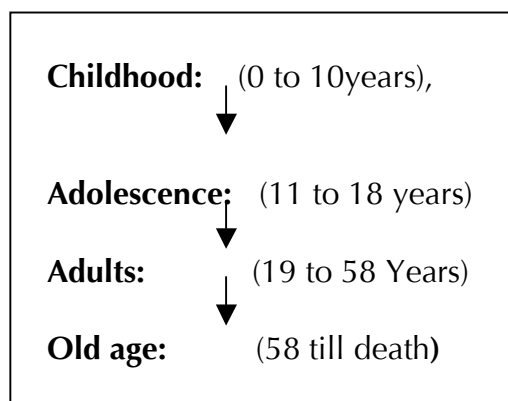
It was concluded that our aim is to encourage the preservation of ethical values in society. We should encourage villagers and make them think along these lines. Indeed the third biggest market in world is of flesh trading. Women and children are exploited and it has contributed to a daily rise in the number of HIV/Aids patients. Ethical values in young people are being lost. They should be educated/ made aware about these issues. This game shows the destructive trend present in the society. Villagers would learn a lot from such game if exhibited to them and explained.

**SONG:** “*Mere sapano ko jananeka hak re*” was sung by Laxmi Tai along with the trainees.

### GAME: ‘The Body’

The group was again divided into four groups. Groups one and three were asked to draw a picture of woman’s body and groups two and four were asked to draw a picture of man’s body.

### Stages of Human Life Cycle



In these four stages the physical, mental, and social changes take place in both women and men. Considering these changes the groupings were made. We were divided in four groups, and asked to discuss and come up with our reports.

#### Group 1: Childhood (0 to 10 years)

**Physical changes:** Height increases, umbilical chord falls off, weight grows, teeth appear, and speech develops.

**Psychological changes:** Learn to recognize people, responds to speech, starts asking questions, improvement in skills and studying.

**Social changes:** contacts increase, learns etiquettes, competitive spirit develops and follows manners of elders.

#### Group 2: Adolescence (11 to 18 years)

**Physical changes:** Body parts/organs grow, change in voice, hair growth on certain parts of the body, muscles become stronger, hormonal changes, acne appear on face, reproduction system becomes ready for reproduction.

**Psychological changes:** Feelings get excited. Aloofness grows, attraction towards opposite sex, a feeling of existence, and growth in thinking capacity.

**Social changes:** Friendships enhance, revolting nature, organizing skills improve, realization of social restrictions, depression.

**Physical changes in girls:** Growth of organs, Menses starts, Acne appears on face, Hair growth at certain places on body. Glow on face.

**Psychological changes in girls:** Attraction of boys increases, Depression, Inferiority complex develops, and sense of guiltiness develops.

**Social changes in girls:** Realizes social restrictions, fear of society develops, Curiosity about marriage grows, Close relation with mother, Increase in friend circle, Feeling of competition develops, realizes that she would always get secondary status in family.

### **Group 3: Adults (19 to 58 years)**

**Group that Reap fruits:** Period when you become parents (mother- father). In the case of females this is restricted after 46 years.

**Physical changes:** Physical growth completes. Hair loss or becoming grey, Menses stoppage (around 46 years), Tendency of obesity appears.

**Psychological changes:** Thinking level grows, worrying nature without causes, depression, growth or reduction in enthusiasm.

**Social changes:** Association grows, prestige grows or reduces, opportunities, abilities, prestige grows, compromising nature, social attitude, and gain recognition.

### **Group 4: Old Age (58 years to death)**

**Physical changes:** Eyesight reduces, appetite reduces, loss of teeth, grey hair, stumbling while talking, eyes recede back on face, and constipation.

**Psychological changes:** Memory starts failing, leaving becomes problematic, greed for wealth, irritating nature, stubbornness grows, mental pressure builds, self centered, inclination towards spiritual things (Reading, writing, singing etc.), futile talk, inculcate ethical values in grandchildren.

**Social changes:** Family members as well as others hate them, life in the home, share experiences in real life, advice/ direction to children, daughter in laws and grandchildren, neglect/insult from family members, grace of family or society.

All of the above presentations were discussed, regarding the human life cycle and effects on physical, mental and social status of male as well as female members in a family.



LUNCH BREAK

Afternoon, 2.20pm

### GAME: 'Palm Tree & Elephant'

All trainees made a circle. One person stands in centre of the circle. He goes and stands in front of a person. If he utters "elephant", the person in circle is supposed to move pretend to be an elephant moving his trunk. Persons on his LH side and RH side should make movements like the elephant is moving his ears. If he utters "palm tree", the person in circle as well as persons on his LH side and RH side would raise their hands up and move as if tree is shaking. Any one who makes a wrong action is counted "OUT" and he replaces person in centre.

### GAME: 'The Body' (cont...)

Morning game of four groups drawing male and female body pictures was continued further. Now we were asked to put chits containing body organs in centre. Afterwards every trainee was to step in the circle and pick up one of the chits. Describe name of organ and say a good use and bad use of it.

**1:**

- Knee:** Supports body in sitting posture to lift heavy weight
- Eyelids:** Protects eyes and used to signal someone.
- Stomach:** Digestive organs and system, also contains disposal system of urine and stools
- Fingers:** For writing and working
- Waist:** Supports body in standing and sitting postures, supports body while lifting loads.
- Eyes:** Seeing things and to show anger
- Lips:** Drinking water or drinks, to look beautiful
- Tongue:** Tasting food, to tease
- Hair:** For protecting skull or head, for improving looks
- Mouth:** Improving looks of face, to show feelings
- Back:** Helps stand erect, Support for bending and various body postures
- Ears:** To listen, twisting ears as punishment
- Nose:** To breath, to tease
- Legs:** To walk or run and kicking as punishment



### GAME: 'Where are you? I'm here! (*tuma kha^M maO yaha^M*)'

We were all asked to stand in a circle. One male and one female participant were in the centre. Their eyes were covered with cloth. One of them was to ask "where are you?" The other has to say, "I'm here." Now with this reply the first one had to search and catch the other player. But the player saying, "I'm here" had to keep on moving, so that he didn't get caught. If you get caught you are out.

### Sexual Health & Female Genital Organs



Men and women come together for a sexual act, called intercourse. If this is explained seriously people will understand the consequences.

Young girls need to be told, about cleanliness, it's importance during menstruation and its effects if neglected.

RTI (Reproductive Track Infection) comes about due to fungus, unhygienic conditions, due care not been taken during delivery, viral infection through anus etc .To take care of such things you need privacy i.e. a bathroom with a door.

Removal of uterus is carried out often if the women does not take maintain hygienic conditions for herself. The passage contains germs, and if it is not cleaned daily these germs multiply. This can affect the uterus creating white coloured flow. This flow is due to germs from the uterus. This is often due to a lack of maintaining cleanliness during menstrual period.

## Motivations of Field Worker

Field workers will work to provide a health service, as well as to earn money to feed themselves and their families. Simply talking to people will not help. The field worker's task therefore is to talk so that it touches their hearts. Their important problems and their needs should be addressed. Personal issues must be talked about regarding women's health problems, conditions of water supply, and personal hygiene. Discuss how women should take initiative.

## Care of Babies in Womb:

It is important to take care of a child, not from birth but from the womb, and that means taking care of the mother also.

- Once you miss menstruation, get a check up done – confirmation
- Check up and registration
- Anti-tetanus 1<sup>st</sup> dose in 4<sup>th</sup> month and then one more next month
- If case is critical, seek special healthcare
- Vaccinations
- Iron tablets dose of 100 tablets, in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> month.
- After a month, check iron content (12 to 14 gms.) Women should be told about importance of these iron tablets consumption
- Calcium
- 2<sup>nd</sup> dose of anti-tetanus
- Nutritious food, leafy vegetables, milk, mutton, peanuts, sprouted pulses, fruits etc.
- A pregnant woman should take complete rest 1 to 2 hrs a day
- Food in take as per hunger turmeric powder on umbilical chord
- Keep vehicle ready keep cash ready.
- Trained maid servant
- Emergency decision, where delivery is problematic.

All above precautions should be taken during pregnancy. Women in villages are not aware of these things. Due to which lots of problems take place. Make them aware of the conditions, and actions to be taken.

## Reasons for Maternal Deaths:

- No early decision, to take pregnant woman in hospital
- Monetary problems
- Vehicle not available for transportation

### Safe Delivery:

After new baby is born, within ½ hour mother should breastfeed the newborn baby. This helps the uterus to return to its original shape and size, new born baby's immunity power improves blood flow reduces, mother's placenta falls after birth of baby. The connection between the mother and child starts to build. It is crucial that you explain the importance of the five rules (given above) of cleanliness during delivery, to all women in villages.

**Children – In suitable age –  
Pregnancy – Registration –  
Check up – Vaccination – Iron  
tablets – Calcium --Tetanus  
vaccine – Nutritious food –  
Preliminary preparation – Safe  
delivery – first milk feed (this is  
like sap) – Proper breast feeding  
– Proper food – vaccination to  
the child – supplementary food –  
Birth registration – weight chart  
– Salt with sodium**



- Clean newborn baby with soft cotton cloth.
- New born to be breastfed within ½ hour of birth.
- Think before you act. Thinking after action is useless.

### Reasons of Malnutrition:

- Marriage before 18 years age
- Baby not breastfed immediately after birth
- Gap between children is less than 3 years
- More children
- Worries, or stress

### Correct Breastfeeding:

- Time to time breastfeeding
- Position during breastfeeding
- For first 6 months only mothers breast feed
- After feeding child should give a belch

### Vaccinations:

- BCG and Zero Polio
- 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> dose
- Booster after 9 months
- Supplementary food to the child
- Check the weight gain as the child grows
- Make sure the child does not show signs of malnutrition
- Diagnosis of malnutrition and treatment for it
- Birth registration in Grampanchayat

Keep a gap of minimum three years between two children.

## Child Marriages

Child marriages – Mother’s death: Marrying daughters off when they start their menstruation, means that often as young as fourteen year old girls will give birth. This is likely to cause the death of the mother. At such a young age, the girl’s womb is not fully developed. Due to this, delivery problems often arise. The womb is injured and permanent disability can also take place.

*Reasons for Child Marriage:* Parents look at young girls with doubt. A young girl does not make any decision that affects her life herself. For a young girl it becomes difficult to carry out the duties of married life. Parents should be made aware of various problems in advance.

**STORY:** This story is of a young married girl and her mother in law. Both are have a cordial relationship. Yet she often insists that the daughter in law should not open the trunk, this does not make the daughter in law more dutiful but only increases the curiosity of the young bride’s.

**MORAL:** Whenever you try to hide a thing from someone, his/her curiosity increases. Often young girls have to bear heavy burdens. They are told, don’t do this, don’t do that, don’t behave like this, etc. Such instructions increase the curiosity in the young mind. Chances are that she may follow down the wrong track and get involved in problematic situations. Hence it is crucial to have open and frank discussions with young girls.

The day’s lessons were reviewed, and the session was ended.

## DAY FOUR

Morning 9am, 23<sup>rd</sup> October 2005

The day’s program started with a song. A summary of the previous day’s training was discussed. There was a description of a village named “Khudawadi”. They all narrated their opinions, including the good things they observed there.

**PRAYER:** “*Itani Shakti hame de na data*”, sung by Digambar Bhaoo and all participants.

### Communication:

*Conversation – Harmony:* There is difference between conversation and harmony. Conversation is a dialogue within two or more people. However, it is when you really take into consideration/ understand other parties views on any subject that harmony can be established.

*Talk:* Greet people with a “namaste” with a smile on your face. It is important to be confident when you talk to people. Do not fear the people. While you are talking, maintain eye contact, it is necessary. Talk softly, and with a sweet tongue. The other party should feel your knowledge and confidence of the subject you’re talking about. Vary the tone of your voice. You should have a good memory. Make use of your hands, face and eyes for expressing yourself as this makes the conversation lively. While talking to people, make sure their every question is answered. What reaches people is important. Give enough examples, and speak clearly. Always be alert and keep weighing up the situation. Take care of all above-mentioned points and your conversation should always be effective.

*Dialogue:* If something goes wrong or does not take place at a given time, do not look for reasons, but suggest what needs to be done now. Discuss how it can be done. The opposite party will have no reasons to argue. Always try to build bridges. The way you communicate should be appealing to the villagers. Their response depends upon the way you communicate and express yourself. You reap what you sow. Be aware of your body language and use it for expressing, as well as understanding others. You may want to use acting skills as well.

*Listening:* Ensure you are a good listener. Pay attention to the face, eyes, expressions and body language of person to whom you are talking. Then only you will understand what they are trying to convey. While a person is talking to you, if a question arises in your mind, let them complete what they are saying before you raise the question. If you listen properly with full attention harmony can be established.

*Creating atmosphere:* The basis of Micro-Planning is creating atmosphere.

*Writing:* Charts, Books and Wallpapers.

Poet: Dialogue through poem  
 Writer: Dialogue through writing  
 Storywriter: Dialogue through the story

Use Comas, Full stops, and Question marks at the proper places.

**Micro-Planning**

Go to people. Stay with them.  
 Love them. Learn from them.  
 Speak like them. Produce what they have. Speak in their language. If possible speak in same dialect. Try to reach their kitchen. Speak to them passionately and with warmth.

The skill in reading is to understand the meaning of what you read. Offering your hand for a handshake or giving them pat on the back is always useful. These physical connections bring us closer to each other and establish affection.

**Basic Skills of Dialogue**  
 Stage courage  
 Development of memory  
 Concentration  
 Change in voice tone  
 Clarity in pronunciation

Meaning: Whenever the job gets done, their joy would have no limits. They would feel we have done it. Yes we have done it.

Participatory Rural Appraisal (PRA)  
 Till then you are not insulted, you are not determined nor persistent. Insult changes us completely.

In case you don't get chance to address from stage, ask for it. Till then we do not stand on our own feet, no body belongs to us.

**Participation ----- Dialogue-----Action**

**GAME:** Clarity in Speech

A 'tongue twister' game called 'clarity in speech' was played which helps the development of proper pronunciation. Everybody's voice is natural but it needs to be nurtured. From this nurturing it can be toned and the voice can be developed.

## Tea Break

**GAME: 'Harmony Absent'**

The trainees made a circle and two participants were asked to sit in centre. A curtain was placed between them. One of them had quite a few items, the other had very few. The 1<sup>st</sup> participant (with the items) was supposed to follow the instructions of the other, and arrange/place the items as he instructs. They were not allowed to speak to each other. After all the items were placed, the curtain was removed.

Most of the items were wrongly placed/ arranged. What could be the reasons? Discussion was held. The conclusion was:

- Did not listened to instructions
- Direction (on which side to place an item) was not understood.
- What was said and what was done was totally different
- No clarity in instructions
- Rules and restrictions were there.
- No follow up
- Only advised
- What was said was done
- Discussions were not permitted.

**Possible Improvements:**

- Allow harmony to establish. Instructions could have reached other person clearly.
- Response or reaction could have been allowed
- Third persons planning should be avoided
- Remove curtain placed in between
- Instructions such as East, West, Keep it up or down, on LH side/ RH side, should be used.

The game was played again. This time the participants' places were exchanged. The curtain was still in between them but they planned their strategy first. One was to instruct another was to follow. They were allowed to discuss among themselves. The end result was that six items were misplaced out of sixteen. Reasons agreed after discussions were:

- Curtain should not have been there.
- Information was not sufficient.
- Understanding was not good enough.
- Thinking and actions in practice differed.
- Atmosphere was not cordial but both seemed afraid.
- Diagnostic approach missing.
- No confidence while placing items, but they were sure about the result.

This way importance of "clarity" in speech was emphasized. When clarity in speech is missing, the results were clearly underlined by the game.

**Facets of a Fieldworker:**

*Throw/ Refuse:* a field worker as per situation's demand should learn how to say no. Social work is delicate. Do not fall prey to temptations. Chances of disgrace are always there. So use words carefully and be straightforward with consideration.



*Surrender:* A field worker should always avoid arguments. They should seek forgiveness when they make mistakes.

*Compromise:* In a village when we go we meet the present office bearers of various committees. Make a point to meet earlier members also. No one has just one opinion on anything. Make it a point to meet new as well as old Sarpanch. Therefore, even if the two parties are rivals, you are in good books of both, and there by avoid their opposition to work at hand. Ensure that the “youth circle”, ladies circle, and crutch related problems are settled through compromising. Make sure your behaviour pattern suits the atmosphere in the village.

*Competition:* A field worker should compete for a good cause.

### **GAME: ‘Mirror and Man’**

Everyone was asked to stand in two rows facing each other. In this, one would be a person looking in a mirror and the other in front of him is a mirror. The one who is mirror, should copy, actions of man in front of him.

Micro-Planning expects you to be close to a villager. You should enter his house as well as his mind. To change opinions of villagers is the main purpose of Micro-Planning. Change in look, at conveniences and problems, should take place in a villager. It is important. Ensure villagers are clear that they create their own problems, and they only should resolve them.

Build a team with each group: government—administration—people—co-operative institutes—villagers, and ensure their participation goes on improving. This is the main theme of Micro-Planning.

### **Information + PRA + Action Plan = Micro-Planning**

*Participatory Rural Appraisal:* Robert Chamber observed that in city hospitals patients are largely from villages, and developed this technique. This was used first to resolve health related problems of people. Later a few institutes working in watershed areas used it.

*Meaning:* water adopts the colour of anything you mix with it. Similarly this system can be used for any subject, for example in education, industry, profession etc.

*Technique of creating atmosphere:* In Micro-Planning or PRA first and foremost technique is creating the correct atmosphere. This was not developed by Robert Chamber, but the institutes working in this field and should be used by people working for PRA.

**SONG:** “*ya g sayano ya karu ya jeevanacha vichar.*” was sung by all.

Meaning: oh, sisters come, let’s think about our lives.

LUNCH BREAK

Afternoon, 2pm

## Planning:

- Institute should select a village
- Coordinator should visit the village
- He should carry the authority letter from the institute
- Letter of request, for giving required assistance
- A letter from ICDS to get assistance of sister attached to crutch
- Sister at crutch opens the main door to meet villagers
- Meet officials like Sarpanch, Gramsevak, G.P. members etc. Present the letters to them.
- Explain them the reason of the visit and the work date
- Get details of the population of the village and the number of families residing
- Guess about the geographical situation
- Guess about administration in the village
- Meet people and have an introductory chat and exchange greetings
- Explain the importance this meeting to crutch sister
- Families using crutch facilities would be of help
- Get introduced to the saving circle and women's circle
- Meet villages existing institutes staff

It is essential to include all of the above in Micro-Planning as well as studying the trends of village's politics, and social atmosphere. Collect this information at least 3-4 days earlier, before the process begins.

## At the Village Level:

The trainers then went through the details of each day in the field. What planning, examples and talks we should hold during our five days:

Make sure the preparatory work is done before you arrive, so that when you do, the people are awaiting your arrival. In the evening have a stroll in the village to judge the situation and gain your bearings. If 6-8 people are in the team, go along with you make 2 groups. See half the area with one group and other half with another group.

### Day One

*A Round in the Village:* In this round see the water source, taps, public buildings, administration offices, institutes, Crutch, school, drainage arrangement, garbage tanks etc. While visiting sites make sure you are making new acquaintances. Try and view the village locality arrangement or village map and notice how it may be useful from surveying point.

*Crutch:* To note down list of beneficiaries and get in touch with sister. Discuss the children's weights and try and get information about their health.

*Proposal for Women's Meeting:* Discuss with the women about a meeting and seek their co-operation. In this ask them for a meeting with girls also and prepare a list.

*Visit School:* Meet the teacher. Give him information about Micro-planning, and seek his co-operation. Get his permission to meet the school children for sometime. Play some games with children and sing songs. While playing with them, note their cleanliness. Make them aware of how to keep themselves and their surrounding area clean.

*Torch Round:* An opening ceremony should be held with a respectable person in chair. Get the necessary literature with help from the school children. Hold the torch round at about 6

O'clock in the evening. Those attending will include: women, young people, girls, villagers and officials of Grampanchayat and they should all get information. Therefore, it is important to prepare health related banners and slogans.

*Village Meeting:* The meeting should begin immediately after the torch round is over. To ensure all villagers are informed about the meeting place and timing, make announcements from a loud speaker. In this meeting introduce yourself and the institute you are representing. Inform them about the Micro-Planning procedure. Since you are going to be the guest of the village, discuss the lodging and boarding arrangements. Talk to family members wherever you have tea, breakfast, lunch and dinner and try to get information from them on situation in the village.

## Day Two

### Creating atmosphere----- Survey -----Home visits

During the survey you will come into close contact with people. Get to know the women who take leading roles. Judge their age and address them using terms like: Tai, Mavashi, Aajji etc. Through this, arrange meetings for the women as well as meetings for girls. Once meeting them use their influence and knowledge for calling the rest of the group for meetings. Arrange for a meeting of young people also. This survey should create co-operation from all within four days. Whether you know them or not salute and exchange greetings whenever you come across villagers. In corner meetings during the survey, get information on the children's weights. In the evening review the total days work. Look at what was missed, what could not be attended, what went wrong, and plan the next days work schedule.

### GAME: 'Bhasmasur'

Participants stood in a circle. One of them stood in centre. Their work is to place their hand on someone else in the circle's head. If he succeeds, then the person on whose head he places his hand is declared out. If the person sits before the hand is placed on his head he is not out. The one who becomes out replaces the person in centre.

## Day Three

On average in a population of 1000 people, only 3 are found rich. Take the remaining survey and the children's weights & growth measurements in the crutch should be noted as well. The gradation of this information should be completed and explained in depth to their parents. The Sarpanch can help you by making a proclamation in village about it in the early evening.

In the afternoon discuss with the senior citizens in village and gather some useful information and use it to increase your contacts.

*Time-Line Technique:* Old people who are often neglected by society and their families, normally meet under shaded trees, temples etc. So, try and meet them there. Ensure you do not carry papers to note down their views. Changes that have taken place in past fifty years can be illuminated through this technique. It will be possible to learn many things including: the village's history, transportation facilities, previous epidemics, education facilities, labourer's conditions and wages, marriages and average age of the couple, water resources and arrangement of disposing of the garbage and drainage. Make sure that more than two people do not meet them. Don't disturb them while they are talking. Listen carefully and with total attention.

*Techniques of Analysing Change:* Meet people in the age group of 40-45 years. Gather information on, what was prevailing twenty years back, conditions then and now, problems existing then, factors, changes, effects, reasons etc. Get information on when radio, motorcycles, floor mills etc.

came in the village. This would help to explain young generation about the new schemes and administration that has come up, and how with their participation, development can be achieved.

*Season's cycle:* In the evening start meeting with a song to create friendly atmosphere. Meet the women and gather from them information on which type of epidemics, diseases, are prevailing in the village in various season's. Give them information on how to avoid them and what care needs to be taken.

Review the day's work, plan for next day, prayers said before winding up.

## DAY FIVE

Morning 10am, 24<sup>th</sup> October 2005

**PRAYER:** "*Itani Shakti hame de na data*" was sung by Satish Bhao and all participants. Yesterday's training was reviewed.

When we move in society, we have to face lots of incidences of insult. If we carry on our work undisturbed, then one day we would become a very good field worker. During the churning of the sea, done by the Gods and Demons, Shankar drank the poison (halahal) and became Mahadev.

**SONG:** All participants sang a song. *Sathiyu salam hii, sathio salam I*"

Tea Break

**SONG:** "*Ham log to aiase deewane.*" Shri Shivajirao Kadam from Molsangi, Dist. Nilanga, presented a Bharood (A song where the singer enacts the scenes described). In it he presented messages for various changes in society.

## Day Four

*Village's Social Map:*

1. List of Government offices and services they provide
2. Village's forest related information
3. Cultural places: Temples etc.
4. People's homes and the tribe's locality
5. Information on children with malnutrition
6. Child deaths, deaths at birth or infantile deaths. Record the information and mark that house on the map. (Child death: 0 to 1 year, 1 to 5years (2<sup>nd</sup> sub group) Death at birth: born dead, Infantile death: 0 to 28 days). *Mothers death:* Pregnant mother and mother dying within 45 days of delivery. The reason of death was concerned with delivery.

In past three days you will be moving about the village. Establish a rapport during these rounds with villagers. The village's map should be drawn in the presence of villagers of all levels in society and with their participation. A plan of action also should be prepared with the villagers' participation.

**Materials:** Things that are available in the village itself. Chalk, flour from the flourmill, ash, rangoli (white, stone powder, used for drawing sketches on ground in front of house or in temples) etc.

**Process:** While you move around in the village, keep various aspects in mind build healthy relations with the people from all areas. Put up signboards at junctions, to indicate lanes and roads in the village. Review the opinions expressed by villagers at various occasions. You will learn a lot from them:

- Decide and confirm the direction
- Draw boundaries and roads, lanes etc.
- Mention house of Sarpanch, public institute buildings, crutch, Grampanchayat member's houses, etc.
- Indicate no. of mother, child and infant deaths
- Indicate houses where malnourished children are living or where vaccinations were not done.
- If the village is small every house can be indicated
- Discuss about garbage disposal arrangements and toilets (private as well public one).
- One should arrange and carry out discussions, another should note the opinions expressed in meetings, and the third person should draw the map on paper.
- Let the villagers participate in the map drawing and let them speak. You listen. This way their participation would grow.
- A few children will normally always accompany you wherever you go. Use them for collecting information about the village.
- Children like to carry messages. Make them useful for our cause.
- Per pregnant woman, administration spends about Rs. 1000/=



Give all this information

*II "AnauBava Gyaa, baGaa, iSaka" II*

### **Bread (Venn) Diagram:**

**Purpose:** To understand the importance of various administrative organisations, voluntary organisations, savings groups, officers, etc., service giving people from a villagers point of view, and villagers relations with them.

**Materials:** Drawing paper, Chalks, Sketch pens.

**Method No.1:** Get all understanding villagers together. Make a list of the officers who work, after discussing with villagers. Include the Talathi, the Gramsevak, nurses, the Sarpanch, teachers, the postman, tai from crutch, young men's circle, women's circle, police patil, the health worker etc.



The list should come as a suggestion from villagers, during discussions. Draw a larger circle (bread) for those who are important and a smaller one for those whose importance is limited. Thus who is important from village point of view becomes clear. This also shows how important they are for the development of the village. The big circle is the village. The circles (called bread) placed nearer to it, represent the most important people. Next in line are of lesser important villagers and people of still lesser importance would have their circles further away. These would include circles, whose work is not appreciated by villagers or who are unhappy. The field worker should have presence of mind and they should carry out this task with tact. The villagers judge everybody's work. Every village has its own way of decision-making. The distance depends on it. Whether the bread (of person under scrutiny) is to be placed near or away is decided by villagers. Why was it placed near or away shall be explained by villagers.

The situation in village shall change. A field worker's job is to convince villagers as well get truthful situation out in open through them. The contribution each officer provides (or is supposed to provide) to the village becomes clear to every one through this bread diagram.

**Method No.2:** In this method the village is placed in centre. Larger circles are drawn around it. The names of those whose contribution is very good are written in the centre (within village circle). Those whose work needs improvement appear in 2<sup>nd</sup> circle and those whose work is unsatisfactory their names appear beyond it.

Some times quarrels take place between villagers. The field worker should handle such situations tactfully and ensure calm prevails.

#### LUNCH BREAK

<p>Afternoon Session, 2.30 pm</p>
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**GAME:** 'Evhadha Motha Dongar' was played. Every trainee participated in this collective dancing game. Everyone enjoyed it and their muscles were relaxed.

**CASE STUDY:** You hear a person is facing a problem is to be relived of it. In this process find the person facing a problem. Find out the reasons behind the problems occurrence, the existing situation and the steps that need to be taken to relieve the person of the problem.

For example in case of a malnourished child:

- Start the enquiry by meeting the mother.
- Find out the age at the time of marriage. Was it a child marriage?
- Care taken during the pregnancy/ treatment received/ vaccinations.
- Safe delivery under a trained nurse.
- Weight of the child at the time of birth.
- Intake and of what type.
- Cleanliness level in house. Unclean conditions bring along fever. Villagers should be informed and educated of this.
- Mother having chronic illness
- Marriages to relatives

- Premature child birth
- Mother hit on stomach/ accident
- Sexual disease
- After three months of pregnancy, intercourse took place
- Infant was not given adequate care after birth

A type of fever existing continuously, a problem can be studied. By using conversation skills get the information. Ensure this information is not misused later on. A good case study can be done on subject like: "Obstructions in a village's development". Infantile death, death at birth time, born dead percentage is noticeable. Study on it is important.

Every evening, make it a habit to note down in diary, exceptional cases. This would be useful while studying the next village.

### List of Problems:

"Keep eyes open, head alert, diagnostic approach, keep mind open."

What we have understood, observed, analysed, and evaluated, should be noted down in our diary. Discuss this in the group. Make a list of basic needs and urgent needs. Understand the difference between problems and needs. A summary of the map, survey, and discussions would bring out these problems in the open. The priority of these problems is discussed among the villagers and decided upon by them. At these discussions the probability of reaching a consensus is low.

### Priority Problems:

Adulterated water, toilet's not being used, gutter water overflow, Lack of breastfeeding immediately after birth, child marriage, iron tablets importance etc, various health problems come to forefront. Keep them in front of four participant villagers. Ask them to rate the importance of each problem. Rate them from 1 to 10: 1 being the lowest priority, and 10 the highest priority (see table below).

As shown in above, the problem with maximum points would be on no.1 and should be on top of priority list of problems. This way you can decide the priority numbers of problems. Bring these points to the notice of group. Let them now discuss and conclude. You may find that there will be some struggle between them. It is in the atmosphere that success will be ensured and people will have often started rethinking their opinions and coming to new conclusions after discussions. Depending upon the age group each individual should be treated separately and tactfully.

Problem	Sadhana	Nagini	Veena	Prashant	T o t a l	No.
Adulterated water	10	8	9	6	33	4
Toilets not used	5	10	9	5	29	5
Drainage water overflow	8	10	9	7	34	3
Latex of mother wasted	10	8	9	9	36	2
Child Marriage	8	10	10	9	37	1

For Example:

### Toilet (Soakage pit) Demonstration:

3`x 3`x 3` or 4`x 4`x 4` size pit should be dug. At base of the pit place a layer of large stones. Then on them place a layer of small round shaped stones. On them place a layer of brickbats. Now alternately place layers of round stones and brickbats until the pit is filled to ground level. Now take a round shaped earthen pot with a hole at base of it and place it in the centre. The mouth of earthen pot should be at ground level. Place a gunny bag or plastic sheet to cover the pit. Make a hole of pots mouth size in the gunny bag / plastic sheet. Ensure the wastage would pass through the mouth of earthen pot to the pit. After 6-12 months or when a blockage is, remove the earthen pot. Clean it fully and replace it.

Show a demonstration of the construction of the toilet, in small place with showing how little work and cheap it is.

**SLOGAN:** “*Showchalayasathi gharoghar aamhi tumachya barobara*” meaning: “For toilets at each home, we are with you”

Use such slogans to encourage villagers and convince them of the reasons of the usefulness of the sucking pit toilets. Use cement sheets with small holes/window to enclose the toilet blocks. Women feel unsafe to use open places to go to the toilet due to this they often suffer from constipation problems. These types of toilets also provide a form of fertilizer.

### Day Five

**SONG:** “*Kataya kutacha tudawit rasta mazya gavakade chal mazya dosta*” This song was sung by Lalita Tai and all trainees accompanied her.

Shri Kamlakar Kamble put some facts in front of class. He said out of the 600 crore (6 billion) population of the world, 200 crore (2 billion) are supplied with adulterated water. Out of this 13 crore (1.3 million) in India also get such adulterated water supply. 10 lakh (1 million) children die every year in India due to diarrhea. Adulterated water causes various diseases of eyes. 1g of excretion = 1 crore viruses, 1 lakh bacteria, 9 thousand eggs. Explain to the villagers why cleaning their hands with soap or ash is important after going to the toilet by showing these facts.

**Responsibility Comparison Chart:** This is a simple technique used in participatory rural appraisal. It does a comparison between any two things. Show them the difference between a malnourished and a healthy child of same age group. Include sleep, food intake, cleanliness, vaccinations etc., which can be used for comparison. Similarly comparisons can be done between, educated and uneducated or organic and chemical fertilizers etc.

Put the summary of all these things in front of villagers in their meetings and hold discussions among them on such points.

**Comparisons for Priority Decisions:** Where problems get equal points while deciding priorities, hold a discussion amongst the villagers in the meeting and the one which is decided to be most acute should be given a higher priority.

**Chart of People’s Action:** On the evening of the 4<sup>th</sup> day, prepare a summary and make two files with all details collected so far. This is needed for the meeting on 5<sup>th</sup> day. Normally the final meeting should be held on 5<sup>th</sup> day but if this is not possible, plan and hold it on 4<sup>th</sup> evening. Included should

be the problems noticed in four days while going around the village and based on this information, the priorities for resolving these problems decided by villagers. Make the people's action chart based on this. People normally avoid taking responsibility. They need to be given motivation. Tell them the story of milk and porridge, the worm, the ant and the man. Discuss the differences with people. After the problem is analysed properly, prepare people's action charts. Points observed in survey should be included.



Insist that all villagers, whom you have come in contact in past five days to attend the meeting. After people have gathered, start the meeting with a song. Then read the summary. In it include: money being spent on addictions, percentages of men and women, evidence of the Aids infection, migration etc. Show them the image of the village. Appreciate the co-operation given by them in this process. Tell them the things you liked and disliked. Make a list of all who have taken responsibility of carrying out the tasks. Prevention of child marriages and prohibition of alcohol are the challenging subjects, where people are not

ready to take responsibility. Field workers have a challenge in front of them to convince people and get a positive response from villagers on such matters.

**A Game: 'Human Chain':** An educational game was played, which can be played in village meetings. Twelve volunteers were asked to hold hands, form chain and stand in a circle. The chain was made in such way that an outsider would not know where the chain has begun and where it ends. Team members were told, not to be a victim to any attractions shown by outsiders. Maybe you will have to bear pulls and pushes, but you will keep the chain intact. Now four outsiders come and try to break the chain. They tried to lure them, used physical force to separate them, but failed. But when it was opened up from the member at the end, the chain came apart (opened) easily.

Participants were asked to what they have felt about this game. After discussions following points evolved:

- Chain represents the social system with people entangled in it
- Strength of unity. Outsiders try to break unity
- Social binding is harmful for development and progress
- A problem and other problems related to it.
- Resolve the basic problem and other related problems will be resolved easily.
- Interrelations
- No unity
- Chain team represents poor people. Outsiders are political leaders who try to buy them with money power

- Instead of getting problems resolved with help of outsiders we should take initiative and resolve our own problems ourselves.
- You have everything, but you are unaware of your possessions.
- From outside the village looks picturesque but it has its problems.
- People in chain have their problems but they do not try to resolve them.
- Outsiders cannot solve problems of a village, unless villagers are involved in resolving them.

Till today we never felt that the problems we face belong to us. In fifty years road, drainage systems, toilets, gutters, electricity etc. problems could not be resolved.

It is crucial to decide the priorities of child marriages, malnourishment, health related problems etc., and hand them over them to responsible peoples to resolve. Also make sure that the nurse, crutch maid and health service person help them in related matters.

Decide on a plan of action, time limit for implementing it through discussions and give responsibility to two people for the follow up and make it a participatory rural action plan.

## Conclusions

In this way, all of the trainees were given in-depth training on PRA technique and the process of implementing it at village level. Through this, they were shown the way to tackle various issues at the village level. To change the attitude of villagers, trainees had to change their own attitudes and mindsets. A big effort was made in achieving this by the trainers.

With the above-described method, the in-depth participatory rural activity plan and process was explained to all of the trainees. This was possible due to their co-operation. They were explained how to tackle problems that may arise at village levels.

After this, in five villages these trainees would go and carry out Micro-planning program of five days in groups. Villages chosen for this were: Fulwadi, Saraati, Babhalgaon, Murta, and Vagdari.

**The Trainers' Analysis of Training:** Both trainers praised the trainees. The trainees were seen to be eager and enthusiastic. The trainees would certainly implement the Micro-Planning at the villages and they would go because as they were eager to learn and put into practice what they had learnt. They may come across a few problems initially, but they would certainly overcome them with the experience they would be gaining. The enthusiasm shown by the trainees and their participation made the trainer's task easy.

**The Trainees' Analysis of Training:** Forty-four trainees had gathered from Anadur and the surrounding villages to participate in this Micro-Planning training course. We found that during the five days spent, not a single minute was boring. There is an increased confidence among them and they are able to implement this at the village level. They are aware of what issues to be careful about. How to implement the things in practice, is something that is in future, but this training helped us to change our mindset and learn techniques that would help us in our personal lives too. We have learnt how to look at society and ourselves, due to the attitudinal change that has taken place in us. During the training tackling even small problems were explained to the point, so that in future we will not face difficulties at the village level. The training was carried out in a congenial atmosphere. All field workers participated whole-heartedly in training. Due to this training we will

be able to change attitude and mind set of villagers, but our own attitudes/mind set also have changed. Training was carried out in best possible manner. Particular attention was given to the participation of each and every trainee.





TRAINING PROGRAM MANAGEMENT:-

PLACE: RURAL SCIENCE CENTRE, NEW BUILDING, ANADUR

PERIOD: 20/10/2005 TO 24/10/2005

MONETARY PROVISION: UNICEF, MUMBAI

LOCAL TOOLS /INSTRUMENT RASING: HALO MEDICAL FOUNDATION

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**Edited and Compiled by Kate Shayler**