

MAKING OF CHANGE AGENT

Report of a Field Based Learning Programme for Development Workers

January 2001 to December, 2003



**Manavodaya Institute of Participatory Development, Lucknow
in collaboration with CIDA, New Delhi**

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Report of a Field Based Learning Programme for Development Workers

Organised by :

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January, 2004

Programme coordinators

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FOREWORD

The organisation of ' Field based learning programme for development workers ' was a unique opportunity for Manavodaya to develop the capacity of educated rural youth from the deprived section of the population to engage in participatory development at the grassroots.

The process of combining conceptual understanding in class room sessions and practical understanding in fieldwork worked very well and produced remarkable results in terms of development of knowledge, skills and attitudes among the participants. The change is apparent. It made a professor from Lucknow University remark that what a university programme could not do in two years has been accomplished in six months.

The programme also helped in developing excellent leadership qualities and facilitation skills for participatory development among the rural youth. With systematic organisation of such programmes, the rural youth including girls can make considerable difference to the pace and effectiveness of rural development programmes in the country.

The programme generated intensive discussion within Manavodaya on the content, methods of training and selection process best suited for the purpose of turning the rural youth into change agents at the grassroots. The board and staff of Manavodaya wishes to express its gratitude to all those who supported the programme directly and indirectly. We would like to mention in particular the support received from CIDA, the sponsors, in understanding and encouragement received at times most needed.

**Varun and Amla Vidyarthi,
Programme Coordinators
January, 2004.**

OVERALL OBSERVATIONS

The experience of working with educated rural youth as potential change agents was moving. Most of them had little understanding of the process of development. For many, even living together was a new experience. At the beginning of the programme, their ability to communicate was disturbingly low. Reading habits and writing abilities were also generally poor. During the programme, therefore, considerable time was spent in overall personality development. This implied enabling them to speak during classes and after class in group discussions especially during morning hours. Cleanliness, discipline and punctuality were introduced as essential elements of the programme. For example, the practice of getting up from bed in time, making the bed and surrounding neat, going for a morning walk, taking a bath and joining for prayers and morning discussion was made a routine. This helped a lot in building self confidence, social mannerism and traits of leadership. Most participants openly mentioned at the end that apart from practical skills, the programme has given an important new direction to their personal lives and character. For many this implied giving up habits of alcohol, tobacco and smoking too. The participants were also given writing exercises regularly. To organise one's thoughts and putting down on experience to some. Participants were made to understand the need for proper presentation of reports, to take care of

" From the morning session, there is a long queue of changes in my life. The high point of my self confidence today is due to this session. In the process of exchange of thoughts among people, the practical experience gained has given a direction to my fumbling legs. I stopped smoking, learnt how to speak and learnt the art of increasing self knowledge ".

spellings and to develop a habit of taking notes in the field regularly. We are sure that these traits would make a significant difference in their method of working in future.

A major effort was, however, put into sharing the belief that development begins with people, in raising their awareness and abilities to tackle issues collectively. It is not about implementing government programmes only. For many, this came as a revelation. Most participants did not believe earlier that they could actually work with people successfully. In fact, the first field programme was a nightmare to some. The whole idea of starting a dialogue with the poor without offering them aid in some form was alien to them. After experiencing the process directly in the field, they developed a new confidence that ' they can do it '. Close guidance from experienced workers was essential for the purpose and we feel happy to report that such building up of experience was one of the high points of the programme.

It is interesting to note that a participant having M.S.W. (Masters in Social Work) background felt the same in his first exposure to the village. The field component of the programme had made all the difference in his learning about reality and the ability to deal with people that led to gradual development of self-confidence. We believe, therefore, that field based learning should be made integral to all programmes of training. That such learning should not be an artificial picnic-like exposure that does not enable the participants to get involved with issues faced by people. A

" Fieldwork was an entirely new experience for me. In the fifth field visit, when I got some tremendous response from the villagers, I remarked : What happened in this visit that I am scripting a success story ".

properly guided field based learning programme can make a significant difference in the working and attitude of persons that is crucial to the success of development efforts.

An important observation relating to most participants was the apprehension about their future. While they felt happy about the learning experience, they were unsure of how they would put it to use and make a career or a living. Those who worked with NGOs were usually poorly paid, part time or even voluntary. With a new vision of development, many wanted to look for new avenues. This served us a reminder that we should have a placement effort as a part of our programme.

The whole issue became a subject of intensive discussion and debate within Manavodaya at the end of the third programme. Service in the government or a career with big NGOs was a distant possibility for most participants. According we felt a need to redesign the selection process to focus on local youths who are not necessarily aspiring to work with development agencies e.g. those settled in the village, educated and willing to be social entrepreneurs in their area. For such enrolment, we lowered the educational qualification and admitted middle aged persons too.

We must say that such a strategy worked well as we were able to get a good response in the fourth programme. Surprisingly, many who joined turned out to be graduates, though there were some eighth pass candidates too who performed fairly well, especially in the field. An open

dialogue with these participants led to the suggestion that an additional livelihood training for them, like in beekeeping or running a school would enable them to continue to live and work towards development of their area.

It must be mentioned here that though selection of girls was made difficult by prejudices against mobility of girls in rural areas, these who did join performed above average and proved that gender is not an issue in development workers performance. The girls had to pick up courage and overcome family hurdles to do so.

In general, from the overall experience of conducting four programmes, we feel that there could be two types of field based learning programmes. One of lesser duration, i.e. of three months, for social entrepreneurs willing to live and work as change agents in their own area. The other of larger duration of six months or an year that provides a career opening to those interested in taking up a job with a development agency. The curriculum and field work component for these two categories would not be very different except in terms of depth. As the issue of livelihood is paramount for an educated youth, placement services or training in income generation should be made integral to the programme for development workers.

1. INTRODUCTION

It is now well recognised that the top down delivery based model of development, that relies on provision of goods and services to the disadvantaged population is not effective. It creates a mental dependence on the providers so that the recipients are always on the look out for more. It also creates parasitic middlemen who thrive on the ignorance and weakness of the poor. Alternatives lie in promoting a process of change that develops solidarity among people, in raising their consciousness, skill and knowledge levels, so that they can take the change initiative in their own hands. It has been shown that even in conditions of extreme deprivation, the process of mobilising people towards self-help has enabled thousands of families to bring about significant changes in their lives, economically, socially and politically.

The big question that has remained a challenge is : How is this to be done effectively on a widespread scale? Given the magnitude of the task, such a transformation requires a huge cadre of well trained development workers, who have the vision, clarity of concepts, skill and understanding to enable the poor to mobilise themselves. The existing courses in social work continue to have emphasis on theory that is usually inadequate to develop the right attitude and skills. At the same time, university courses are often inaccessible to rural students who are equally talented and capable of performing the role of development workers. A large number

of non-governmental organisations spread in the rural areas pick up educated rural youth to work for them. However, there are few or no available opportunities to educate them in practical methods of development and change relevant to the local needs. The programme on Field Based Learning for Development Workers was designed to fill such a gap. It was hoped that the programme would help in establishing methods, curriculum and field experience necessary to run such programmes on a regular basis.



Participants of third programme with resource persons

2. EVOLUTION OF PROGRAMME DESIGN

Manavodaya has been successfully conducting short duration programmes of upto a week for executives and workers of NGOs, institutions in the government and cooperatives for several years. These programmes have served an important purpose of introduction to the concept and working of participatory methods in development. More than two thousand persons have been trained through these programmes with the sponsorship of institutions like UNICEF, NABARD and World Bank aided projects. It was during these programmes that a need was felt for a long duration programme that leads to a fuller training of developments workers.



Cultural programme by participants

The nature of programmes by institutions like IRMA and XISS were considered unsuitable for training of rural youth from the standpoint of cost and time involvement. A more practical experience-based programme was considered desirable for the purpose. Accordingly a programme of six months duration having about fifty percent fieldwork was designed with iterative classroom and fieldwork components. The purpose was to enable the participants to get an understanding of concepts in the class and methods in the field. The programme was made residential for close mutual interaction among participants also promoting habits of regular library study, games, yoga and meditation. At Manavodaya, it has been observed that living together helps

in developing of personality and traits of leadership that are essential for effective working among people.

A strong fieldwork component enabled the programme to bring in all the current issues and challenges in development including understanding of new government schemes, self help groups and Panchayats. A strong field work component also implied setting up living arrangements in the field, practice of PRA exercises with people, formation and management of self help groups and understanding Panchayat issues .

The programme was designed to enable the participants to understand gender imbalances in society and issues related to development of women and children. The need and method of having simple and transparent accounting system at people's level also implied training in basic accounts.

Every programme was started by an introduction to the socio-economic scenario in the rural sector. A proper understanding of relations among people caused by feudal temperaments and caste system that continues to have a regressive role in the process of change was highlighted. The need to raise awareness on social issues and empowerment of the poor as basic building blocks of development constituted one of the main messages of the programme. The participants were enabled to observe these aspects in practice during their fieldwork.

3. THE CHALLENGE OF SELECTION

Every programme is only as good as its participants. Realising this, efforts were made to identify and enroll participants with a certain degree of self motivation and interest in the subject. We also had to ensure a minimum level of skills in mathematics and general knowledge so that persons can practice accounts and can act as a trainer, when necessary. Accordingly a written test having simple general knowledge and calculation questions was introduced for screening candidates. Considerable emphasis was placed on direct interview to identify motivational levels. Those having high motivation were given preference even if they scored less in written tests.



A new challenge

For identifying candidates from different districts of Uttar Pradesh, one day camps were held in selected districts in eastern and western U.P. where NGOs were invited to nominate candidates for the programme. We had mentioned graduation as a basic qualification, but also mentioned that those with lesser education having experience of working would be considered eligible. A fee of Rs 1000 per month for boarding with free cost of tuition. It was also mentioned that candidates going back to work to their organisations would be paid a stipend of Rs 1000 per month for six months provided they discussed their work with the programme coordinators and sent in a written monthly report.

However, NGO nominations did not come forth as planned. Some of the principal reasons were :

- Lack of willingness to spend six months for such a programme.
- Lack of willingness to pay.
- Fear of losing the candidate altogether.

Nomination of female candidates was very low. NGOs did have female workers, but many did not have the willingness to stay out for such a length of time. In one case, a husband and wife pair were enrolled to allow female participation.

Given the experience of low nominations, for the third programme it was decided to cut down the period to three months keeping the same subjects but with lesser details. It was hoped that a shorter programme would allow better participation of local youth who could not, for some reason, spend more time in training and yet wished to enter the field of development. A larger duration programme could still be kept as an option in the future. Accordingly the third and fourth batches were organised with three months duration, the latter focussing on selection at block level in neighbouring districts only. This method of local selection produced much better results as it reached many more potential candidates as compared to district based effort.

It must be mentioned here that several participants were keen on getting a certificate that showed some kind of approval or affiliation of a higher body so that it could be used for improving their job prospectus. This may become necessary in future to continue the programme, and may also ease the selection process.

4. PROGRAMME CONTENT

The Programme comprises of the following subjects.

1. Rural Scenario & Sustainable Development
2. Rural Communication & People's Participation
3. PRA and Survey Methodology
4. Human Values, Leadership & Motivation
5. Management of Self Help Groups
6. Panchayati Raj
7. Basic Accounts
8. Development of Women, Children & Gender Sensitivity

A brief summary of the contents is given below :

❖ Rural Scenario & Sustainable Development

Social conditions of the villages in India especially U.P., caste system, backwardness, economic activities agriculture and allied activities, sustainable agriculture, rural banking, rural entrepreneurship issues related to sustainable development .

❖ Rural Communication & People's Participation

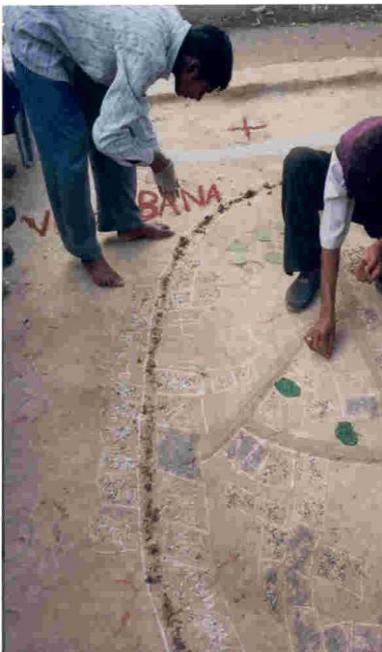
Effective communication for the development worker, communication with the near illiterates and neo-literates. Importance of feed-back in effective communication. Importance of listening, writing reports, public speaking, street-corner plays or Nukkad Natak. Principles of participatory development, examples of participatory development.

❖ PRA and Survey Methodology

Traditional techniques of conducting survey, importance of participatory rural appraisal, base line survey, social mapping, wealth ranking, pie & Venn diagrams, mean median mode, etc.

❖ Human Values, Leadership & Motivation

Values as the guiding force in personality development & community action, issues in leadership development, management principles and practice of effective management in NGOs.



Participatory Rural appraisal in a village

❖ Management of Self Help Groups

The concepts of self help groups, historical development of SHG and its rationale, strategies for making sustainable SHGs, credit management in SHGs, regulations regarding sanction and recovery of credit, bank linkage and self - regulation.

❖ Panchayati Raj

Public administration & development, local self-governance, historical background of Panchayati Raj, 73rd amendment, people's participation in PRIs, concept of local planning.

❖ Basic Accounts

Fundamental principals of double -entry book keeping, types of accounts-personal, real & nominal, receipts and payment accounts, income & expenditure accounts, trial balance. Practical exercises in the context of Self Help Groups.

❖ Development of Women, Children & Gender Sensitivity

Issues related to development of women and children, ICDS programme, women's rights and legal aid, gender sensitivity, sensitisation for removal of discrimination.

❖ Field Work

The initial assignment of field work centered on the foundational skill of establishing a dialogue and conducting Participatory Rural Appraisal exercise, enabling the students to have a proper grasp of the ground reality of the village under study. Later assignments related to conventional surveys and a study of the Panchayati Raj system, formation of SHGs, conduct of meetings, maintaining accounts of SHGs and preparation of projects with participation of people.



Participants during fieldwork

5. METHODOLOGY

1. Participatory learning

An interactive process of learning enabling the participants to speak in the class by raising queries to arrive at better understanding of the subject.

2. Use of Examples

Most discussions were based on sharing of experiences and real examples from the field situation. The participants were also encouraged to prepare case studies on the topics of their study like PRIs, Health & education facilities available in the village, etc.

3. Presentation

With a view to sharpening presentation skills, participants were required to present their findings, experiences and projects in the class room. Occasionally the participants were asked to summarise the contents of lectures delivered by faculty-members and guest speakers.

4. Film Shows

Participants were shown films on development like "Ubharti Umang", "Sanshodhan" etc.

5. Learning through Doing

Participants had to engage themselves in the field by actually doing the work like holding of meetings, explanation of the

concept of Self Help Groups or helping to make organic manure from cow dung.

6. Learning to be a Facilitator

In the daily curriculum, there was regular self reflection carried out by participants in a group-situation. The participants were encouraged to conduct group discussion on essential values for development like freedom, self-reliance, human dignity etc. Every participant had to place his/her point of view and sum up or conclude. Needless to say, these sessions prove to be the most liked ones by the participants, for these have helped them in internalising the right kind of attitude to life and work.



A morning self reflection session

TYPICAL DAY'S PROGRAMME

06:00 A.M. to 06:30 A.M.	Morning walk/Jogging/Yoga
06:30 A.M. to 08:00 A.M.	Personal time
08:00 A.M. to 09:00 A.M.	Prayer and Self-Reflection
09:00 A.M. to 10:00 A.M.	Breakfast
10:00 A.M. to 01:00 P.M.	Class Room Sessions
01:00 P.M. to 02:00 P.M.	Lunch
02:00 P.M. to 03:00 P.M.	Library
03:00 P.M. to 04:00 P.M.	Class Room Sessions
04:00 P.M. to 06:00 P.M.	Sports/Cultural Prog
06:00 P.M. to 08:00 P.M.	Study
08:00 P.M.	Dinner

6. RESOURCE PERSONS

Apart from the core faculty at Manavodaya including the Directors, the programme had the support of visiting faculty from Lucknow University, Pradhans of village Panchayats, experts from NABARD, CAPART and NGOs like Jeevaniya. Interaction with eminent persons was also scheduled when possible.

For example, in the first programme, the Secretary, Rural Development gave his valedictory address to the participants, along with other dignitaries having experience of rural development. In the second programme, the participants had the benefit of meeting by Mr. Johan, the Chief Resident Representative, UNICEF. Other prominent speakers in the closing ceremony were Professors Debashish Chatterji and Abha Chaturvedi, both of Indian Institute of Management. The third programme valediction had the benefit of views of a prominent poet and social worker, while the fourth batch did not have a formal closing ceremony.



Participants of the first batch with Secretary, Rural Development

A list of resource persons is given below .

Manavodaya Staff

Varun Vidyarthi
Dr. Amla Vidyarthi
Dr. C.S. Vyas
Dr. D.S. Mishra
Shailesh Singh
Shomit Sharma
Devendra Mishra

Guest Faculty

Dr. D.R. Sahu, Lucknow University
V.M. Ambedkar, Director Agriculture (Retd.)
M.C. Pathak, AGM, Dena Bank (Retd.)
K.N. Trivedi, Jt. Director, State Planning Institute
Lalmani Singh, ICDS Trainer
Arvind Kumar, CAPART
Syed Moinuddin, Addnl. Commissiner, Rural Development
R.K. Thanvi, NABARD
Dr. N.N. Mehrotra, Jeevaniya

7. PERFORMANCE GRADING

The performance grading of participants was based on written tests (50%), field reports (40%) and viva voce. Question papers were prepared by the faculty and written tests were conducted for every subject (Samples enclosed). However, equal emphasis was placed on performance in the field which was assessed by monitoring and guidance at field level together with report presentation in the class. A viva voce exam enabled understanding of the grasp of the subject and ability to respond orally.

A review of the performance of different participants shows that there was considerable variation in achievement. It was noted, however, that the performance was not necessarily connected to the earlier education. Several participants having low educational qualification scored well, while the well-qualified ones could not always perform well. Details of participants and their graders obtained by them are presented ahead.

8. DETAILS OF PARTICIPANTS AND THEIR PERFORMANCE

Programme I (01.06.2001 to 30.11.2001)

Sl. No.	Name	M/F	Age (Dec'03)	Caste	Education	District	Skills and Experience	Performance
1	Narendra Kumar Gola	M	20 Yr.	S.C.	B.A.	Firozabad	One year work with NGO, Driving Four Wheeler	A ⁻
2	Rama Kant Prajapati	M	33 Yr.	B.C.	B.A.	Deoria	Registered Medical practitioner, Hindi typing , Shorthand	A
3	Nirjala Devi	F	34 Yr.	B.C.	High School	Allahabad	Hindi, English Typing ,Teaching work with NGO	B
4	Sunil Datt Pathak	M	25 Yr.	Gen.	B.A.	Maharajganj	Driving Four Wheeler	A ⁺
5	Jitendra Kumar Sharma	M	20 Yr.	Gen.	B.A.	Firozabad	One year work experience	A ⁻
6	Suresh Chandra Pal	M	24 Yr.	S.C.	B.A.	Unnao	Driving Tractor, Hindi typing	B
7	Anand Kumar Tiwari	M	32 Yr.	Gen.	B.A.	Hardoi	Five year teaching experience	A ⁺
8	Pushpavati Devi Yadav	F	34 Yr.	B.C.	B.A.	Raibareilly	One year work with NGO	B
9	Shiv Shanker Churasia	M	28 Yr.	B.C.	M.A.	Pratapgarh	Eight years experience of social work	A ⁺
10	Shiv Kumar Churasia	M	33 Yr.	B.C.	Inter	Unnao	Driving tractor, Building material business	A ⁺
11	Himanshu Kumar	M	28 Yr.	Gen.	M.S.W.	Lucknow	One and half years work experience in Uptron	A ⁻
12	Satish Kumar Swrnkaar	M	34 Yr.	S.C.	M.A.	Sitapur	Hindi & English Typing	A ⁺
13	Vismaylal Patel	M	22 Yr.	B.C.	B.Sc.	Allahabad		A ⁺

Programme II (05.02.2002 to 30.07. 2002)

Sl. No.	Name	M/F	Age (Dec'03)	Caste	Education	District	Skills and Experience	Performance
1	Santosh Kumar Soni	M	26 Yr.	Gen.	B.A.	Ambedkar Nagar	One Year work with NGO	A
2	Brajesh Kumar	M	26 Yr.	S.C.	B.Sc.	Deoria	Cricket	B
3	Rajesh Kumar Singh	M	19 Yr.	Gen.	Inter	Pratapgarh	-	A
4	Satya Prakash Verma	M	23 Yr.	B.C.	Inter	Unnao	-	B
5	Priti Srivastava	F	27 Yr.	Gen.	M.A.	Deoria	One Year work with NGO	A
6	Chandra Parakash	M	24 Yr.	Gen.	B.A.	Allahabad	Two Year work with NGO	A ⁺
7	Chandrajeet Yadav	M	26 Yr.	B.C.	M.A.	Sant Ravidas Nager	NSS	B ⁺
8	Ram Dular	M	30 Yr.	S.C.	B.A.	Deoria	Two years Scouting with NGO	B
9	Sanjay Kumar Vishvakarma	M	24 Yr.	Gen.	B.A.	Kushinagar	Music	B ⁻

Programme III (11.11.2002 to 10.02.2003)

Sl. No.	Name	M/F	Age (Dec'03)	Caste	Education	District	Skills and Experience	Performance
1	Bharat Singh Yadav	M	20	B.C.	B.A.	Allahabad	Agriculture, Drive four	B
2	Hardwari lal	M	21	B.C.	B.A.	Sitapur	Agriculture, N.C.C.	A
3	Balbeer	M	27	Gen	M.Sc.	Bilaspur H.P.	Fruit Preservation	A
4	Ram Prakash Shukla	M	23	B.C.	B.A.	Sitapur	Work with Self Help Groups	B ⁺
5	Vinod Kumar	M	25	Gen	M.Sc.	Kathuaa	Computer, Seminar, Workshop	A ⁺
6	Sunaina Singh	F	25	B.C.	Inter	Deoria	One year work with NGO	A
7	Ashok Kumar	M	21	S.C.	B.A.	Bulandshahr	-	A
8	Rajesh Kumar Singh	M	28	B.C.	Inter	Deoria	Driving, Agriculture	B ⁺
9	Madhuker Verma	M	21	B.C.	B.A.	Sitapur	Work with Self Help Groups	A

Programme IV (02.08.2003 to 01.11.2003)

Sl. No.	Name	M/F	Age (Dec'03)	Caste	Education	District	Skills and Experience	Performance
1	Kumari Meenu	F	20	B.C.	B.A.	Sitapur	-	A ⁺
2	Suman	F	20	B.C.	Inter	Sitapur	-	B
3	Kamta Prasad	M	28	S.C.	M.A	Sitapur	-	A
4	Rajkumar	M	31	Gen	Inter	Sitapur	I.T.I fitter	A ⁺
5	Smt Kamini	F	28	Gen	High School	Lucknow	Trainer, Adult Education	B
6	Baburam	M	48	S.C.	8 th	Sitapur	Tailoring	B
7	Rameshwar	M	39	S.C.	Inter	Sitapur	Self Help Group	B
8	Rampal	M	48	S.C.	B.A.	Sitapur	-	A ⁺
9	Balbeer Singh	M	33	Gen	B.A.	Sitapur	Dari wearing, Adult Education	B ⁺
10	Dinesh Kumar	M	20	S.C	Inter	Lucknow	Motor cycle Mechanic	B
11	Sarvesh kumar	M	22	S.C	B.A.	Sitapur	Electronic Assembly	A ⁺
12	Rajendra Kumar	M	33	S.C.	Highschool	Sitapur	-	B
13	Chhetra Pal	M	28	S.C.	Highschool	Sitapur	Self Help Group	B
14	Omkar Pandey	M	23	Gen	Inter	Sitapur	Self Help Group	A
15	Sheela Singh	F	40	Gen	Inter	Sitapur	Health worker for 03 years	B ⁺
16	Km. Ramavati	F	20	S.C.	Inter	Sitapur	Kabaddi	A
17	Shalendra Kumar Pathak	M	27	Gen	B.Com	Lucknow	Cricket	B
18	Kusum Lata Verma	F	19	B.C.	Inter	Lucknow	-	-
19	Pramod Kumar	M	23	B.C.	Inter	Sitapur	-	B
20	Vijay Kumar	M	20	S.C.	8 th	Sitapur	-	B

9. PROGRAMME FEED BACK

- eSa ewyr% xkao dk jgus okyk gwa A fdUrq vf/kdka'kr% ?kj ls ckgj jgus ds dkj.k okLrfod xzkeh.k thou ,oa ogk; dh leL;kvksa ls vifjpr Fkk A ftlds dkj.k xzkeh.k thou ,oa ogk; ds yxsxksa ds izfr esjh lksp cgqr vPNh ugh Fkh A ekuoksn; esa eSusa xkaoksa esa tks ns[kk mlls xkaoksa vkSj ogk; ds yxsxksa ds izfr esjh n`f"Vdks.k gh cny x;k A vc xzkeh.k thou dh leL;kvksaa dks vkSj utnhd ls le>us vkSj ogk; ds fuokfl;ksa ds fy;s dqN djus dh izcy bPNk esjs vUnj gS tks ekuoksn; dh nsu gS A

ekuoksn; esa N% ekg fcrkus ls vU; ykHkksa ds vfrfjDr lcls cMk Qk;nk tks gqvk mldk irk eq>s vHkh ,d llrkg igys pyk A bl ykHk dks Li"V djus ds fy;s eSa ,d ?kVuk dh ppkZ djuk pkgrk gwa A

27@06@2002 dks rhu fnu dh NqV~Vh ysdj vius ?kj] Vk.Mk] ftyk vEcsMdj uxj] x;k A eS ;gh dh ,d laLFkk ^f=yksdiqj xzkek|ksx fodkl Isok lfevr** ls tqM+k gqvk gw; A 28 rkjh[k dks lqcg tc eSa viuh laLFkk ds dk;kZy; igaqpk rks eq>s crk;k x;k fd 30@06@20002 }kjk Lo;a lgk;rk lewg ds ,d fnolh; izf'k{k.k dk;ZØe dk vk;kstu fd;k tk jgk gS] ftlesa iz'kklu dh rjQ ls ifj;kstuk funks'kd] miftykf/kdkjh] {ks=kf/kdkjh] [k.M fodkl vf/kdkjh] vkSj dksroky 'kkfey gks jgs gSa A ftlesa vki dks Lo;a lgk;rk lewg fo"k; ij oDrO; nsuk gS A ;g lqudj igys rks eSa ?kcjk x;k D;ksfd bls igys eSaus bl rjg ds fdlh dk;ZØe esa Hkkx ugha fy;k Fkk A fdUrq fQj eSaus vius vkidks rS;kj fd;k vkSj fuf'pr rkjh[k dks oDrO; nsus ds ckn ml le; eq>s vikj lq[k dh vuqHkwfr gq;h A tc ifj;kstuk funks'kd us vius lekiu Hkk"k.k esa dgk fd ^eSa le>rk gw; Lo;a lgk;rk lewgksa ds ckjs esa xzke fodkl vf/kdkfj;ksa ;k vU; ljdkjh deZpkfj;ksa mruh tkudkj ugh gS ftruh feLVj lksuh dks gSa A** esjh bl vkaf'kd IQyrk ds ihNs mu tkudkfj;ksa vkSj vuqHkoksa dk cgqr cM+k ;ksxnku gS tks eSaus ekuoksn; esa jgs gq;s izklr fd;k gS A ;g vuqHko vkSj tkudkfj;ka Hkfo"; esa Hkh esjh IQyrk dk ek;/e cusxh] ,slk eq>s iw.kZ fo'okl gS A

**larks" k dqekj lksuh]
vEcsMdj uxj**

- tks thou ds pUn fnu geus ekuoksn; esa xqtksj] gekjh vkxs dh IEiw.kZ thou dk fodkl gsrq izsj.kk dk lzksr gS A dqN izeq[k fØ;k dyki dks bl izdkj ns[kk tk ldrk gS A

1- lqcg lw;Z mn; ds iwoZ mBus ,oa O;k;ke dh ge yksxksa dh vknr iM+h ftldh egRrk crkuk eSa vko';d ughA

2- d{kk v/;;u ds vUrxZr gesa vkilh lg;ksx dh Hkkouk] dq'ky O;okfjd cuuk] vPNs cksypky dk rjhdk] usr`Ro ds xq.k ,oa rjhdk] fVdkÅ LFkk;h fodkl tSls lekftd fo"k; ds lkFk&lkFk Lo;a lgk;rk lewg fuekZ.k] ifj;kstuk fuekZ.k] ouks"k?kh] d`f"k fodkl] ih0vkj0,0] dEI;wVj f'k{kk] vkfn vkt ds izeq[k vko';d fo"k;ksa ij Hkh xgjk;h ls tkudkjh feyh A

3- ge fdlh Hkh ckr dks xgjk;h ls ugh fy;k djrs Fks] bl dkj.k cgqr LFkkuksa ij geus vlQyrk ns[kh ,oa IEeku esa deh ns[kh] ijUrq vc esjs vUnj xaHkhjrk vk x;h gS] ftlls eSa vius fodkl ds lkFk lkFk lekt dh dfe;ksa dks nwj djus esa iz;ksx d#;xk A

fu"d"kZr% ge dg ldrs gS fd ekuoksn; us gekjs n`f"Vdks.k esa vR;kf/kd& mRre ifjorZu fd;k A ftlls esjh vkus okyh IEiw.kZ ftanxh dks ekxZ n'kZu ,oa ekuo dY;k.k gsrq dk;Z dh izsj.kk InSo feyrh jgsxh A

**jkts' k dqekj flag]
izrkiX<+**

- eSaus ekuoksn; esa ftl fnu dne j[kk Fkk oks 'kk;n esjs thou dk lcls egRoiv.kZ fnu Fkk A eSa tc ;gkj vk;k Fkk rks esjs vUnj fgpd jgrh Fkh fd eSa xzkeh.k IEcU/kh ;kstukvksa dks dSls fØ;kUo;u dj ikÅ;xk ijUrq izf'k{k.k dk;ZØe esa eSaus dbZ ,slh ckrksa dks lh[kk tks eq>s iwjs thou Hkj ;kn jgsaxh vkSj 'kk;n ;g phtsa eS viuk iwjk thou thus ds ckn Hkh ugh le> ikrk A izkd`frd okrkoj.k ds chp lFkr ekuoksn; dk 'kq} okrkoj.k] lkQ IQkbZ] Hkkstu vkfn ds lkFk gh izf'k{k.k {kerk dkQh izHkkoksRiknd gS A vxj vkneh ekuoksn; ds lkjs fu;e vkSj izse dks

vius thou esa mrkj ysa rks mldk ,d vPNk O;fDrRo
cu ldrk gS A

**IR; izdk'k oekZ]
mUuko**

- ekuoksn; usa gesa xzkeh.k fodkl dh tks dM+h crk;h gS] og dM+h gesa dgha vkSj izklr ugh gks ldrh A ,d etcwr vkRefo'okl dh vuqHkwfr gksrh gS rFkk gesa cksyus esa fgpd ugh eglwl gksrh gS A ekuoksn; esa tks izkFkZuk l= gS og cgqr vPNk gS A bls geus ;g tkuk fd euq"; dk thou fl}kUr ij pyuk fdruk dfBu gksrk gS A ekuoksn; us gesa mu ij pyus dk jkLrk cryk;k gS A ;gka ds laLFkkid Hkh lekt ds izfr iwjh rjg lefiZr gSa vkSj [kkldj xkao okyusa ds izfr mudk fo'ks"k #>ku gS A

izhfr JhokLro] xksj[kiqj

- xzke fodkl ds {ks= esa ikap o"kksZ ds dk;Z esa tks larqf"V ugh feyh Fkh] og bl laLFkku esa dsoy N% ekg esa gh lh[kus dks feyh gS A IgHkkfxrk dk D;k egRo gS] ;g lc lh[kus dks feyk A ekuoksn; ls ge esa /kS;Z vkSj vkRe fo'okl vkSj ckSf}d {kerk esa fodkl gqv k gS A

**pUnz izdk'k mik;/k;]
bykgkckn**

- loZizFke eSa ;g crkuk pkgwaxk fd eq>s ;gk; vkus dk lkSHkkX; dSls feyk\ esjs ekek tks ,0Mh0vks0 ¼vkbZ-,l-ch-½ bykgkckn ds dkSfM+gkj Cykd ds gSa A os ;gka vk;s Fks vkSj ;gk; ds izR;sd dk;Z ds vUnkt ls os cgqr izHkkfor Fks A mUgh ds }kjk eq>s ;gk; dh tkudkj vkSj ;g dg ldrs gS fd eq>ss ;gk; vkus dk volj feyk A
- 1- eSa ;gk; vkus ls igys ;k ;wa dg yhft;s ,e0,0 djus ds ckn lqcg 7 cts ls igys ugh mB ikrk Fkk A vk;s fnu eq>s lnH Z tq[kke vkSj fljnnZ gqv k djrk Fkk A ijUr q tc ls eSa ;gk; vk;k gwj lqcg 5%30 cts mB tkrk gwj rFkk fuR; deZ ds ckn cSMfeaVu bR;kfn [ksyusa

ds lkFk lkFk fu;fer O;k;ke Hkh djrk gwj] rRi'pkr ekfuZx okd Hkh djrk gwj vkSj vc u eq>s lqnhZ & tq[kke gS vkSj u dHkh flj nnZ gh gksrk gS A

2- ;gka lqcg fuR; izkFkZuk l= esa vPNh & vPNh ckrSa rFkk foosdkuUn] egf"KZ iratfy] Jh vjfoUn] jfoUnzukFk VSxkSj] egkRek xka/kh] Lokeh ukjknkuUn] egkRek cq} vkfn egkiq:"kksa ds fopkj fopkjksa dh tkudkj izklr gksrh gS A

3- ;gk; vkus ls igys eSa dHkh ugha ;g lksp ik jgk Fkk fd ,sls Hkh dk;Z ¼xkao esa jgdj½ eSa dj ldwaxk Aigys rks dqN dfBukb;ka vo'; eglwl gqbZ ijUrq /khjs & /khjs mfpr ekxZ n'kZu feyus ds dkj.k og leklr gks x;h A vc esjs vUnj bruk vo'; vkRe fo'okl gks x;k gS fd eS pkgS ftl xkao esa] pkgS ftl O;fDr;ksa ds chp esa eq>s jguk iM+s] eSa jg ldrk gwj A ;gk; vkus ls igys eq>s dqN le> es ugh vk jgk Fkk fd eSa D;k d:a A ;gka rd fd eSaus ,e0,0 ¼bfrgkl½ Hkh fd;k rFkk ,y-,y-ch- esa ,Mfe'ku Hkh 2002 esa dj;k;k fQj Hkh eq>s viuk Hkfo"; va/kdkj esa fn[k jgk Fkk A ijUrq ;gk; vkus ds ckn de ls de vc eq>s vius Åij ;g fo'okl gks x;k gS fd vc eSa dqN dj ldrk gwa vkSj esjs vU/kdkj dh ?kVk tSlS gV x;h vkSj esjs vc eq>s izdk'k dh fdj.k fn[kus yxh gS A vc esjs vUnj ,d fo'ks"k izdkj dk cy vk x;k gS fd eSa lekt esa jgdj dk;Z dj ldrk gwa A [kkldj Lo;a lGk;rk lewgksa ds {ksss= esa rks vc eq>s iw.kZ Kku rks ugh dg ldrs ijUrq cgqr Kku izklr gks x;k gS A

pUnzthr ;kno] lar jfonkl uxj

- thou ds fy;s egRoiw.kZ gS ^ekuoewY;]**] bl dh okLrfodrK ls ifjp; ds fy;s eSa ekuoksn; dk _.kh gjw A lqcg ds l= esa esjs thou esa ifjorZu dh ,d yEch ykbu yx x;h gS A vkt esjs vkRe fo'okl dh tks Å;pkbZ gS] og blh l= dh nsu gS A lcls cM+h ckr ;g gS fd yksxksa ds chp fopkjksa dk tks vknku iznku gksrk gS] mldk O;ogkfjd vuqHkoksA ls esjs cgds dneksa dks ,d jkLrk feyk A esjs O;ogkfjd ifjorZu esa /kweziku ds lsou ij jksd yxh] cksyus dh 'kSyh lh[kk] vius vkReKku dks c<+kus dh dyk lh[kh A eS lnk ekuoksn; dk vkHkkjh jgwaxk A

**czts'k dqekj ekS;kZ]
nsfj;k**

- tc eSa ekuoksn; vk;k vkSj ;gka dkslZ rFkk QhYM odZ ds ek;/e ls cgqr lkjs fodYi feys ftlls yxk fd ekuoksn; xzkeh.k {ks= ds fodkl rFkk vkt dh ;gok ih<+h dks lgh ekxZ ns ldrk gS A ekuoksn; ,d ,slk lysVQkeZ fey x;k gS tgka vius t:jr dh lkexzh ysdj fodkl ds fdlh Hkh fn'kk esa tk;k tk ldrk gS vkSj lekt dks lgh fn'kk nh tk ldrh gS A

jke nqykj] nsfj;k

- ♦ eSa ;g dguk pkgw;xk fd ekuoksn; fd bl ikou /kjh bl ikou eafnj esa vius dks ikdj xkSjokfUor eglwl dj jgk gw; A fMlyksek dkslZ iwjk djus ds ckn eq>s ,slk yx jgk gS fd eSaus pkj /kke dh ;k=k iwjh dj yh gS vFkkZr~ iq.; izklr dj fy;k gS A bl dk;ZØe esa T;knrj yksxksa ds chp xk;o esa jguk vkSj muds nq[k&nnZ dks lquuk vkSj ,d lgh fn'kk esa dke djus ds fy, izsfjr djuk cgqr vPNk yxk A dk;ZØe esa mPpdksfV ds O;fDr;ksa }kjk fn;k x;k ysDpj vkSj muds fopkj cgqr vPNs yxs A bl dk;ZØe esa tks iwjk tksj izsfDVdy odZ ij fn;k tkrk gS og gesa cgqr vPNk yxk A bl dk;ZØe esa fu;e esa jguk ,d xq:dqy i)fr ds vuqlkj] mlls gesa vuq'kklu esa jgus dh izsj.kk feyh A ;gk; ij vkus ls igys eSa lksprk Fkk fd thou flQZ [kkuk&ihuk vkSj ekSt eLrh gS ijUrq ;gk; ij vkdj irk pyk fd thou flQZ ekSt&eLrh gh ugha gS] oju~ gekjs thou dk ewy mn~ns'; nwljksa ds fy, leiZ.k gS A

fouksn dqekj] ftyk dB;ok

- ♦ vc eSa bruk etcwr gks x;k gw; fd eq>s dgh Hkh fdlh Hkh xk;o esa NksM+ fn;k tk; ml xk;o esa eSa jg ldrk gw; vkSj mu xk;o okyksa dks ,d ubZ fn'kk ns ldrk gw; A Lo;e~ lgg;rk lewg dks lk/kkj.k u ekudj ,d vfHk;ku dk :i nsdj pykuk gksxk A

gj}kjh yky] ftyk lhrkiqj

- ♦ ;gk; ij vius rd gh f'k{kk lhrfer ugha gS] oju~ xk;o&xk;o esa tkdj ubZ tkudkj nsuk mudh

leL;k,a le>uk rFkk gj ihfM+r O;fDr dk lkFk nsuk vkSj gj leL;k dk gy djuk lh[kk A

cychj flag] ftyk fcykliqj

- ◆ ;gkj vkus ls igys eSa vius ?kj esa viuh i<+kbZ djrk vkSj firKth ds lkFk [ksrh dk dke Hkh ns[kk djrk Fkk A eSa lksprk Fkk fd ;gh esjk thou gS vkxs eq>s D;k djuk pkfg, eS dqN le> ugha ik jgk Fkk A ;gkj vkus ds ckn rks tSlS esjh ftUnxh dk edln gh cny x;k ;g eSaus lius esa Hkh ugha lkspk Fkk fd ;gkj vkus ij eq>esa brus ifjorZu vk tk;saxsa A ;g rhu eghus dk dk;ZØe esjs thou dh ,d cgqr cMh+miyfC/k gS A ;gkj fo'ks"k :i ls tks pht vPNh yxh] og gS ;gkj ds fu;e] vuq'kklu o bZekunkjh bu rhu phtksa ds fcuk gekjh ftUnxh csdkj gS Aeq>esa lcds lkeus cksyus dh fgEer vk x;h vkSj eSaus ekuo ewY; dh fdrkc i<+dj mls vius Åij ykxw djus dk fu.kZ; fd;k A

e/kqdj oekZ] ftyk lhrkiqj

- ◆ eSa lnpkjh dk thou thuk pkgrk gwj vkSj gekjk edln ;gh jgsxk A iSlk deku ugha D;ksafd gesa iSlS dh deh ugha gS A D;ksafd gekjs ikl dkQh O;kikj gS A vkSj geus lnSo pkiywlksa dks nwj Hkxk;k gS A xjhc ,oa vehj bekunkjksa dks lEeku ,oa lkFk fn;k gS A gekjs thou esa flQZ ,d leL;k gS fd dgha vius ls Hkwy u gks tk;sa D;ksafd tekuk cgqr cny x;k gS A

Hkkjr flag ;kno] ftyk bykgkckn

- ◆ tc eSa ;gkj igys&igys vkbZ] rks eq>s ,slk yxk fd eSa ;gkj jg ugha ikÅ;xh A tgtkj rd eSa ;g lksprh Fkh fd eSaus vius nks cPpksa dks NksM+ dj cgqr cM+k vij/k fd;k gS] D;ksafd geus mu nks eklweksa dks vius vkp; y ls nwj j[kk eSa fdruh csjge gwj AijUrq vc eq>s yx jgk gS fd eq>s ;gkj tks dqN Hkh lquus rFkk lh[kus dks feyk mls vius thou esa mrkjs vkSj ml jkg ij pyus dh [kq'kh esa eSa lcdqN Hkwy x;h AeSaus ;gkj ij vkdj la;e fu;e

dkuwu vkSj bUlku cuuk lh[kk gS] D;ksafd bls igys eSa vke bUlku dh rjg Fkh vkSj ,slk lksprh Hkh Fkh A

lquSuk flag] ftyk nsfj;k

- ◆ ekuoksn; laLFkk esa vkus ls igys esjs vUnj ,d nwljs izdkj dh fopkj /kkj.kk,a Fkh A bl fopkj /kkjk ds vusd dkj.k Fks ftlesa xkj0 dh jktuhfrd fLFkfr;kj pkjksa rjQ >wB dk okrkoj.k vkSj vfo'okl izeq[k gS A bUgha dkj.kksa dh otg ls eSa vius vki dks le> ugha ik jgk Fkk vkSj gj le; vusd izdkj ds xUns vkSj vthc fopkj esjs eu esa mRiUu gksrs jgrs Fks A

v'kksd dqekj] ftyk cqyUn'kgj

- ◆ ;gkj vkdj lqcg mBdj nkSM+us tkuk mlds ckn Luku djuk] rS;kj gksuk] vkSj lqcg 8-00 cts izkFkZuk esa tc ge 2 feuV ds fy, /;ku /kjs rksa gedks cgqr 'kkfUr feyrh Fkh A;gkj dh lQkbZ dh ftruh rkjhQ dh tk, mruh de gS A ;gkj Qwyksa ds j[k&j]kko dk rjhd ,oe~ jgu & lgu dk okrkoj.k cgqr gh vPNk yxk A

jkeizdk'k 'kqDyk] ftyk lhrkiqj

- ◆ tks lq/kkj bruh mez chr tkus ij Hkh ugha dj ik;s Fks] ;gkj ij rhu eghus esa gh lq/kkj gks x;k] le; ls mBuk] le; ls Hkxoku dk uke ysuk rFkk bl dk;ZØe ds ek/e ls gedks xjhc oxksZa esa tkdj ckrsa djus rFkk mu yksxksa dks ÅjpkbZ ij ykus dk ekxZ fn[kkukA eq>s ;g lcls vPNk yxk tks ;gkj ij u'kk djus ij l[rh cjrh tk jgh gS A

jkts'k dqekj flag] ftyk nsfj;k

10. CONCLUDING REMARKS

n general, from the overall experience of conducting four programmes, we feel that there could be two types of field based learning programmes. One of lesser duration, i.e. of three months, for social entrepreneurs willing to live and work as change agents in their own area. The other of larger duration of six months or an year that provides a career opening to those interested in taking up a job with a development agency. The curriculum and field work component for these two categories would not be very different except in terms of depth . As the issue of livelihood is paramount for an educated youth, placement services or training in income generation should be made integral to the programme for development workers.

ANNEXURES

Sample Test Papers

Description of Participants

