

Area - 5

Leadership



# When I Was A Leader

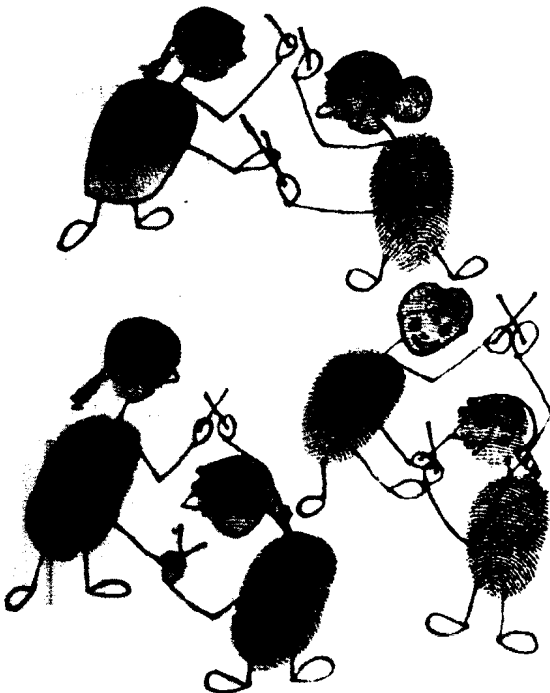
## OBJECTIVE

To help learners gain confidence in themselves for, Leadership

Ask for about 10 volunteers and conduct the following exercise :

Tell the volunteers that they are given 5 minutes to try and recall their experience of having taken part in :

- (a) singing at village festivals leading a group,
- (b) planning, rehearsing and conducting a kummi, kolattam,\* street drama,
- (c) decorating the festive ground with kolam (folk art by drawing on the floor), coconut leaves, mango leaves and helping people do it,
- (d) conducting chit meetings,
- (e) conducting village games,
- (f) arranging a public meeting,
- (g) planning, gathering materials and cooking a common meal at a family/public function,
- (h) collecting funds and helping at the funeral of a poor person belonging to the village
- (i) Organizing a representation to the panchayat for basic necessities, such as drinking water supply,
- (j) any other such occasion wherein they felt they had done something.



Ask them to describe what exactly they had done which they thought was quite exciting.

\* Dances performed to the tune of beating of sticks

Write such actions down on the board, along with the names of the learners. Lead the discussion further so that they realise that they have exhibited qualities of leadership.

Continue the discussion with the following questions

In planning, rehearsing and conducting kummi/drama what did you do to make it successful ? Similarly, analyse each activity mentioned by the volunteers (learners) on the basis of how, with whom, with what, where, etc., these things were done by them?

Then ask

Was it because -

- you had clear practical knowledge of what was to be done ?
- you had the talent or ability to take the lead ?
- you had the courage to try out your capabilities in certain situations ?
- you had an urge to do something good ?

What was it in you that made you do what you did ?

Please describe.

The answers could be one or a combination of several qualities. (some of which have been given in the form of questions). Then continue by asking the learners to recall some of their experiences when they enjoyed being just followers or observers

- watching kummi/kolattam/street drama
- being just a chit member
- giving funds when people come and ask for it.

Take note of what they say. Then ask

- Are we not good leaders in certain things and good followers in certain others ?

### Help the discussion to gradually identify

It is true that some like to lead more and some like to follow more. To do one or the other alone is not good. One should not let others lead all the time and one should not try to lead all the time. Those who only follow will lose their initiative, which in turn limits their opportunities for development. Those who lead all the time prevent others who may be better at leading particular activities. We should ascertain who among ourselves is good at what activities and the right job should be delegated to the right person. Leadership can also be a group task, as we see quite often.

Discuss the following skills for identifying leadership qualities

In the previous exercise, what were the actions that helped the success of the events ?

Are these skills of the leader important for each successful event

- skill in making people understand the objective
- skill in planning the activity well
- skill in organising the human, physical and financial resources
- skill in communication
- skill in taking appropriate decisions
- skill in involving people

Would you like to develop these skills ?

Identify those who would like to develop these skills and plan a workshop in leadership training for them

# Importance Of Panchayat

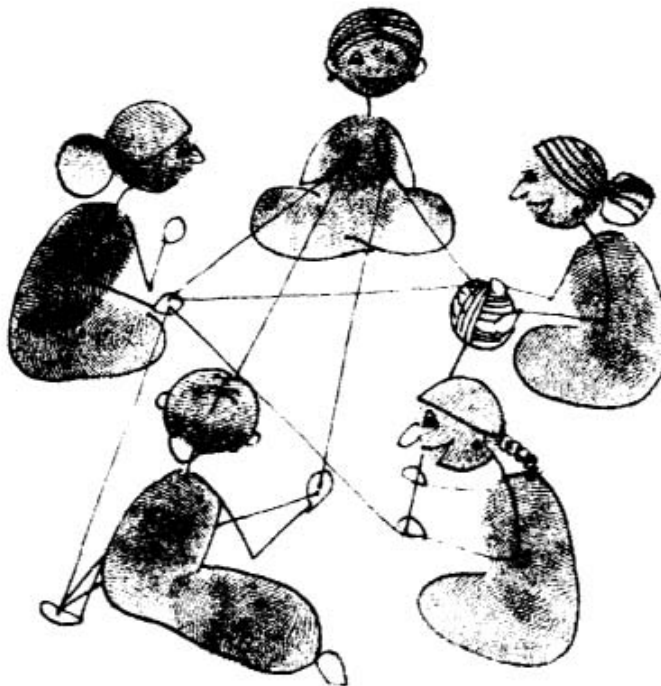
## OBJECTIVE

To help learners understand the importance of an elected. panchayat

Begin a discussion on the experience the learners have of their panchayats and their panchayat presidents and members. (This discussion could project a positive or negative image of the panchayat and its leaders.) Stress the need to have an effective panchayat functioning. At this stage, tell the learners that they would now play a learning game.

Collect the materials required for the game - a ball of twine! tread ; name tags, pen/pencil. Ask for 10 volunteers.

The game



Ask the volunteers to sit in a circle.

Write names of the participants on the tags according to the roles given below

- (a) President (Head of the panchayat)
- (b) Village level worker (Government official)
- (c) Panchayat member (community representative)
- (d) Village headman
- (e) Four poor fishermen
- (f) Two middle income level fishermen

Ask each of the volunteers to wear a name tag pertaining to a role.

Think of a development scheme, e.g., getting a subsidy from the Block Office under the IRDP (Integrated Rural Development Programme) for purchase of nets through a bank loan.

Tell the learners that you would briefly explain the various steps involved in obtaining the subsidy and as you narrate the steps, the ball of twine/thread should be looped around the finger of the person who is involved in the action as per the narration.

Start narrating the steps for obtaining the subsidy

1. The village level worker gives this information to the elected chief (president) of the panchayat union (give the ball of twine to the village level worker, ask him to hold one end and then pass the ball of thread to the president).
2. The president conveys the message to the panchayat member (the president, after wrapping the twine around his finger passes the remaining twine to the panchayat member).
3. The panchayat member in turn conveys the message to the village headman.
4. The village headman informs all the fishermen about this.
5. The fishermen approach the panchayat member for the subsidy.

6. The Panchayat member sends them to the village-level worker to submit an application.
7. The village level worker finds out the economic background of the fishermen, fills in the details in the required form and sends them to the president for signing the income certificate.
8. The president checks with the panchayat member, signs and sends them back to the village-level worker.
9. The village level worker forwards the applications to the Block office through the president.

As the ball of twine keeps moving from person to person as per the narration, a network emerges.

Some **more** day-to-day activities involving these people could also be chosen in addition, in order to increase the network.

Ask all the participants to hold the string firmly, moving the hands away from one another in order to stiffen the network.

Request any one fisherman to let go of the twine held by him and ask everyone to closely observe what happens. The network now will be slackened a bit, but will not be affected very much.

One more fisherman may be asked to let go of the twine he is holding. Again, though the network will be slackened a little more, the overall network will not be affected much.

Ask the fishermen to take hold of the twine they had let go and now request the panchayat president to let go of the twine he is holding; and see what happens. The network will be dislocated very much. Then ask the panchayat member to let go of the twine he is holding; the dislocation will be even more.

Ask the participants why there is so much dislocation caused in the network when the president and the member of the panchayat let the twine go.

Start analysing. Explain how this educational game is very close to real life situations; the positions held by these leaders are key positions and therefore, if we have good leaders, we will benefit by development activities.





# The Panchayat

## STRUCTURE AND FUNCTIONS

### OBJECTIVE

To help learners be aware of the structure and functions of the panchayat

This lesson contains a lot of information. To make it interesting to the learners, it is suggested that media such as villupattu, katha-kalakshepam, street drama, puppetry, etc., be used. The animator should train a few persons beforehand, if possible from among the learners themselves, to perform the selected folk art.

Begin the session by asking the learners to list the various services rendered by their panchayat. Take note of their answers and then explain the functions to them.

Village panchayats perform various functions such as :

- (1) construction, maintenance and repair of village roads, bridges, drains, drinking water tanks, wells and pumps;
- (2) upkeep of cremation and burial grounds;
- (3) provision and maintenance of street lights, guest house, playgrounds, gardens, community hall, radio;
- (4) planting of trees along the road.

Apart from the functions mentioned here, the panchayats may perform various other functions and render other services if their financial resources permit.

Initiate discussion on the question Is the panchayat in your village taking these actions ? If yes, to what extent, and if no, why ?

To perform these functions, the panchayat will need resources. From where does the panchayat get the resources ?

1. The sources of revenue for the village panchayat are

- . income derived from common village lands, income from the village fisheries, income from the sale of refuse/cow dung, local cesses and fees, house tax, professional tax, vehicle tax, property tax, fee for using the market, etc.,
- . grants from government.

So far we have discussed the functions of the panchayat and its sources of revenue. Before we conclude this session shall we briefly discuss the structure of the panchayat ? (Find out if any learner is able to explain the panchayat structure.)

2. The panchayat system has been prevalent in our country for a very long time, even prior to British rule. As the name suggests, a panchayat consisted of five elderly and respectable persons of the village. This council of five settled all local disputes. A panchayat commands the respect of the village folk and its decisions are obeyed by one and all.

After independence, the Village Panchayat Acts were passed by all the States of the Indian Union. The panchayats are elected by direct vote of the people. Though a panchayat literally means a council of five members, membership of the panchayat varies from 5 to 15, depending on the population of the village. Provision is made for cooption of women and members of the Scheduled Castes, if they are not otherwise elected. People elect the president and vice-president directly from among the panchayat members.

The president of the panchayat is the head of the village administration. The staff comes under the administrative control of the BDO (Block Development Officer) concerned. The rural welfare officer helps the panchayat president and his council of members maintain facilities and carry out development programmes. The RWO is appointed by the Government and is under the administrative control of the BDO.

Ask

Sometimes when we ask for certain facilities, we are told to go to the BOOs office. Who is the Panchayat Commissioner or block development officer (BDO) ?

Several panchayats together form a panchayat union. The council of the panchayat union is constituted from the presidents of different panchayats in the area. One of them gets elected as panchayat union president. The BDO is employed by the Government at the panchayat union level as the chief executive officer

