

2. TOWARDS SHARED LEARNING: A NFAE CURRICULUM PACKAGE

2.1 Background

The inspiration for developing a curriculum on non-formal education came from the marine fisherfolk of Adirampattinam, Thanjavur district, Tamil Nadu. They were participating in another BOBP project on Coastal Villages Development (CVD) and requested an education programme. This led to a search for materials to implement a non-formal adult education programme (NFAE) for fisherfolk stressing the participatory learning process. But such materials were hard to come by. The BOBP then began developing a curriculum package for use in non-formal adult education centres in Tamil Nadu. The process took three years (1982 to 1985).

The package, "Towards Shared Learning" consists of the following publications :

- * Animators' Guide
- * Literacy Primer
- * Literacy Workbook
- * Supplementary Readers
- * Numeracy Primer
- * Animators' Edition of the Numeracy Primer
- * Trainers' Manual.

In this section, each of these publications is discussed in some detail so that readers may understand their purpose, format, the approach employed and the process of developing them. Reactions to these publications from various people involved in planning and/or implementing non-formal adult education programmes are also presented. (Please see pages 7-14 for pictures of these publications.)

2.2 Animators' Guide (for the animators; in English)

(Developed during June 1982-February 1985; No. of pages: 18+172; black and white, with sketches, printed by BOBP in June 1985).

An animator is a village-level teacher who motivates and works with NFAE target audiences (the fisherfolk, in this project).

Purpose: The aim of this guide is to provide animators with a tool to assist them in encouraging learners to discuss their lifestyles, work environment and attitudes in order to actively involve them in their own learning process. The guide will help the animators develop some skill in handling discussions.

The format: The Animators' Guide is a handy book: a mix of words and interesting sketches. Its 33 lessons cover eight areas of life in Tamil Nadu coastal villages. There is an annexure — 'Guide to making your own sketches' -which helps animators to prepare teaching and learning aids.

The eight areas covered by the Animators' Guide and the topics for discussion in each are as follows :

Area 1 — Community

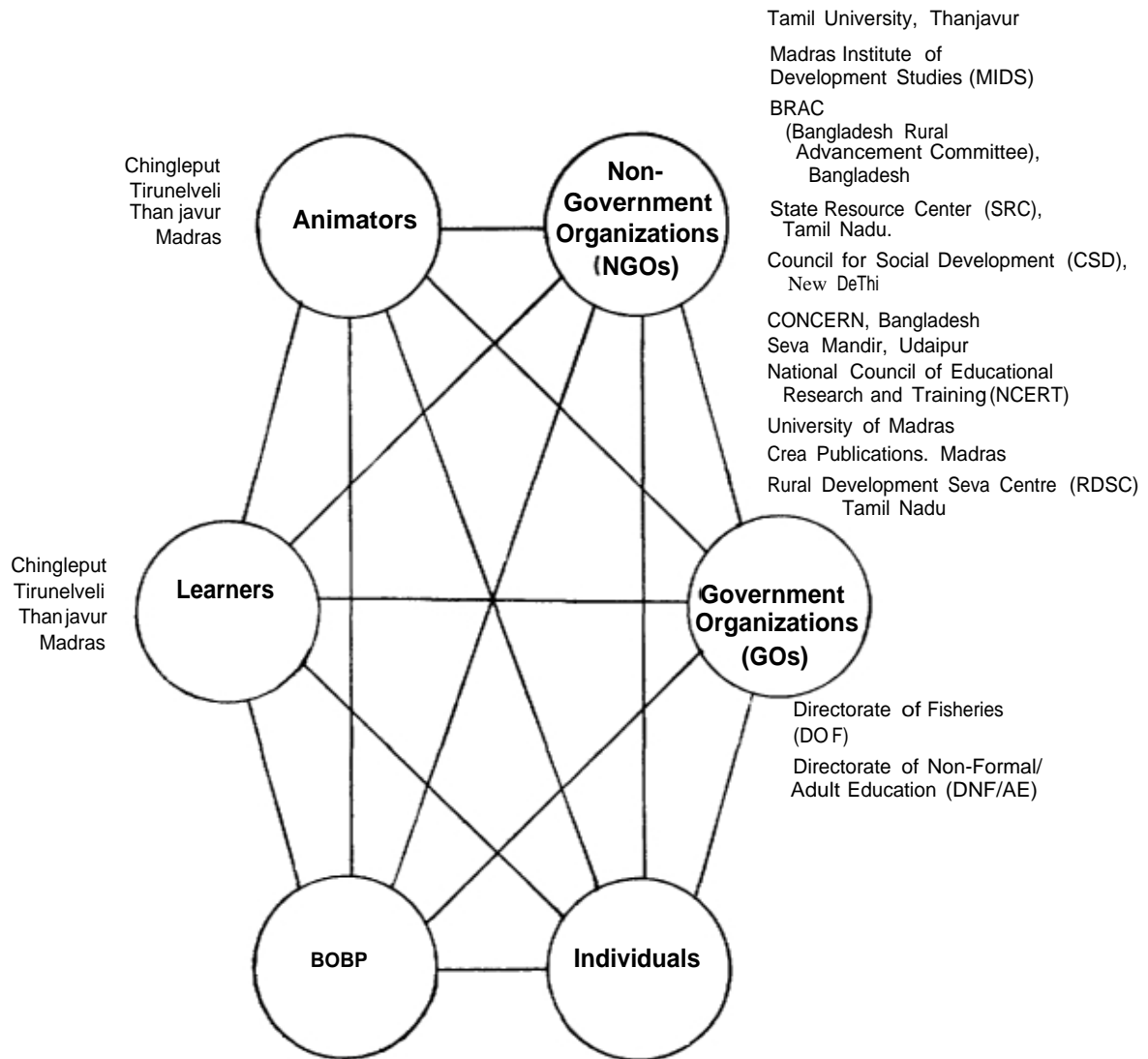
Introduction ;
"Our community";
"Who are we ?";
"People in our lives";
"Our dependency";
"Our potential".

Area 2 — Occupation

"How do we go fishing ?";
"Our knowledge of fishing";

Figure 2

**INTERACTION AMONG INSTITUTIONS AND INDIVIDUALS WHO HELPED
PREPARE NFAE CURRICULUM FOR TAMIL NADU MARINE FISHERFOLK**



	"Environment"; "Our status; Boats and Nets"; "Fish marketing"; "Mechanization"; "Marine fisheries".
Area 3 — Health and Nutrition	"Food we eat" (two parts) ; "How should we eat?"; "Pregnancy"; "Our family"; "Planned family"; "Health clinic".
Area 4 — Social Problems	"Excesses in life (drink)"; "Excesses in life (gambling)"; "Fairness"; "Dowry".
Area 5 — Leadership	"When I was a leader"; "Importance of the panchayat"; "The panchayat : structure and functions".
Area 6 — Income and Saving	"Our needs"; "Saving" (Two parts) ; "Alternative income".
Area 7 — Cooperation	"Group action"; "Our cooperative".
Area 8 — Education	"Children's education".

The structure of individual lessons: Every lesson states its objective at the outset. It begins either with questions that elicit some basic information on the learners' life, or a story, case study, or role play. These form the basis for ensuing discussions.

The discussion is generated through questions designed to help learners systematize their ideas about problems and issues. The guide also provides animators with notes containing useful information on the issue or problem under discussion. Such information is contained in boxes to distinguish it from the information intended for the learners.

Approach to preparation of the Animators' Guide: The approach stresses sharing of experiences by learners. It does so by:

- * ensuring that the basis for generating discussion — stories, case studies and role plays — come from the learners themselves and are based on their knowledge and ability;
- * seeing that the questions raised in the Animators' Guide are of the kind that encourage learners to share their life experiences and systematize these experiences;
- * using methods and materials that ensure the active participation of learners in the learning process.

Use of the Guide: The guide is structured to be flexible. Animators may use the Guide's lessons if they are relevant to conditions in their village. They may also develop their own lessons or adapt the ones in the Guide, if necessary. Lessons or problems are not ordered sequentially and may be taken up for discussion in any order.

The process of development: The development of the Animators' Guide began with efforts to test the viability of the participatory approach. To do this, a number of animators were selected from the local community with advice and help from the State Resource Centre for Non-Formal Adult Education and the Directorate of Fisheries, Tamil Nadu.

The animators were trained by the State Resource Centre and the BOBP, after which they were placed in NFAE centres opened specifically for this purpose in Adirampattinam, Thanjavur district. The programme conducted by the animators was monitored by BOBP to ensure that the participatory approach was effectively followed.

After this was done, 54 lessons were prepared during several small group sittings. A three-member committee (L.S. Saraswathi, R.S. Anbarasan, Patchanee Natpracha) drafted the lessons. These were reviewed, analysed and revised during a week-long workshop organized by the BOBP in November 1983. Sixteen participants from India and Bangladesh with many years of experience in non-formal adult education attended. They were drawn from BOBP, Directorate of Non-Formal/Adult Education (Tamil Nadu), Directorate of Fisheries (Tamil Nadu), the State Resource Centre for Non-Formal Adult Education (Tamil Nadu) plus non-government agencies from India — Madras Institute of Development Studies; Centre for Social Development, Delhi; Seva Mandir, Udaipur; and from Bangladesh- BRAC and CONCERN.

The revised draft copy was given to project officers and animators active in adult education in Tamil Nadu, and several others working on education/development within and outside the state, in order to elicit their reactions. Comments from these reactions were incorporated into the draft. It was printed in English by BOBP in June 1985.

Reactions to the Animators' Guide Draft

A. From those in education/development:

The suggestions of the NFAE experts were :

- * A preamble is needed to introduce the Guide with information on:
 - the background of marine fisherfolk, their problems and needs
 - the role of animators.
- * Additional information could be incorporated on:
 - ownership pattern of boats
 - marketing of fish
 - problems of mechanization
 - elements of leadership
 - description of a cooperative
- * The methodology employed in the lessons could be improved by:
 - summarizing what is taught in the sessions
 - introducing other pedagogical techniques such as simulation exercises and brainstorming
 - including a short evaluation after each area.
- * Additional lessons could be included on matters such as:
 - the socio-economic, political and cultural situation in the fishing villages
 - meaning of "community"
 - the role of each individual in the community
 - barriers to community-building
 - the organization of people working towards unity and harmony
 - pressing issues and problems
 - role of culture and religion in development.
- * The participatory training approach requires disciplined self-restraint on the part of the animator, besides the ability to guide discussions, and hence calls for special training for animators.
- * The Animators' Guide is a carefully conceived publication — effective only if used by a well-trained, competent and imaginative teacher.

Some general comments were:

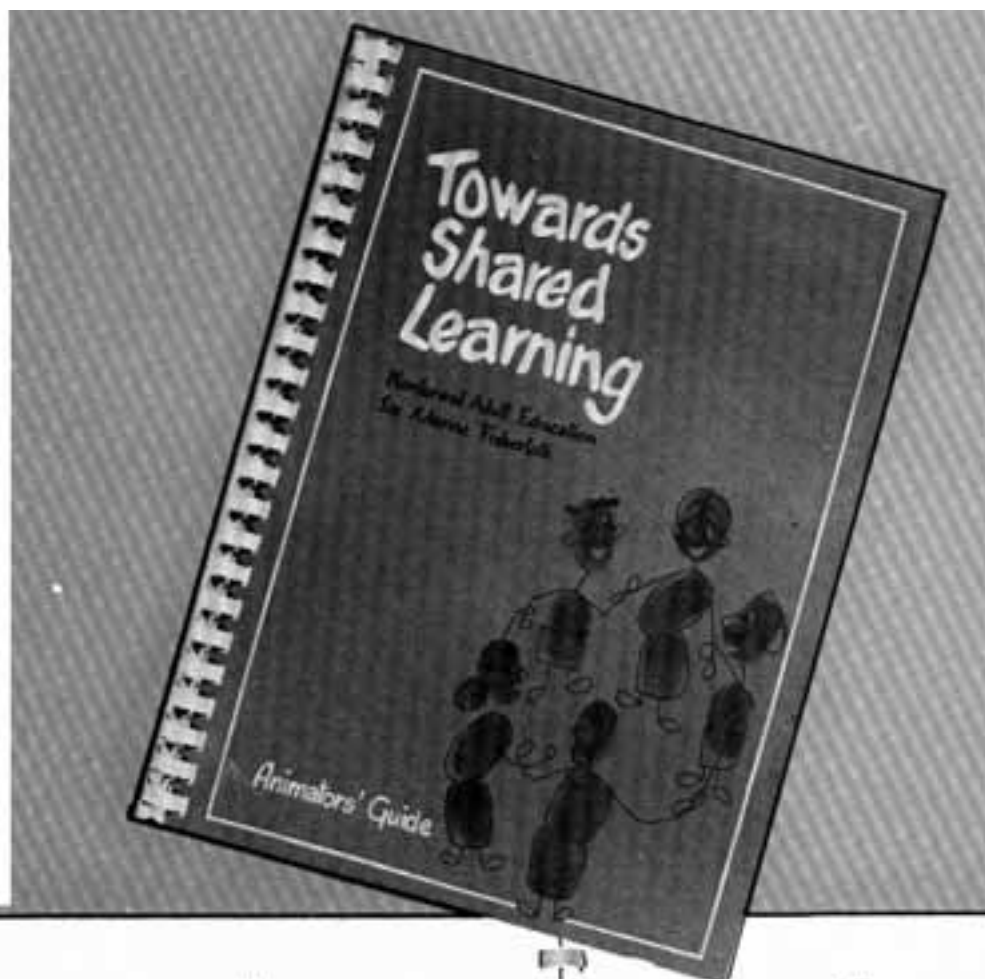
- * That the extensive use of different NFAE methods is welcome

THE NFAE CURRICULUM PACKAGE IN PICTURES

The pictures on these pages show the NFAE publications for Tamil Nadu marine fisherfolk. These were developed by BOBP in cooperation with numerous institutions and published either by BOBP or by the Tamil Nadu Directorate of Non-formal/Adult Education.



A montage of the NFAE publications. The Trainers' Manual and the Animators' Guide are in English, all the other publications in Tamil.



Animators' Guide: The cover (above) and a sample of inside pages. This 190-page publication was printed by BOBP in June 1985. The paper helps animators (teachers) in their task of assisting the fisherfolk-learners to discover themselves, their work, their life, their environment.

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தமிழ், செந்தாமரை அழகுநகர் எட்டிவந்தாள்

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| name | John A. |
| gender | Male |
| age | 25 |
| height | 175 |
| weight | 70 |
| eye_color | Brown |
| hair_color | Black |
| skin_color | White |

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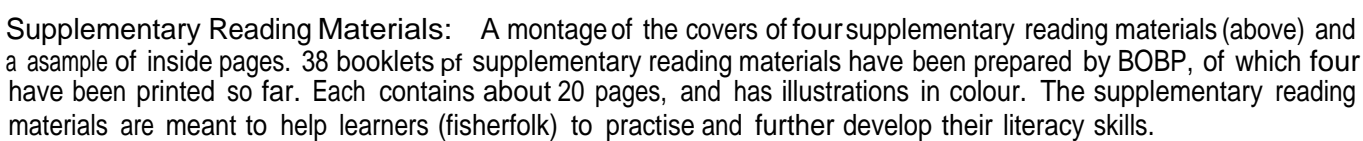
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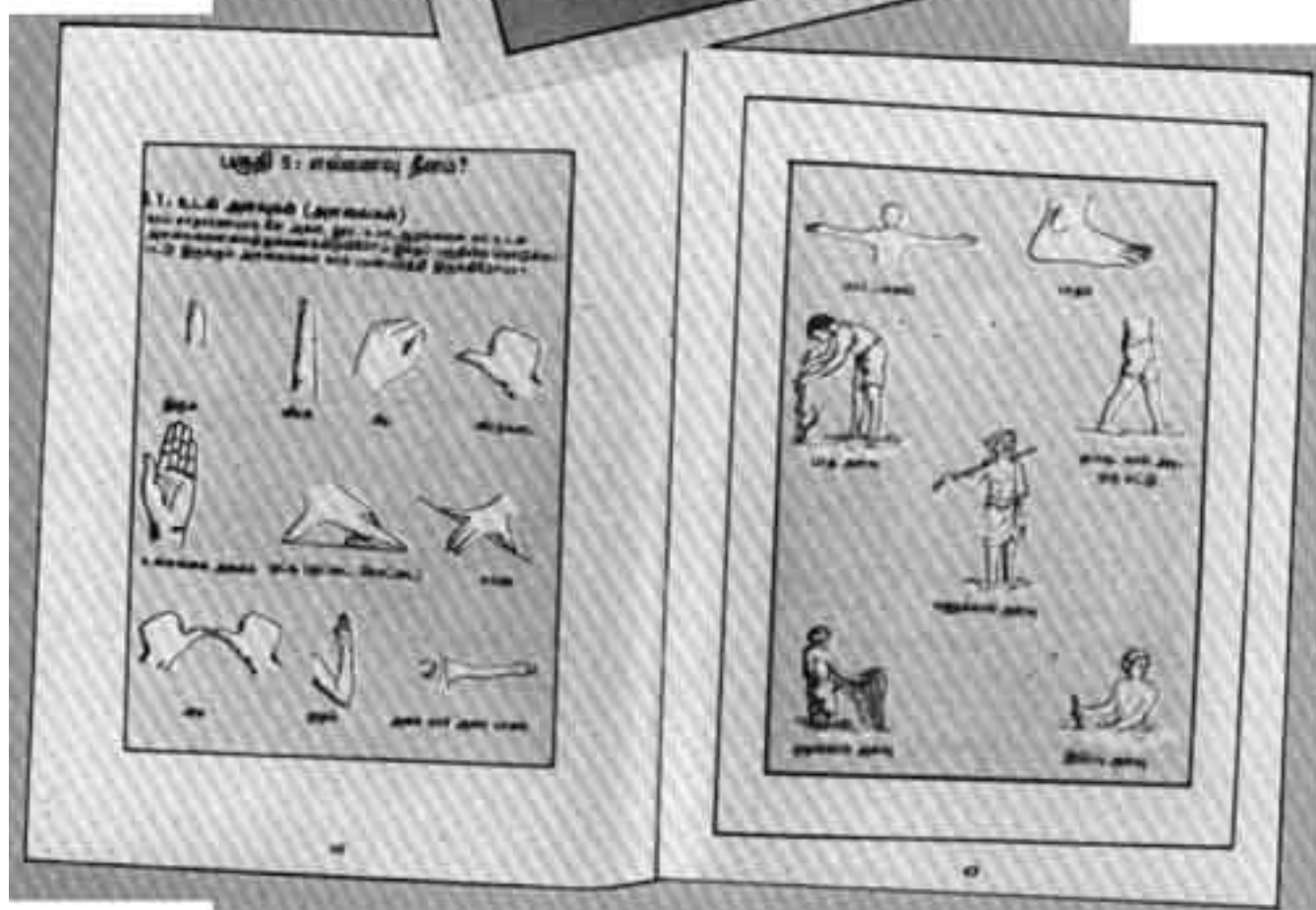
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Literacy Primer, Workbook: The cover (below) and a sample of inside pages. This 46-page booklet contains exercises to improve the reading and writing ability of fisherfolk-learners.





Nureracy Primer; The cover (top) and two inside pages. This 96-page colour publication is meant to help learners to sharpen their numerical skills and assist them in their everyday life.

1.3. μ -Alkyl substituents

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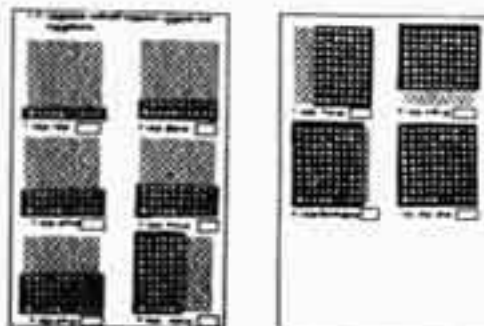
1. *Identify the main idea of the passage.*
 2. *Summarize the passage in your own words.*
 3. *Identify the author's purpose.*
 4. *Identify the author's tone.*
 5. *Identify the author's bias.*

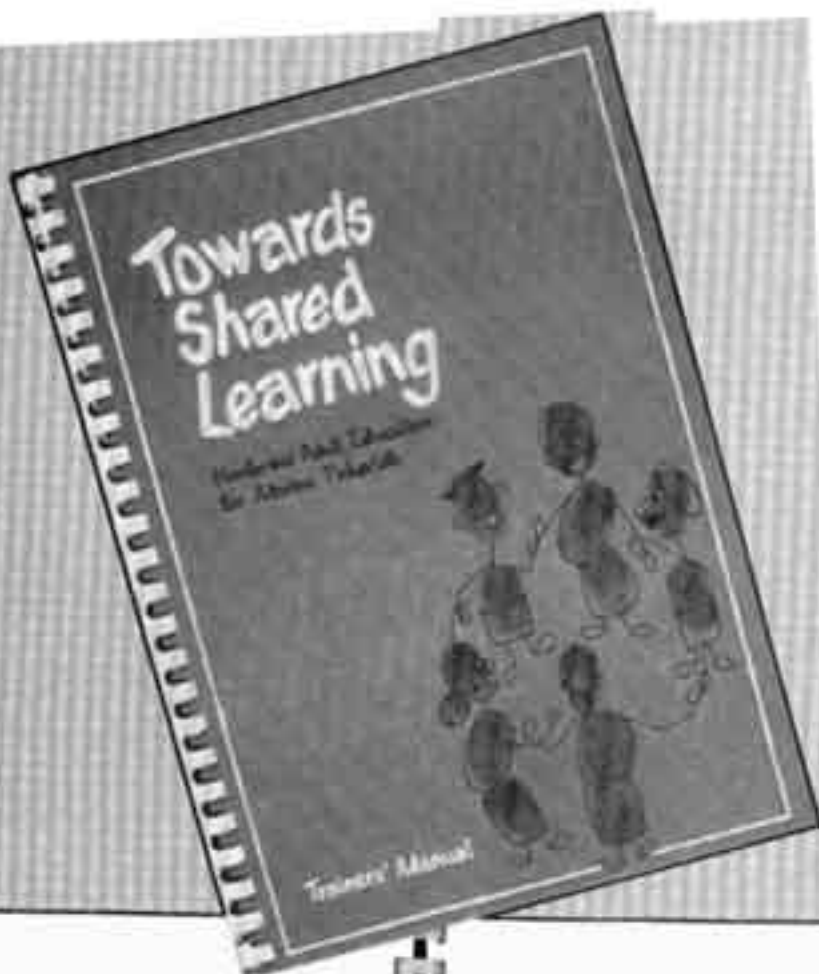


1.4 பத்திரம் வசூலி எத்தனை பத்திரம் நான் எழுதினேன்.

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AFTERNOON

4. KEEPING UP THE INTEREST

Game

Trainers

Divide the 30 trainers into three groups of 10. The first group are 'Trainers', the second are 'Villagers', and the third are 'Animators'. When a Trainer teaches a Villager a story, the Villager teaches it to an Animator. The game continues until all are Trainers.



5. UNDERSTANDING THE VILLAGE COMMUNITY AND ITS PROBLEMS

Exercise 2.

The trainer tells the Trainers that they will be role-playing a few scenes with a view to highlighting different problems that exist in the community. He then divides the Trainers into three groups and gives one of the following scenarios each:

(1) In evening, some of the villagers are coming to the front of the village shop. The shop owner is shouting with the villagers, who are shouting, some crying.

(2) At the village school, the teacher is shouting at the children who are not doing their homework. The teacher is shouting at the children, who are shouting, some crying.

(3) In the evening, some of the villagers are coming to the front of the village shop. The shop owner is shouting with the villagers, who are shouting, some crying.

The trainer suggests that the groups take time to discuss the characters and rehearse the roles.

All the Trainers come together and do the role-play, one after another. Each group is given 5-10 minutes for each scene of the role-play.

After all the role-plays are over, the trainer contacts a discussion group to discuss the role-play.



- What problems do they highlight?
- What do you think are the causes of these problems?
- What do you think are some of the possible solutions?
- What were your feelings when you played the roles?



- * That the case studies taken from the lives of the learners are used competently. The use of stories from popular Tamil magazines like Ananda Vikatan is a good idea.
- * That it is comprehensive
- * That most of the problems touched upon in the guide are common to most communities.
- * That it could be adapted for several purposes.

B. Reactions from field personnel

1. Project officers implementing NFAE programmes for the Government of Tamil Nadu were asked to comment on the Animators' Guide draft during an orientation programme on approaches to NFAE organized by BOBP at Mahabalipuram in August 1984. Eleven project officers participated in the programme. Their reactions were:
 - * The Animators' Guide relates well to the needs of the fishing community
 - * It is easy to understand and handle
 - * It can help the animator to function effectively
 - * An adequately trained animator will find the book useful.
2. Animators from NFAE centres in Tamil Nadu were asked to react to the guide during a training programme organized by BOBP in September 1984 in Adaikalapuram Village, Tiruchendur Taluk, Tirunelveli District, Tamil Nadu. They felt:
 - * It is easy to understand
 - * Its information is useful for discussion
 - * It encourages thinking
 - * The stories it contains are attractive and adaptable to local situations.
 - * In the past they would have handled the same subject through lectures, but after reading the Animators' Guide, feel that learners will understand the subject better by means of discussions
 - * The intellectual level of the questions is perhaps a little too high for the learners.

On translating the English version of the Animators' Guide into Tamil:

It was decided that the English version of the Animators' Guide should be translated into Tamil. It was believed that the translation should not be done literally as that would distort the meaning; the approach should be flexible, to preserve the nuances and subtleties of the Tamil language.

2.3 Literacy Primer and Workbook (for the learners; in Tamil)

(Developed during November 1983-February 1985; Literacy Primer-No. of pages 7+34. Printed in colour, March 1984. Workbook-No. of pages 7+39. Printed in black and white with the cover in colour, 1985).

The learners are the fisherfolk from coastal villages of Tamil Nadu.

Purpose: The purpose of the Literacy Primer and the Workbook is to help learners to read and comprehend Tamil and write it correctly.

The format: The Literacy Primer, titled *Elele Eilasa* (a theme song of the fisherfolk in Tamil Nadu coastal areas), is an attractive pictorial publication, with many illustrations in colour. It has 15 lessons (12 with themes relating to the lives of the fisherfolk and 3 revision lessons) dealing with subjects such as fishing craft, health, indebtedness and children.

The lessons are titled as follows:

- | | |
|-------------------------|----------------------------|
| 1. Country Boat | 9. For the child |
| 2. Kattumaram and Net | 10. Let's discuss together |
| 3. The fruits of labour | 11. Rights |
| 4. The burden of debt | 12. Let us revise-2 |
| 5. Fishing Community | 13. Question hour |
| 6. Let us revise-I | 14. Happy ending |
| 7. Healthy life | 15. Let us revise-3 |
| 8. Fish and rice | |

The Literacy Primer is divided into three parts. The first part consists of six lessons. Of these, the first five introduce 78 letters of the Tamil alphabet and the sixth is a revision lesson. The second part consists of lessons 7 to 12 -the first five introduce 69 letters and the last is meant for revising them. Lessons 13 and 14 in the third part are intended to help learners master the 147 commonly used letters introduced in the first two parts and also to understand words and sentences formed with these letters. Lesson 15 once again is a review lesson and is designed to allow a comprehensive examination of all the 247 letters of the Tamil alphabet-the 147 commonly used letters already mentioned and another one hundred used rarely or not at all. The last few pages of the Primer explain the format and the use of the Primer and Workbook for the benefit of animators in detail.

The Literacy Workbook also has 15 lessons, each of which corresponds to a lesson in the Primer. It contains exercises to improve the reading and writing abilities of the learners.

The structure of individual lessons in the Primer and Workbook: Each lesson in the Primer contains a few words that are to be taught to the learners. The animator is to help the learners recognize these words and the letters forming them with the help of the Primer.

The Workbook has exercises for reading and writing, with lessons corresponding to those in the Primer. The first two lessons have exercises in drawing on dotted lines and free hand drawing to help learners get familiar with the feel of a pen or pencil. The rest of the Workbook is devoted to exercises for reading and writing words, phrases and sentences.

The approach: The Primer employs the analytico-synthetic method for teaching and learning literacy, i.e., the method of introducing words which are familiar and meaningful and then analyzing the words in terms of their constituent letters. Once the letters are learnt, new words can be synthesized (by combining letters) by the learners themselves.

The Workbook lays emphasis on the word as a unit of recognition. The words given in reading exercises are composed with letters which are already introduced in the Primer. It is structured to make each lesson a review of the previous one. It was felt that literacy aids that help to associate letters and words with their sounds should complement the Primer and Workbook. The method of preparing these aids is incorporated in the training manual.

The efforts made to involve the learners in the process of learning include :

- seeing that the contents relate to the everyday life of the fisherfolk through colourful pictures of familiar scenes of coastal villages;
- introducing words that are familiar to the fisher-folk;
- seeing that the Primer, Workbook and other aids are designed for handling by the learners themselves;
- introducing literacy games through different aids.

Use of Literacy Primer and Workbook: The lessons in these two books are to be used only in the order in which they are presented.

Each lesson may need three or four hours and the review lessons may need about eight hours. To attain literacy with these books may require a total of about 70 hours spread over a period of seven months.

Deciding when to introduce the Primer and Workbook in the NFAE programme is left to the animator, as only he or she will be able to assess the readiness of the learner.

The process of development: The November 1983 national workshop which reviewed, analyzed and revised the Animators' Guide also provided guidelines for the development of a Literacy Primer for the fisherfolk. It was suggested that the Primer should introduce the 'functional' (or commonly used) letters of the Tamil alphabet, that it should focus on words used by the fisherfolk and that each lesson should stress a single concept or issue.

A study of the Tamil daily *Dina Thanthi* and the Tamil weekly *Rani* (both readily available in the villages) was undertaken to arrive at a set of functional alphabets. News items, articles and stories from these publications were selected at random for careful study to identify letters that occurred most often. Of the 247 letters, only 147 were found to be frequently used.

A workshop was held by the BOBP in December 1983 to develop the Literacy Primer and Workbook. There were eight participants from EOBP, the Directorate of Non-Formal/Adult Education (Tamil Nadu), and the State Resource Centre (Tamil Nadu), besides experts from the Department of Linguistics of the Tamil University, Thanjavur and the University of Madras. The linguistics experts had had previous experience in teaching Tamil to adult learners.

Towards the end of the workshop, a few participants visited a fishing village in Chingleput district in order to determine whether the vocabulary of the Primer and the Workbook was too advanced for fisherfolk. They found that the fisherfolk were able to understand the words easily.

Reactions to the Literacy Primer

A. **From NFAE specialists:** An English translation of the Literacy Primer was given to those who developed the Trainers' Manual. They were also given a printed copy of the original Tamil version. While appreciating the colourful pictures, they felt that there were too many sentences on one page and that this visual strain on learners must be reduced.

B. **From field personnel:** Officers implementing adult education projects for the Government of Tamil Nadu were asked for their comments during an orientation to NFAE approaches held in August 1984. They had the following comments to make:

- * It is colourful and attractive
- * It is well-illustrated
- * The key word approach has been used satisfactorily
- * Though the lessons are graded satisfactorily, reading and writing skills cannot be developed in all learners within 10 months.
- * There is provision for reinforcing what has been learnt.

A problem with the lay-out of the Primer: Animators used the Primer in a test lesson during a 1984 training programme. The animators tended to teach the sentences at the beginning of each lesson although these sentences were introduced only as a device to teach certain words to the learners. This mistake was made due to the lay-out of the Primer which carried the sentences in bold letters, thus giving the impression that they were meant for the learners. It was suggested that the sentences meant only for the animators be printed in small letters to avoid such confusion in future.

Period of development: It took about 15 months (from November 1983 to February 1985) to develop, make copies, elicit reactions and modify the Literacy Primer.

2.4 Supplementary Reading Materials (for learners and animators; in Tamil)

(Developed during September 1983-March 1985. 38 booklets prepared, of which four printed, about 20 pages each, many illustrations in co/our).

Purpose: The Supplementary Reading Materials were designed to:

- * help learners to practise and further develop their literacy skills;
- * provide adult learners with information useful for improving the quality of their lives;
- * create a desire in them to continue learning;
- * help animators to conduct discussions effectively.

The format: The Supplementary Materials are easy to read and well illustrated. The classification of subject matter is similar to that of the Animators' Guide. A total of 38 booklets have been prepared for printing. They cover nine areas and their titles are:

| Areas | Titles |
|-------------------------|----------------------------|
| 1. Community | * The coastal village |
| 2. Occupation | * Fish marketing |
| 3. Health and Nutrition | * Environmental sanitation |
| | * Cleanliness |

- * Let us cooperate to eradicate infectious diseases
 - * The enemies who invade us (worms)
 - * Let us eradicate mosquitoes
 - * Let us get rid of flies
 - * Potable drinking water
 - * Child health
 - * Diarrhoea
 - * Leprosy control
 - * Look after your eyes
 - * Nutrition
 - * First aid
 - * Health facilities
 - * Smokeless chula
 - * Solar energy for cooking food
 - * Biogas for cooking food
4. Social problems
- * Dowry and its problems
 - * Status of women in the coastal villages
5. Leadership
- * Leaders can be made
 - * Village panchayat
6. Incomes and saving
- * Bank schemes for village development
 - * My story and your story (Alternative incomes)
7. Cooperation
- * Importance of cooperation in the changing environment
 - * Fishermen and cooperation
 - * Fishermen's cooperatives
8. Education
- * Let us try (to attend school)
9. Law
- * The need to know the laws
 - * Contracts
 - * Accidents
 - * Civil law and procedures
 - * Loans
 - * Criminal law
 - * A criminal case procedure

These booklets are graded in terms of the reading ability of learners. They contain fewer illustrations and more text as the learner progresses. The materials are divided into three grades.

Grade 1: with 75% or more of pictures

Grade 2: with about 50% of pictures

Grade 3: with 25% or less of pictures

The process of development: The preparation of Supplementary Reading Materials was assigned to authors who had some understanding of the subjects that they were asked to write about. Mr. 'Kalvi' Gopalakrishnan drafted several of the publications relating to health, while Ms. K. Kripa prepared the booklets relating to law. The other booklets were assigned to a team of writers from Crea Publications, Madras.

A few of these booklets were taken to coastal villages and read out to the people there to find out whether they could be understood. However, all the booklets could not be tested in a planned manner because time was short and skilled personnel were not available.

Period of development: It took nearly two years (September 1983 to July 1985) to produce the Supplementary Reading Materials.

2.5 Numeracy Primer (for the learners; in Tamil)

(Developed during March 1984-February 1985. No. of pages: 9+87. Printed in colour, 1985).

Purpose: The Numeracy Primer is intended to help learners sharpen numerical skills in order to assist them in everyday life. It also attempts to help learners make the transition from oral competence with numbers to numerical literacy.

The format: The printed version of the Numeracy Primer, titled 'Andradakkanakku' (day-to-day arithmetic), is a well-illustrated book. It has two major parts — numbers and basic arithmetic, and measurements and units.

The approach: In preparing the Numeracy Primer, stress was laid on basic aspects of numeracy that are relevant to real life. Fisherfolk deal with numbers every day, but carry out calculations mentally. The effort of the Numeracy Primer was to help the learners become numerically literate so that they acquire the ability to read and write numbers and work out calculations on paper if necessary.

Part I: Numbers and Arithmetic

Section 1 : Counting and numbers

- * Learning to read and write numbers
- * Understanding the concept of zero
- * Knowing the general principles of writing numbers-the place value
- * Cardinal and ordinal numbers
- * Counting up to a thousand

Section 2: More numbers from numbers

- * Addition: Basis — counting and adding.
- * Multiplication : Basis, skipping and counting, knowing the relationships between addition and multiplication, building multiplication tables.
- * Subtraction : Basis -taking out or removing. Comparing — how many more or less knowing the relationship between addition and subtraction.
- * Division : Basis-dividing equally, knowing the relationship between multiplication and division.

Part II: Measurements and Units

Section 3 : How does time pass ?

Methods of estimating time. Methods used in the past and methods used today. Relating the traditional mode of measuring time to clock time.

Section 4: Money

Present day notes and coins, calculating change, calculations concerned with occupational money transactions, and expenditure, debt and interest.

Section 5: How much is length?

Units used for measuring length, width, height, depth, body units, standard units-both imperial and metric: relationships among the three types of units; calculating distance, relationship between area and space.

Section 6 : How much will it hold?

Volumetric measure-the relationships between body measures, container measures and the standard measures.

Section 7 : How much is the weight?

Approximate estimate of weights and the standard weights of the metric system.

Section 8: Very big numbers

Reading big numbers from newspapers.

The process of development: Two studies formed the basis for developing the Numeracy Primer. The first was an informal study of everyday numerical calculations made by the fisherfolk of some coastal villages in Tamil Nadu. (A report of the study is contained in Appendix 1). The second is an extensive and scientific study on the numeracy practices of rural adults all over Tamil Nadu. The findings of these studies were used to develop the methodology of the Primer. The publication was drafted by Dr. L.S. Saraswathi and Mr. P.K. Srinivasan.

Reactions to the Numeracy Primer: Officers implementing adult education programmes for the Government of Tamil Nadu were asked for their reactions to the Numeracy Primer during an orientation to approaches in non-formal adult education held in August 1984. After carefully going through the Primer, the project officers felt that:

- * The numeracy primer is relevant to everyday situations.
- * It is well prepared. Simple arithmetical operations are dealt with very well.
- * The book is easy for animators to follow.

After studying the Primer and using one of its lessons as a demonstration, animators from adult education centres in Tiruchendur block, Tirunelveli district felt:

- * This book helps to make everyday calculations easier to learn.
- * This book converts habit into knowledge.
- * The book is clear enough for use.

2.6 The Animators' Edition of the Numeracy Primer (for the animators; in Tamil)

(Developed during March 1984-February 1985. No. of pages 72. Printed in black and white with the cover in colour, 1985)

Purpose: The purpose of the Animators' Edition of the Numeracy Primer is to help animators use the Numeracy Primer for learners effectively. It gives them guidelines to facilitate learning in NFAE centres.

The format: The Animators' Edition, titled '*Andradakkanakku — Ookunar Kurippuraigal* (Day-to-Day Arithmetic — The Animators' Notes) has topics corresponding to those in the Numeracy Primer for learners. It explains the concepts being introduced and the method of using each lesson. Every page of the Numeracy Primer for learners is reproduced in reduced size in the Animators' Edition to facilitate quick and easy reference.

Reactions to Animators' Edition of the Numeracy Primer: Officers implementing adult education projects in Tamil Nadu described the book as useful. Animators who used the book for a demonstration lesson in the training programme said it improved their understanding of how arithmetic should be taught.

2.7 Trainers' Manual (for the trainers of animators/field workers; in English)

(Developed during March 1984-February 1985. No. of pages 24+ 172. Several sketches. Printed in black and white, June 1985).

Purpose: The Manual is intended as a guide to trainers of animators or field workers in the NFAE centres. It contains guidelines for the trainers and a 12-day model training programme to enable the trainees to become effective animators.

The format: The Trainers' Manual is an attractively produced publication with sketches, exercises and essays.

It explains the goals and basic beliefs of non-formal education, and contains a description of the participatory training approach and its principles and assumptions, a profile of the animators, and a 12-day model training programme for animators, with notes and suggestions for the trainers and exercises for the animators.

The 12-day training model is divided into five stages:

- * Understanding oneself and others in a group (two days)
- * Understanding the community (three days)
- * Understanding the present educational system and its relevance (one day)

- * Practising the role of the animator (four days)
- * Designing a work plan for the NFAE centre (two days).

A total of 88 sessions are allocated for the 12-day period (17, 24, 8, 26 and 13 sessions for stages 1, 2, 3, 4 and 5 respectively). The sessions allocated per day range from 5 to 10.

Each session of the manual has a statement of objectives, an exercise (a step-by-step explanation of the tasks to be conducted by trainers), a set of questions to help the trainees analyze their own responses, and special notes for the trainer.

The manual also contains support papers on various topics to provide resource material to both trainers and animators. They deal with:

- * Respect for other people (for trainers)
- * Feedback (for trainers)
- * Health problems of India (for the trainers and animators)
- * Poverty (for the trainers and animators)
- * Source book (for the trainers and animators)
- * Levels of individual functioning in group discussions (for trainers)
- * Development, what do we mean by it? (for trainers)
- * Status of education in India (for trainers and animators)
- * Stimulating participation through questions (for trainers)
- * Role play (for trainers and animators)
- * Literacy aids (for trainers).

The approach: The approach of the training model is participatory. The action-reflection process is crucial. Participants are made to work on tasks and problems similar to the ones they face in their jobs. They are helped to analyze their approaches to the tasks and problems and clarify the standpoint from which they approached it. This helps to widen and deepen the participants' ability to understand and deal with many situations. The stress is more on *how* to think than *what* to think. Action and discussion are the methods used.

The process of development: The Trainers' Manual resulted from a strong belief amongst those involved in the preparation of the curriculum package, that such a manual was needed to 'operationalize' the concept of non-formal education.

As preparation for developing the Trainers' Manual, an informal field survey was undertaken to gain a better understanding of various aspects of the lives of fisherfolk of Tamil Nadu. A summary of this survey is contained in Appendix 1.

A week-long workshop was held in April 1984 to guide development of the Trainers' Manual. The workshop was attended by 14 participants from the Directorate of Non-Formal/Adult Education (Tamil Nadu), the Directorate of Fisheries (Tamil Nadu), the State Resource Centre (Tamil Nadu), the National Council of Educational Research and Training (NCERT), voluntary agencies and the BOBP.

The participants reviewed the curriculum package, familiarized themselves with various aspects of the lives of the fisher-folk, studied profiles of learners and animators made available from field studies, identified the training needs of animators and developed an outline for the Trainers' Manual. Subsequently, a model training programme was prepared by a committee of four members (Valli Seshan, Anita Dighe, L.S. Saraswathi, Patchanee Natpracha) during May 1984. Copies of the draft were ready by June 1984. After field testing, this draft was revised in November 1984 and published in July 1985.

Reactions to the Trainers' Manual: A draft copy of the Manual (June 1984) was circulated to several agencies and individuals concerned with non-formal education in India and abroad.

Their comments were mostly appreciative :

- that the manner in which the participatory approach was used in developing the manual and in incorporating the process in the training itself is impressive.

- that it will be of great use to the trainers.
- that the support papers are extremely valuable, clear and informative.
- that it is a very practical manual with exercises that are effective, relevant and interesting.

Reactions from *project* officers (the trainers in the field) : Reactions of project officers elicited during a NFAE orientation programme held in August 1984 were as follows :

- * It is novel, innovative and practical.
- * It enables the animator to develop the skills required to carry out his role successfully.

Field Testing' of the Trainers' Manual: A residential training programme (from September 2 to 12, 1984) was organized to try out the 12-day model training programme suggested in the Trainers' Manual. There were 36 participants-32 animators, three supervisors and one project officer from the DNFE/AE project in Tiruchendur. The training was undertaken at Adai-kalapuram village, about 6 km from Tiruchendur town.

The Manual was field tested with a view to assess:

- (a) The feasibility of the model training programme proposed in the Trainers' Manual -whether the time allotted was adequate, whether it was relevant to the field situation and whether its contents were clear.
- (b) The extent of trainee participation in different sessions.

Details of the field test have been set out in a paper, a summary of which is presented below:

Summary of results of field testing' of the Trainers Manual*

Feasibility in terms of time: The time taken for the 12-day programme exceeded the allotted time by only four hours. Yet, the sessions were conducted without keeping an eye on the clock. The extra time taken was spent largely on community analysis, as the following table indicating the differences between time allotted and time spent on seven important aspects of training shows.

| Important aspects of training | Time allotted | | Time spent | |
|---|---------------|-----|------------|-----|
| | hrs | mts | hrs | mts |
| Self and group analysis | 9 | 15 | 10 | 45 |
| Community analysis | 9 | 45 | 13 | 40 |
| Information input | 10 | 45 | 10 | 45 |
| Skill development | 18 | 15 | 17 | 55 |
| Becoming conscious of one's own learning
(self evaluation) | 9 | 20 | 10 | 45 |
| Job perception | 2 | 45 | 1 | 40 |
| Miscellaneous activities | 4 | 35 | 3 | 25 |
| | 64 | 40 | 68 | 55 |

Clarity of exercises: Generally, the tasks prescribed in the Training Manual exercises were clear: there were very few exceptions.

Relevance of the exercises to the field situation: The exercises seemed to be relevant to the field situation. This was borne out by the fact that the 36 participants took active part in the 12-day programme. They understood the materials prepared and used.

Achievement of objectives*: The objectives of the first four stages of the training model were achieved. This was revealed by the trainees themselves.

The objective of the fifth and final stage — to help animators design a work plan for a 10-month NFAE programme — was not attained. Animators were not able to design the plan.

The revised version of the Trainers' Manual: Many suggestions to improve the Trainers' Manual came up during field testing. They are:

- helping animators develop the ability to design programmes by introducing the component of planning throughout the training.
- improving animators' understanding of the process of communication (especially two-way communication) and the factors that affect it.
- providing more information in the Manual in the form of support papers to develop certain important skills relating to group discussions, role plays, source book preparation and literacy aids.
- increasing awareness of the process of group work and improving understanding of its advantages.
- improving understanding of the importance of values in behaviour.
- improving the clarity of some of the exercises—for example, those on job perception, community, poverty, the educational system and literacy aids.

Exercises to strengthen these requirements were incorporated in a revised version of the Trainers' Manual.

Translation of the Trainers' Manual: The Tamil translation of the draft Manual was ready by September 1984 and the revised Manual by February 1985.

Period of development: The whole effort of developing and revising the Manual took 11 months— from March 1984 to February 1985.

2.8 Printing of the curriculum package

On a request from BOBP in March 1984, the Directorate of Non-Formal/Adult Education agreed to print the curriculum package in Tamil. The Literacy Primer, the Workbook, the Numeracy Primer, the Animators' Edition of the Numeracy Primer and four Supplementary Readers have been printed. The remaining 34 Supplementary Readers have yet to be printed. The Trainers' Manual and Animators' Guide were printed in English by BOBP in July 1985. Tamil versions of these two publications are being processed for printing by the Directorate of Non-Formal/Adult Education.

* The objectives of the five stages of the model training programme (see Trainers' Manual, BOBP/MAG/1) :

1. Understanding oneself and others in a group
2. Understanding the community
3. Understanding the present education system and its relevance
4. Practising the role of the animator
5. Designing the work plan for the NFAE centre.